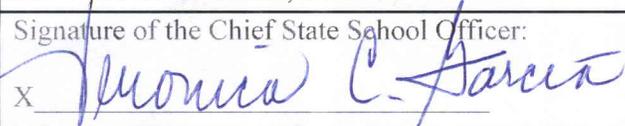


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>New Mexico Public Education Department</p>	<p>Applicant's Mailing Address:</p> <p>300 Don Gaspar Santa Fe, NM 87501</p>
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<p>State Contact for the School Improvement Grant</p> <p>Name: Dr. Sheila Hyde</p> <p>Position and Office: Assistant Secretary of Education, Quality Assurance & Systems Integration</p> <p>Contact's Mailing Address:</p> <p>Room 203 300 Don Gaspar Santa Fe, NM 87501</p> <p>Telephone: 505-827-6517 or 505-795-0177</p> <p>Fax: 505-827-4242</p> <p>Email address: sheila.hyde@state.nm.us</p>	
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<p>Chief State School Officer (Printed Name):</p> <p>Dr. Veronica C. García, Ed.D.</p>	<p>Telephone: 505-827-6688</p>
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<p>Signature of the Chief State School Officer:</p> <p>X </p>	<p>Date:</p> <p>2.10.08</p>
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The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

**School Improvement Grants
Application**

**Section 1003(g) of the
Elementary and Secondary Education Act**

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: 06/30/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See Appendix C for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

For fiscal year (FY) 2009, there is \$3.546 billion available for School Improvement Grants under section 1003(g): \$546 million through the Department of Education Appropriations Act, 2009; and \$3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. In its application for these funds, an SEA may request a waiver of the period of availability to permit the SEA and its LEAs to obligate the funds through September 30, 2013.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate school improvement funds in proportion to the funds received by the States, the Bureau of Indian Education, and the outlying areas, respectively, for the fiscal year (*e.g.*, FY 2009) under Parts A, C, and D of Title I of the ESEA.

An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B). The SEA may retain an amount not to exceed

five percent for State administration, evaluation, and technical assistance, which the Department has awarded to each SEA.

Consultation with the Committee of Practitioners

Before submitting its application for a School Improvement Grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

State Application Process

To apply for a School Improvement Grant, an SEA must submit an application to the Department. This revised School Improvement Grant application form is available on the Department's Web site at: <http://www.ed.gov/programs/sif/applicant.html>.

Please note that an SEA's submission must include the following attachments, as indicated on the application form:

- A list, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public. **(Please see NMPED Appendix F)**

Electronic Submission: The Department strongly prefers to receive an SEA's School Improvement Grant application electronically. The SEA should submit it to the following address:

school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its School Improvement Grant application to the following address:

Dr. Zollie Stevenson, Jr., Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before **February 16, 2010**.

For Further Information

If you have any questions, please contact Dr. Zollie Stevenson, Jr. at (202) 260-0826 or by e-mail at Zollie.Stevenson@ed.gov.

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Link to Definition: see definition below table

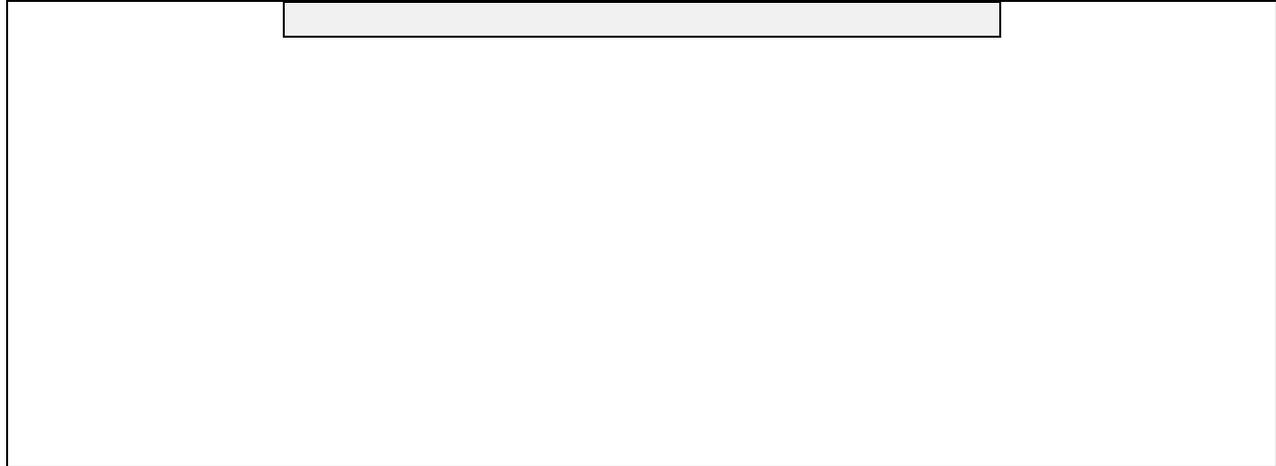
DISTRICT	SCHOOL NAME	NCIS ID #	TIER I	TIER II	TIER III	GRAD RATE
Jemez Mountain	Lybrook Elementary	350138000371	x			
Gallup-McKinley	Church Rock Elementary	350111000299	x			
APS Charter	El Camino Real	350006000854	x			
Gallup-McKinley	Navajo Elementary	350111000309	x			
Dulce	Dulce	350081000716	x			

* As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

	Middle						
Gallup-McKinley	Tohatchi Middle	350111000664	x				
Cuba	Cuba High	350066000234	x			Below 60%	
Santa Fe	Ramirez Thomas Elementary	350237000887	x				
Central	Naschitti Elementary	350039000182	x				
Gallup-McKinley	Crownpoint High	350111000301	x			Below 60%	
Pecos	Pecos Middle	350201000706	x				
Central	Newcomb High	350039000654	x			Below 60%	
Deming	Bell Elementary	350069000236	x				
Gallup-McKinley	Navajo Pine High	350111000310	x			Below 60%	
Grants-Cibola	Laguna-Acoma High	350117000330	x			Below 60%	
APS	Ernie Pyle Middle	350006000052	x				
Gallup-McKinley	Crownpoint Elementary	350111000300	x				
West Las Vegas	Valley Middle	350156000416	x				
Gallup-McKinley	Stagecoach Elementary	350111030020	x				
Socorro	R. Sarracino Middle	350246000572	x				

Silver	Silver High	350243000564		x		Below 60%	
Moriarty	Moriarty High	350189000468		x		Below 60%	
Los Lunas	Los Lunas High	350168000439		x		Below 60%	
Alamagordo	Alamagordo High	350003000799		x		Below 60%	
Farmington	Farmington High	350099000284		x		Below 60%	
Albuquerque Public Schools	Valley High	350006000116		x		Below 60%	
Albuquerque Public Schools	Manzano High	350006000082		x		Below 60%	
Albuquerque Public Schools	Del Norte High	350006000044		x		Below 60%	
Gadsden	Santa Teresa High	350108000323		x		Below 60%	
Vaughn	Vaughn Elementary	350000100607			x		
Zuni	Twin Buttes High	350280000677			x		
Grants-Cibola	Seboyeta Elementary	350117000337			x		

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.



Identification criteria that New Mexico used for the definition of “persistently lowest-achieving schools”:

1. Tier I

- a. Title I and receiving funds
- b. In improvement (SI-1 to R-2)
 - i. Lowest achieving 5% or 5 schools whichever greater
 - ii. HS with cohort grad rate < 60% currently and historically

2. Tier II

- a. Title I secondary schools eligible but not funded
- b. Lowest achieving 5% or 5 schools whichever greater
- c. HS with cohort grad rate < 60% currently and historically

3. Definition of a Secondary School in New Mexico- 22-1-3. Definitions; public schools; classifications, as used in the Public School Code [22-1-1 NMSA 1978]:

- a. "secondary school" means a public school providing instruction for grades nine through twelve, unless there is a junior high school program approved by the state board [department], in which case it means a public school providing instruction for grades seven through twelve;
- b. "junior high school" means a public school providing a junior high school program approved by the state board [department] for grades seven through nine, or for grades seven and eight; and
- c. "high school" means a public school providing instruction for any of the grades nine through

twelve, unless there is a junior high school program approved by the state board [department] for grades seven through nine, in which case it means a public school providing instruction for any of the grades ten through twelve.

4. Persistently Lowest achieving was defined as

- a. The *All Students* subgroup, regardless of FAY
- b. “Low Achieving”
 - i. Percent proficient were converted to percentile ranks (0-100)
 - ii. Percentile ranks (Reading & Math) were averaged for 5 years (2005-2009)
 - iii. Percentiles were averaged with equal weighting for each
- c. “Persistently”
 - i. Growth was established as the gain or loss in percent proficient from contiguous years (2005-2009)
 - ii. Gains and losses for the 4 improvement periods were averaged
 - iii. Schools must have a minimum of 3 years worth of data (2 improvement periods) to get a growth score

5. Graduation was defined as:

- a. The *All Students* subgroup
- b. Rates for the last 3 available years (grads of 2006, 2007, and 2009) were converted to percentile ranks; required because the methodology of rate calculation differed
- c. Percentile ranks were flagged when $\leq 60\%$; in the only cohort year (2009), 60% correlated with approximately the 58th percentile.

6. Compilation

- a. Two separate lists were established for Tier I and Tier II
- b. Schools were ranked on the averaged Reading/Math percentile rank
- c. Schools were flagged with growth $\leq 1\%$
- d. Schools were flagged with grad rates persistently $\leq 60\%$
- e. The rank-ordered list was compiled from
 - i. The lowest ranking schools

ii. That met the conditions of c. and/or d.

f. New Mexico will exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed [who were enrolled in the school for a full academic year as that term is defined in New Mexico’s Accountability Workbook] is less than 25. The minimum group size of 25 was established for Adequate Yearly Progress (AYP) subgroups in 2003, and was a compromise between the number needed for statistical integrity, and the number needed to hold all schools, especially smaller schools, accountable for student achievement.

New Mexico’s minimum group size is smaller, and more rigorous, than AYP standards set by most other states. To reliably measure progress in schools with fewer than 25 students would not be statistically defensible. In sum, New Mexico elected to exclude the 3 schools that meet this definition in order to ensure that the identification of a school is both valid and reliable based on a minimum number of students and does not reveal personally identifiable information about individual students in the school.

NMPED exercised the ability to exclude three small schools that met the criteria as defined in the latest guidance from USDOE.

The three schools are:

District	Name of school	Size	Proficiency Rate
Vaughn	Vaughn Elementary	37 Students; 23 FAY Tested	AVG 34% Reading; 11% Math (5 years)
Grants-Cibola	Seboyeta Elementary	23 Students; 20 FAY Tested	AVG 34% Reading; 10% Math (5 years)
Zuni	Twin Buttes High	9 Students: 4 FAY Tested	Too few to include rate without FERPA violation

Those three schools are listed as Tier III schools.

Public Notice for the N-Size Waiver: <http://www.ped.state.nm.us/titleI/dl10/Memo-Notice%20of%20intent%20to%20request%20n-size%20waivers%20under%20SIG%20grant.pdf>

NMPED will submit comments subsequent to the application submission as allowed by USDOE.

See Appendix F for the Waiver Request Letter.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Part 1

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

(1) The LEA has analyzed the needs of each Tier I, Tier II, and Tier III school identified in the LEA's application and has selected an intervention for each school.

All identified Tier I, Tier II, and Tier III schools have participated in the School CLASS Self Assessment. They are required to submit to the NMPED a copy of the summary forms, inclusive of strengths and opportunities for growth, with a final document that indicates priorities for the following school year. A tracking log has been developed in order to maintain current information regarding submission. The priorities identified must be reflected in the school's Improvement Plan – Educational Plan for Student Success (EPSS). The EPSS is submitted a minimum of three times a year, the first due on June 14th. The EPSS submitted on June 14, 2010 for all Tier I, II, and III schools will be reviewed by the NMPED staff to assure priorities are reflected in the EPSS. In November of 2010, the second EPSS will be submitted and reviewed by external consultants for both compliance and for consistency with the identified priorities. Feedback will be provided to schools within 30 days of submission of the EPSS. NMPED staff will continue to work with Tier I, Tier II, and Tier III schools to assure that their plan is reflective of the identified priorities. Submission of plans on a timely basis will be one of the considerations when determining continued funding of the SIG for subsequent school years.

The School Self Assessment is a tool provided to schools by the NMPED for use by all schools who have not met AYP for a third consecutive year. This tool was made available in December 2009 to all of the schools in improvement, corrective action, and restructuring. The goal of the assessment is for continuous improvement resulting in enhanced academic achievement for all students. The process, which is highly dependent on collaboration, cooperation, communication and advanced planning, is designed to assist schools in the identification of the root cause(s) of achievement gaps and the development of new priorities which then become new goals, strategies, and action steps in the school's Educational Plan for Student Success (EPSS). This process is designed to lead to increased academic achievement for all students.

A variety of tools and forms have been developed to support and assist in the implementation of the school self assessment process. Using the menu of tools and forms, the District Leadership Team and the School Leadership Team can customize internal practices and procedures to meet the unique characteristics and needs of the school while maintaining the integrity of the process. The Needs Assessment process provides schools and districts with both qualitative and quantitative data and information needed to identify priorities leading to development of the intervention model. The goal is to help schools discover the root causes of systemic and systematic performance problems. A link to the complete needs assessment is: <http://www.ped.state.nm.us/div/psb/dl10/CLASS/index.html>

The School Assessment will be embedded on the Web Educational Plan for Student Success (discussed in detail on Page 12) and will be a key factor in assisting the LEAs as they develop their application. A Regional Support Specialist from the SEA has been assigned to work directly with each LEA and they will have access to the Web EPSS.

Samples of the Collaboration Leadership and Accountability for Student Success (CLASS) Needs Assessment:

CLASS Self Assessment Snapshot

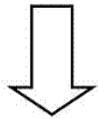
New Mexico Class Self Assessment: Process Chart 2009 – 2010 (Transition)

New Mexico Class Self Assessment: Overview Guidance



Data Summary

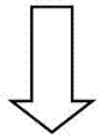
A summary of your data will be completed that identifies strengths and areas for improvement for each section above.



Rubric Review

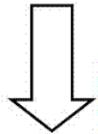
The School Leadership Team will review the Data Summary and complete the Rubric Review Process. The Rubric Review process includes:

- Review of each rubric indicator for all three Criteria: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships.
- Citing evidence for each indicator (refer to Evidence list provided)
- Consider the Data Summary Information (strengths and opportunities for improvement).
- Build consensus among the Instructional Team and assign a performance level (Does Not Meet, Partially Proficient, Proficient, Exemplary) for each indicator.
- Upon rating each category, record on Rubric Review Rating Sheet. Identify up to 4 strengths and 4 opportunities for improvement.



Setting Priorities

Setting priorities requires narrowing the focus to a few areas that are likely to have the greatest positive impact on student achievement. The School Leadership Team will come together to complete this process based on the Rubric Review Ratings. The priorities identified, shall be reflected in the revised EPSS.



Revise EPSS

The revised EPSS shall be submitted to the NMPED – Priority Schools Bureau 2 weeks after the mid-year SCA has been completed.

Submission Dates

The following Self Assessment documents are due to the NMPED on **January 29, 2010**:

- Data Summary documents from the Principal Self Assessment Reflection, Survey Monkey results, Classroom Observations and Student Achievement Data Review.
- Rubric Review Rating Sheet to include evidence.
- Setting Priorities – Listing of identified priorities

New Mexico CLASS School Self Assessment Principal Self Reflection Questions

Sample Self
Assessment

Rubric	Question
1.1	1. What is your school's mission and vision and how and when were they formulated?
1.2	2. How did you determine the goals and which strategies to use for your improvement plan?
1.3	3. How are priorities for student academic achievement established and stressed throughout the year?
1.4	4. What types of analyses of the school's progress in achieving EPSS goals are conducted and who was involved in the analysis?
1.4	5. How are disaggregated data used to set goals and meet diverse student needs?
1.5	6. What specific resources and structures do you provide to engage all staff in continuous improvement processes?
1.6	7. What processes do you use to engage teachers and other instructional staff in vertical and horizontal articulation?
1.7	8. What types of federal, state, and local grants do you have or pursue and how are they monitored?
1.8	9. How are fiscal and human resources allocated within the school to students who need additional assistance?
2.1	10. On what basis do you select strategies, interventions, and/or programs to meet student needs?
2.2	11. To what extent do the teachers in your school effectively employ a continuous improvement process in their classrooms with their students?
2.3	12. How do teachers and other instructional staff use data from short-cycle and other formative assessments and from summative assessments to refocus or modify instruction at the classroom and individual levels?
2.4	13. How well do teachers and other instructional staff implement the district policy for allocating and protecting instructional time in all core subject areas?
2.5	14. What evidence do you have that teachers and other instructional staff have appropriate content knowledge for effective and accurate instruction?
2.6	15. What do your teachers do to differentiate instruction to meet the learning needs of all students?
2.7	16. How often is feedback provided and what types of feedback do teachers give to students? How do students use the feedback?
2.8	17. What types of opportunities are students generally given to demonstrate their proficiency and how do teachers allow for adjustment of instruction in terms of levels of difficulty, strategy for instruction, and/or time allotted to complete tasks?
2.9	18. What does the school do to ensure that all teachers and other instructional staff implement curriculum and classroom assessments that are aligned with the New Mexico Content Standards?
2.10	19. How do adults in the school prevent and control behavior problems in class?
3.1	20. What activities are in place to promote and implement a culture of respect, trust, and positive communications among and between educators and children in your school?
3.2	21. What types of partnerships have been established with local community businesses and organizations and how are they related to promoting student achievement?
3.3	22. What activities are in place to engage families as partners in their children's education?
3.4	23. What specific steps are taken to ensure that the school provides a safe, culturally responsive, and orderly environment conducive to student learning?

(2)The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II, and Tier III school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

NMPED has designed the Appendix D in the LEA Application that uses Dean Fixsen’s Core Implementation Components in order for the LEA to demonstrate their capacity to implement the selected interventions. These components are:

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

In the Implementation Actions for Districts in the proposed LEA application, there is a requirement to engage parents and community members in every model. For example, in the Turnaround Model:

Implementation Actions for Districts

- Pursue changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies.
- Identify schools to receive targeted turnaround interventions.
- Devise procedures for determining which strategy to pursue at each identified school.
- Provide schools “the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement”.
- Establish partnerships with external providers where appropriate.
- Establish mechanisms for keeping stakeholders informed about the turnaround process at each school.
- Establish regular communication with the community and schools engaged in the turnaround process.
- Hold schools accountable for short-term progress leading to long-term academic gains.

Therefore, the consultation with stakeholders is already embedded in the criteria and is aligned to the Community and Parent Involvement Goals in the WebEPSS.

The LEAs will use the SEA’s online Web Educational Plan for Student Success (EPSS) system to submit their application and plan for implementing the selected Improvement Model. The Web EPSS is an online tool to monitor the implementation and evaluate the effectiveness of a district and/or school improvement plan. The WebEPSS is designed to enhance capacity to track the implementation and evaluate the effectiveness of school and district improvement plans. This tool was developed by South West Comprehensive Center and this is NMPED’s second year of using the tool for monitoring and planning. NMPED determined that since this tool is already being used by districts and schools to drive their improvement goals, strategies, and action steps, it made sense to align that work plan to the School Improvement Grant application. The *Web EPSS* allows SEAs to post support materials to provide guidance and assistance to LEAs to organize the information for planning, monitoring, and reporting. Once the plan is entered and approved, school, district and SEA staff can view the plan, and monitor progress of activities as well as report progress.

Additionally, each model has specific guiding questions that the LEA must use in its application which include Implementation Actions for Districts and Implementation Actions for Schools. These Action Steps will support the goals and strategies in the LEA application embedded in the WebEPSS. See example below:

School Improvement Grant

If the Turnaround Model is selected:

Strategy: To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Description:

Action Step:

<p>Title:</p> <p>Description:</p> <p>Begin Date:</p> <p>End Date:</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p>Core Implementation Components</p> <ul style="list-style-type: none"> ▪ Staff Performance Evaluation ▪ Decision Support Data Systems ▪ Facilitative Administrative Supports ▪ Systems Interventions ▪ Recruitment and Selection ▪ Pre-service Training ▪ Consultation and Coaching 	<p>Implementation Actions for Districts</p> <ul style="list-style-type: none"> ▪ Decision about scheduling ▪ Decision about staffing ▪ Decisions about budgeting ▪ Align budgets with school improvement priorities
		<p>Implementation Actions for Schools</p> <ul style="list-style-type: none"> • Consider scheduling changes that could facilitate improved student learning. • Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development • Align budgets with school improvement priorities.

Each of the Implementation Actions will be scored using the rubric described on Page 16.

(3)The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I, Tier II, and Tier III school identified in the LEA’s application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The Web EPSS links budget information to the goals, strategies, and action steps in the application specific to the selected model. See Appendix D on the LEA Application. The Web EPSS also includes other budget sources that support the goals, strategies, and action steps.

Improvement Plan (3) View/Print PDF (using filters): Plan or Implementation Checklist | Manage Goals | Attach Document | Filing Cabinet Docs: 1

Collapse Outline Show: All Statuses All Funding Sources All Tags Update

Goal: Turnaround Model Strategies: 1 Action Steps: 0 of 3 Complete Estimated Cost: \$500.00
 (Add Strategy | Order Strategies) Budgeted: \$500.00
 1 Incomplete Strategy Tasks: 0 of 1 Complete Actual: \$500.00

A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve [Attach Document](#)

Strategy: New Governance Structure - Turnaround Model Action Steps: 3 Estimated Cost: \$500.00
 (Add Action Step | Order Actions) Budgeted: \$500.00
 Actual: \$500.00

Organize, plan and monitor the necessary elements of the system for which the school is responsible and provide useful tools to begin implementation of a new governance structure to get planning teams started. [Attach Document](#)

Action Step	Description	Responsible	Status
Identify Necessary Elements	Complete Self Assessment to establish priorities based on the data gathered from the Principal Reflection, Staff, Parent and Student surveys, Classroom Observations, and Data Achievement Review.	Jane Doe	Status: Not Begun 1/29/2010
	Tasks: 0 of 1 Complete Lead Self Assessment Contact (Due on 2/9/2010)		Estimate: \$0.00
Identify Tools need for new Governance	Tools to complete Self Assessment: Surveys, Data forms, Reflections Questions, Rubrics	Tina Besa	Status: Not Begun 1/29/2010

Budget Example

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA’s commitment to do the following:

(1) Design and implement interventions consistent with the final requirements.

The example below is from the LEA Application (Appendix D) and it demonstrates the specific requirements for the strategy regarding teacher and leader effectiveness in the Transformation Model. Under this strategy, the LEA will have a minimum of 8 Implementation Action Steps that would need to be addressed and will be scored for completeness.

Appendix D- Example

School Improvement Grant

Complete the following if the Transformation Model is selected:

Strategy: Measures the District will take in developing teacher and school leader effectiveness.

Description:

Action Step:

Title:	Core Implementation Components
Description:	<ul style="list-style-type: none">▪ Staff Performance Evaluation▪ Decision Support Data Systems▪ Facilitative Administrative Supports▪ Systems Interventions▪ Recruitment and Selection▪ Pre-service Training▪ Consultation and Coaching
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	
Person(s) Responsible:	

Implementation Actions for District
<ul style="list-style-type: none">▪ Provide for an infrastructure for Continuous Improvement▪ Implement, assess and adjust instruction in short term cycles of improvement▪ Design planning and decision making plan▪ Establish structures for team planning▪ Provide adequate time for teams to meet, conduct business▪ Provide professional development for district and school personnel on effective learning practices▪ Establish evaluation criteria that is directly tied to expected outcomes▪ Systematize the regular reporting of the work of the school and district

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

The example below is from the LEA Application (Appendix D) and it demonstrates the specific requirements for the strategy regarding Instructional Reforms in the Transformation Model. Under this strategy, the LEA will have a minimum of 8 Implementation Action Steps that would need to be addressed and will be scored for completeness.

Appendix D- Example

School Improvement Grant

Complete the following if the Transformation Model is selected:

Strategy: Instructional reform strategies

Description:

Action Step:

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for District

- Establish plan for monitoring fidelity of implementation of the curriculum
- Establish data plan to identify possible reasons for programs not performing as expected
- Provide for comprehensive training and support materials
- Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data
- Provide resources (time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards
- Utilized coaching methods to support teachers in differentiating instruction
- Use student data to drive instruction by training teachers and principals in how to interpret and use data to change instruction
- Allocate resources to support the method (materials, release time and stipends)

(3) Align other resources with the interventions.

The example below is from the LEA Application (Appendix D) and it demonstrates the specific requirements for the strategy regarding Extending learning time and creating a community-oriented school in the Transformation Model. Under this strategy, the LEA will have a minimum of 5 Implementation Action Steps that would need to be addressed and will be scored for completeness.

Appendix D- Example

School Improvement Grant

Complete the following if the Transformation Model is selected:

Strategy: Extending learning time and creating community-oriented school.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for District

- Establish a "buy-in" plan for extended learning time
- Allocate and increase funds to support extended learning time
- Provide professional development to ensure that teachers use extra time effectively
- Determine how the district will monitor progress of the extended learning time initiative
- Establish plan for effective before and after school programs, summer school, Saturday school, extended day programs

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The example below is from the LEA Application (Appendix D) and it demonstrates the specific requirements for the strategy in the Transformation Model. Under this strategy, the LEA will have a minimum of 8 Implementation Action Steps that would need to be addressed and will be scored for completeness.

Appendix D- Example

School Improvement Grant
If the Turnaround Model is selected:

Strategy: To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Description:

Action Step:

<p>Title:</p> <p>Description:</p> <p>Begin Date:</p> <p>End Date:</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p>Core Implementation Components</p> <ul style="list-style-type: none"> ▪ Staff Performance Evaluation ▪ Decision Support Data Systems ▪ Facilitative Administrative Supports ▪ Systems Interventions ▪ Recruitment and Selection ▪ Pre-service Training ▪ Consultation and Coaching 	<p>Implementation Actions for Districts</p> <ul style="list-style-type: none"> ▪ Decision about scheduling ▪ Decision about staffing ▪ Decisions about budgeting ▪ Align budgets with school improvement priorities
		<p>Implementation Actions for Schools</p> <ul style="list-style-type: none"> • Consider scheduling changes that could facilitate improved student learning. • Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development • Align budgets with school improvement priorities.

(5) Sustain the reforms after the funding period ends.

The SEA will assure that the LEA application demonstrates that the LEA will invest early on in resources that will build capacity so that the investment reduces over the 3 years. Additionally, the Review Panel will carefully analyze the LEA application to make sure the intervention model chosen will be sustainable as a result of the intentional strategies of building capacity. During the funding period, the SEA will require the LEA's to align their other resources (Title I, Title II, Title III, and Indian Education Funds) to the intervention model. The WebEPSS is currently being used to monitor those programs and gives New Mexico the ability to align program and budget to the Educational Plan for Student Success' goals, strategies, and action steps. As a result, the SEA and LEA can access these reports and information to prioritize and monitor the resources for sustaining the reforms.

The Web EPSS allows the SEA and LEA to create reports to enable the LEA to analyze results and prioritize resources after the funding period ends. See Appendix D in the LEA Application.

Appendix D- Example

Strategy: To establish competencies that will be used to measure the effectiveness of staff who will work within the turnaround environment to meet the needs of students.

Description:

Action Step:

<p>Title:</p> <p>Description:</p> <p>Begin Date:</p> <p>End Date:</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p>Core Implementation Components</p> <ul style="list-style-type: none"> ▪ Staff Performance Evaluation ▪ Decision Support Data Systems ▪ Facilitative Administrative Supports ▪ Systems Interventions ▪ Recruitment and Selection ▪ Pre-service Training ▪ Consultation and Coaching 	<p>Implementation Actions for Districts</p> <ul style="list-style-type: none"> ▪ Establish tools to measure effectiveness of staff ▪ Align state standards of practice to district system evaluation ▪ Establish systems that will support two way communication with staff regarding performance ▪ Pinpoint school conditions that predict later failure ▪ Engage in rapid retry efforts when failure occurs ▪ Provide mentorship and Professional Development support ▪ Use continuous improvement cycles
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C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. The LEA must list the schools it will serve in the LEA application and the next section describes how the

SEA will scrutinize the LEA's capacity or lack of capacity to effectively intervene in their Tier I schools.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

See Appendix D in the LEA Application for the goals, strategies, and action steps that must follow the guiding questions and components for implementation that the SEA developed. In addition, the LEA must present their application to the NMPED School Improvement Review Panel and the LEA must be prepared to successfully answer the panel's inquiries

The LEA must complete Appendix D and submit a draft to the SEA prior to their presentation to the NMPED School Improvement Review Panel. The LEA must present their draft to the Panel and successfully answer the panel's inquiries. In addition, the NMPED Regional Support Specialist assigned to the LEA must conduct a minimum of 2 site visits and make a presentation to the Review Panel regarding the data, the District and School CLASS Assessments, and the Appendix D information. Each of the criteria in Appendix D will be scored based on the following rubric:

- ❖ 0-5 Points-- Not responsive to requirements
- ❖ 6-10 Points—Partially responsive to requirements
- ❖ 11-15—Completely responsive to requirements

Worksheet D has been developed for the LEA to complete in the event that the LEA believes it lacks the capacity to effectively implement one of the intervention models. The LEA must also present this information to the Review Panel and the NMPED Regional Support Specialist assigned to the LEA must verify the information and present that verification to the Review Panel.

If the Review Panel determines that the LEA has more capacity than the LEA demonstrates, the Panel will make a recommendation to the NMPED Secretary of Education to determine options in order to assure that the students at the school are being served well. One option may be that the SEA determines it may exercise its option to take over the operation of the school. Another option may be that the SEA needs to devote additional time in the LEA to clarify issues and find options to serve the school(s).

The final application and the SEA decision will be posted to the NMPED website.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process and timeline for approving LEA applications.

The LEAs will use the SEA's online Web EPSS system to submit their application and plan for implementing the selected Improvement Model. The Web EPSS is an online tool to monitor the implementation and evaluate the effectiveness of a district and/or school improvement plan. NMPED has recently developed and begun to implement an interactive web-based version of the Educational Plan for Student Success (EPSS), which is designed to enhance educators' capacity to track the implementation and evaluate the effectiveness of their school and district improvement plans. This tool was developed by

South West Comprehensive Center and this is NMPED's second year of using the tool for monitoring and planning. NMPED determined that since this tool is already being used by districts and schools to drive their improvement goals, strategies, and action steps, it made sense to align that work plan to the School Improvement Grant application. The *Web EPSS* allows SEAs to post support materials to provide guidance and assistance to LEAs to organize the information for planning, monitoring, and reporting. Once the plan is entered and approved, school, district and SEA staff can view the plan, and monitor progress of activities as well as report progress and outcomes.

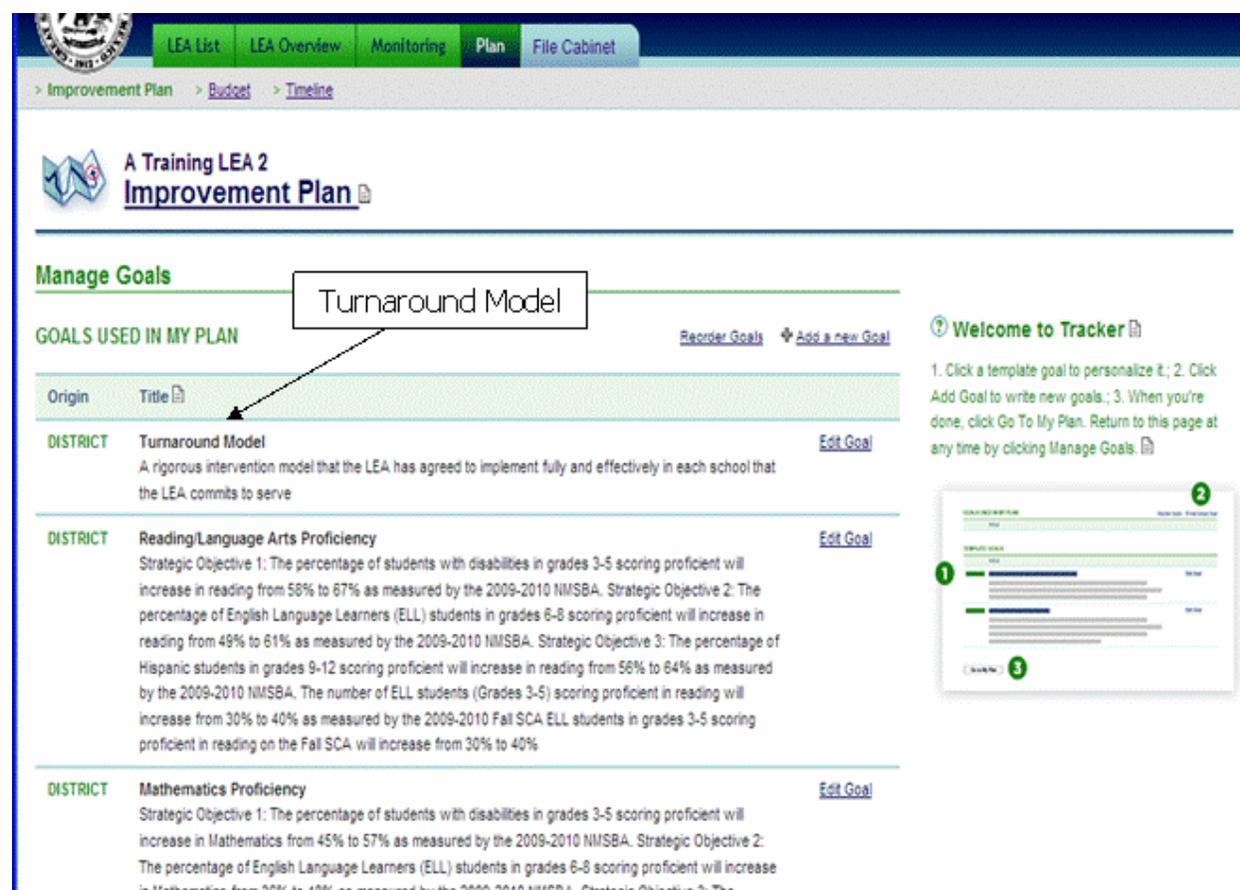
The Web EPSS is designed to track the implementation and evaluate the effectiveness of the LEA Improvement Plan. When fully implemented, it will guide New Mexico schools and districts through the process of tracking actions, responsibilities and progress toward increasing student achievement. Currently, 26 New Mexico school districts designated as Corrective Action are using the Web EPSS tool. Training and support, has been provided to these school districts by the New Mexico Public Education Department (NMPED) – Priority Schools Bureau Staff in conjunction with West Ed. The Web EPSS can be monitored on an ongoing basis because it is a web-based tool. As of January 4, 2010 all 26 school districts in New Mexico received feedback on their Web EPSS submissions and this information is to be included in the next revision of their District improvement plan – June 2010. All remaining school districts in New Mexico will be trained and expected to deploy the Web EPSS in 2010. Additionally, the New Mexico schools connected to the original 26 school districts will also be trained on the Web EPSS and expected to deploy the tool as their improvement plan. Regional training across the state support these efforts in addition to webinars and personalized technical support provided by NMPED Regional Support Specialists.

LEAs will upload their SIG applications as documents in their Web EPSS file cabinet and then be linked to the District and School plans. The SEA will provide technical assistance and will pre-populate the WebEPSS so that the SEA can concentrate on the strategies and action steps for the application. The SEA will view each draft plan online, provide feedback and, when appropriate, "approve" the draft plan online, with notification to the LEA. Each of the criteria (action step) in Appendix D will be scored based on the following rubric:

- ❖ 0-5 Points ---Not responsive to requirements
- ❖ 6-10 Points—Partially responsive to requirements
- ❖ 11-15—Completely responsive to requirements

See Appendix D in the LEA Application for the goals, strategies, and action steps that must follow the guiding questions and components for implementation that the SEA developed. The Regional Support Specialist will work individually with the LEAs to set their performance measures to make sure they meet the rigorous and reasonable standards. In addition, the LEA must present their application to the NMPED School Improvement Review Panel and the LEA must be prepared to successfully answer the panel's inquiries.

Example of an LEA choosing the Turnaround Model as a Goal in the WebEPSS:



The Web EPSS tools are available through the Internet, and require a computer with a network connection and a Web browser. To access the tool, individuals must have an account in the system and be set up to access the LEAs plans. The SIG goals and plans for individual schools will be incorporated into this same system, thus maintaining a consistent system for planning, monitoring, implementation, and reporting.

Process Steps	Timeline	Responsible Party
Embed approved LEA application into the Web EPSS	February 2010 (depending on USDOE approval)	USDOE, NMPED, and South West Comprehensive Center
Train the LEAs on the	February 2010	NMPED and *NMLI (New

Application Process		Mexico Leadership Institute)
LEAs submit their draft application on Web EPSS	On or before March 24, 2010	NMPED and LEA
LEAs submit their application and makes presentation to NMPED Review Panel	On or before March 31, 2010	LEA
LEAs submit their Final Application on Web EPSS	5 days after presentation to panel	LEA
SEA notifies districts	April 12, 2010	SEA
SEA awards funds to LEA	April 30, 2010	SEA
LEA Implementation Begins	May 2010	LEA & SEA

The NMPED Priority Schools Bureau (PSB) has partnered with the New Mexico Leadership Institute (NMLI) to bring superintendents, invited district personnel, PSB staff, and others together for a series of webinars using Wimba Classrooms. Stakeholders can participate in webinars at the actual date and time they take place and the webinars will be available to download them and view them at any time. The dates and times of these webinars are listed below. In addition, NMPED and NMLI developed a page on the NMLI website where the LEAs can access documents relating to school turnaround, such as a toolkit for selecting turnaround leaders, current research, lists of vendors, etc. They can also communicate with each other about their planning using blogs. Link to the NMLI site: www.nmli.org.

Wimba Classroom Schedule		
Date	Time	Topic
February 9	9:30 a.m.	School Improvement /Turnaround Options Specifics: A. Turnaround B. Restart C. Transformational D. School Closure
February 11	1:30 p.m.	LEA Application Process Overview
February 16	9:30 a.m.	School Improvement Grant Application Details
February 18	1:30 p.m.	Follow-up on Turnaround and Transformation Models
February 23	9:30 am	Union Issues
February 25	1:30 p.m.	Selecting Principals
March 2	9:30 am	Selecting External Providers
March 4	1:30 p.m.	Community/stakeholder Involvement
March 9	9:30 a.m.	Using the WebEPSS to monitor & implement intervention
March 11	1:30 p.m.	Performance Measures—Rigor and Reason
March 16	9:30 a.m.	Resources: Effective Implementation of School Improvement Grants (CII)

(2)Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier III schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I, Tier II, or Tier III schools in the LEA that

are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

For the 2009-2010 school year, all schools in Tier I have conducted a School CLASS Self Assessment, establishing base line data and to drive the determination of priorities in the completion of their Improvement Plan (Educational Plan for Student Success – EPSS) as well as their School Improvement Grant application. In the fall of the 2010-11 school year, the first year of a school receiving a SIG grant, an external consultant will be assigned to conduct the school CLASS needs assessment. That information and data will be shared with the school and compared with their self-assessment from the 2009-2010 school year. In the spring of 2011, the same external consultant will again conduct the School CLASS needs assessment in order to identify progress and areas of growth.

Additionally, Short Cycle Assessment scores will be reviewed and fall scores will be compared with spring scores and the amount of growth will be a consideration in determining funding for a second year. NMSBA data will also be reviewed and the average growth computed, inclusive of the 2009-2010 data. Gains from this year will be expected.

Should the data indicate no or little growth, a school would likely not be recommended for funding for a second year.

The Web EPSS includes descriptions of the Goals and Strategies, detailed Action Steps (start and end dates, person(s) responsible, specified budget allocations and expenditures), and related Tasks with due dates and assignments. The SEA is able to review and approve these plans online, and make comments back to the LEA about each item in the plan. Comments appear within the plan at the point of origin, and may also be emailed from Web EPSS to the persons responsible for that section of the plan. The SEA may also provide templates and guidance documents to the LEAs, attached within their online Plan, and may view documents uploaded by the LEAs.

As the LEA implements its plan, progress is recorded in the Web EPSS by providing status updates of Tasks and Action Steps, recording actual expenditures in their budgets, and uploading documentation related to activities and events to the file cabinet. The Plan Overview page shows the status of each goal, Strategy, and Action Step, including when it was last updated and by whom. Action Steps may be "tagged" with one or more designation set by the SEA (e.g. SIG, PD, ELL, Parent) and the plan view may be filtered by a Tag, and/or by a Funding Source, and/or by the status of Action Steps (Not Begun, In Progress, Completed). The filters provide a view of just those selected features in the Plan, so the SEA Reviewer(s) may quickly assess all of the SIG-related Action Steps and see the progress that has been made on each one. An Implementation report is also available, which presents a chart view of each Action Step, its current status, and the history of progress updates with related comments. The SEA may also request certain documentation be uploaded to a particular Strategy or Action Step, showing the implementation process and the impact on student achievement.

The SEA will monitor the LEA's plan implementation using Web EPSS, providing "real-time" information on implementation (status updates, comments, documentation provided) as well as review the SIG schools' plans and the LEA's interactions within the school plans (e.g. comments, LEA-provided documents, monitoring reports in the LEA plans.) The implementation of the school intervention model will be evident in both the LEA plan implementation and in their interaction with the progress of the

school plans. The WebEPSS will be reviewed monthly by the SEA and provide feedback to the LEA via the WebEPSS tools.

Example an LEA’s use of Goals, Strategies, and Action Steps in the WebEPSS:

The screenshot displays the 'Improvement Plan' interface. At the top, there are navigation links: 'View/Print PDF (using filters: Plan or Implementation Checklist | Manage Goals | Attach Document | Filing Cabinet Docs: 1)'. Below this, there are filters for 'Show: All Statuses', 'All Funding Sources', and 'All Tags', along with an 'Update' button.

The main content area shows three items:

- GOAL:** 'Turnaround Model'. It has 1 strategy, 0 of 3 action steps complete, and an estimated cost of \$500.00. A callout box labeled 'GOAL' points to the goal icon.
- STRATEGY:** 'New Governance Structure - Turnaround Model'. It has 3 action steps, an estimated cost of \$500.00, and a description: 'Organize, plan and monitor the necessary elements of the system for which the school is responsible and provide useful tools to begin implementation of a new governance structure to get planning teams started.' A callout box labeled 'STRATEGY' points to the strategy icon.
- ACTION STEP:** A table with columns: 'Action Step', 'Description', 'Responsible', and 'Status'.

Action Step	Description	Responsible	Status
Identify Necessary Elements	Complete Self Assessment to establish priorities based on the data gathered from the Principal Reflection, Staff, Parent and Student surveys, Classroom Observations, and Data Achievement Review.	Jane Doe	Status: Not Begun 1/29/2010
Identify Tools need for new Governance Structure	Tools to complete Self Assessment: Surveys, Data forms, Reflections Questions, Rubrics	Tina Beas	Status: Not Begun 1/29/2010

 A callout box labeled 'ACTION STEP' points to the 'Identify Necessary Elements' row.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

For the 2009-2010 school year, all schools in Tier III have conducted a School CLASS Self Assessment, establishing base line data and to drive the determination of priorities in the completion of their Improvement Plans (Educational Plan for Student Success - EPSS) as well as their School Improvement Grant application. In the fall of the 2010-2011 school year, the first year of a school receiving a SIG grant, an external consultant will be assigned to conduct the school CLASS needs assessment. That information and data will be shared with the school and compared with their self-assessment done during the 2009-2010 year. In the spring of 2011, the same external consultant will again conduct the School CLASS needs assessment in order to identify progress and areas of growth.

Additionally, Short Cycle Assessment scores will be reviewed and fall scores will be compared with

spring scores and the amount of growth will be a consideration in determining funding for a second year. NMSBA data will also be reviewed and the average growth computed, inclusive of the 2009-2010 data. Gains from this year will be expected.

Should the data indicate no or little growth, a school would likely not be recommended for funding for a second year.

The SEA will monitor the LEA's goals, strategies, and action steps for its Tier III schools (subject to approval by the SEA) using Web EPSS, providing "real-time" information on implementation (status updates, comments, documentation provided) as well as review the SIG schools' plans and the LEA's interactions within the school plans (e.g. comments, LEA-provided documents, monitoring reports in the LEA plans.) The implementation of the school intervention model will be evident in both the LEA plan implementation and in their interaction with the progress of the school plans. Renewal of the grant will be similar to the process for Tier I schools since access to the WebEPSS is similar.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

NMPED will use the Web EPSS to fully monitor the intervention model and each LEA has a Regional Support Specialist from the NMPED Priority Schools Bureau assigned to monitor implementation and provide technical assistance. These staff will be trained and supervised by the Coordinator of District Improvement.

In addition, NMPED will require that each school has a data management system that includes the following components linked to the Web EPSS for monitoring:

- a. Develop school-specific metrics that promote growth, goals and innovation
- b. Easily disseminate district-specific information about accomplishments, progress and areas of need
- c. Analyze real-time reports for forecasting, budgeting and planning
- d. View key performance indicators across student, subgroup and school
- e. Access on-demand information about pedagogical methodologies
- f. Easily improve strategic alignment, efficiency, accountability, cycle times and forecasting.
- g. Create, measure and analyze school or cohort groups over time to evaluate the efficacy of academic interventions
- h. Systematically gather longitudinal data about student performance on assessments.
- i. Easily sort data by grade, gender, ethnicity, and more to evaluate testing skill levels and student progress
- j. Thoughtfully evaluate data needed for differentiated instruction
- k. Quickly identify achievement trends across time and groups
- l. Administer placement and simulation exams, periodic assessments and year-end exit exams.
- m. Diagnose strengths and weaknesses of individual students, schools, and districts

The LEA will be required to make a presentation to the Review Panel prior to renewal of funds and will focus on the performance measures. The WebEPSS provides historical data on the goals, strategies, action steps, and budget. The renewal process will drive opportunities for improvement, celebration, and collaboration.

Example of Action Steps in the WebEPSS:

Organize, plan and monitor the necessary elements of the system for which the school is responsible and provide useful tools to begin implementation of a new governance structure to get planning teams started. [Attach Document](#)

Action Step	Description	Responsible	Status
Identify Necessary Elements	Complete Self Assessment to establish priorities based on the data gathered from the Principal Reflection, Staff, Parent and Student surveys, Classroom Observations, and Data Achievement Review. Tasks: 0 of 1 Complete Lead Self Assessment Contact (Due on 2/9/2010)	Jane Doe	Status: Not Begun 1/29/2010 Estimate: \$0.00
Identify Tools need for new Governance Structure	Tools to complete Self Assessment: Surveys, Data forms, Reflections Questions, Rubrics Tasks: None	Tina Beas	Status: Not Begun 1/29/2010 Estimate: \$500.00
Monitoring Cycle	Establish monitoring cycle of the action step Tasks: None	Jane Doe	Status: In Progress 1/29/2010 Estimate: \$0.00

Goal: [Reading/Language Arts Proficiency](#)
Strategies: 4 ([Add Strategy](#) | [Order Strategies](#))
Action Steps: 2 of 14 Complete
Estimated Cost: \$48,500.00
Budgeted: \$25,050.00

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

NMPED will prioritize the grants to LEAs based on the schools’ needs assessment, available funds, and the LEA’s capacity for implementing strategies as scored in the Application and Panel Review. NMPED may also take into consideration the LEA’s feeder patterns and geographical factors to determine maximum long term benefits to students.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

NMPED will prioritize the Tier III schools based on the schools’ needs assessments, available funds, and the LEA’s capacity for implementing strategies as scored in the Application and Panel Review.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

NMPED does not intend to take over services any Tier I or Tier II schools. If conditions change, the SEA will amend its application to the USDOE accordingly. New Mexico does have the statutory authority to take over schools if necessary.

Once the Review Panel makes a recommendation to the NMPED Secretary of Education regarding the status of each LEA application, the NMPED will make decisions based on a specific intervention model in consultation with the appropriate stakeholders and will develop goals, strategies, and actions based on similar criteria within the LEA application.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.[†]

NMPED does not intend to provide services directly to any schools in the absence of a takeover at the present time. If conditions change, the SEA will amend its application to the USDOE accordingly.

NMPED will analyze which direct services may need to be provided in schools once the Review Panel makes its recommendation to the NMPED Secretary of Education.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following:

(NMPED has completed each assurance, indicated by the “√”)

- √ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- √ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier III school that the SEA approves the LEA to serve.
- √ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have

[†] If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

been requested and received by the SEA or an individual LEA to extend the period of availability.

- ✓ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ✓ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ✓ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ✓ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ✓ Post on its web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant, amount of the grant, name and NCES identification number of each school to be served, and type of intervention to be implemented in each Tier I, Tier II, and Tier III school.
- ✓ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

In summary, New Mexico has combined its years of experience in working with schools in need of improvement and the best research from efforts across the country to develop a framework for guiding our work of improving the state's lowest-performing schools. Each school will be expected to:

1. Set high expectations for all students
2. Increase students' involvement in and control over their own learning
3. Set high expectations for parents and community
4. Create a positive school environment that is conducive to learning and builds on the unique New

Mexico cultural diversity

5. Link/align instruction to rigorous, common standards, curriculum, pedagogy, lesson plans, progress monitoring, benchmarking, and summative assessments
6. Develop and support strong instructional leadership
7. Demand excellent teaching supported by job-embedded professional development
8. Provide and support efficient and effective student learning time (with extended school time models)
9. Build and support community engagement with a focus on the community collaboratives to bring all stakeholders to engage in the solution
10. Use technology to connect communities to data, professional development, instructional lessons, summative assessments, and to create learning centers for communities to expand their knowledge and skills

Under the above strategies, New Mexico will also identify success stories that can be replicated. An RFP with an educational research center will benchmark progress and performance to enable this replication. This is particularly important to sustain these reforms and expand them to other low-achieving schools.

Each of the schools identified for one of the interventions will be required to use a common curriculum framework that is aligned to standards, instruction, interventions, and assessments. Therefore, some of the state funds may be used to help evaluate and train districts in aligning their framework. A curriculum framework specifies what topics are to be taught at which grade levels for each subject in the curriculum. New Mexico’s curriculum framework will follow components similar to the Pennsylvania Standards Aligned System as shown in Table E-2.4.

Table E-2.4: New Mexico’s Curriculum Framework

Clear Standards	Clear, high standards that establish what all students need to know and be able to accomplish
Fair Assessments	Fair assessments aligned to the standards
Curriculum Framework	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level
Instruction	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance
Materials and Resources	Materials that address the standards
Interventions	A safety net/intervention system that ensures all students meet standards

New Mexico will expand on its Regional Support System that was implemented in 2008 and focus on engaging communities in order to successfully foster collaboration with the LEA and SEA. The concept is an important part of New Mexico's strategy to demonstrate sustainability for School Improvement Grant implementation. New staffing of the system include the following:

- a. Turnaround Specialists. The Governor's Graduate NM Initiative approved funds for 4 FTE's for 2009-2012 using the State Fiscal Stabilization Government Services Fund. Depending on the interventions and approved applications, other turnaround specialists may need to be hired and deployed.
- b. A Community Coalition Coordinator to build an effective network of partners within the local communities, the state, and the nation. This coordinator will benchmark, communicate, and build these networks of key stakeholders and partners. For example, the coordinator will serve on the Board of Innovate to Educate and will partner with the National Hispanic Cultural Center in Albuquerque. Funding for this position will be provided by the School Improvement Grant and recruitment for this position will begin in Spring 2010.

In addition, the set-aside funds will be used to train and equip the turnaround specialists, the community organizers, and other staff who will monitor and support the LEA's programs and budgets. Some funds may be needed to upgrade the Web EPSS during the three years of implementation.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

(NMPED has completed each assurance, indicated by the “√”)

√ **The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.**

New Mexico Public Education department consulted with its Committee of Practitioners and the minutes are attached. NMPED Appendix E

The SEA may also consult with other stakeholders that have an interest in its application.

√ **The SEA has consulted with other relevant stakeholders, including the following description:**

The New Mexico Public Education Department (NMPED) formed the School Improvement Task Force to serve an advisory role in the process of applying for the federal School Improvement Grant (SIG) and related funds. The Task Force was comprised of representatives from local education agencies (LEAs) and other educational organizations from throughout the State. Staff from the Southwest Comprehensive Center (SWCC) at WestEd co-facilitated Task Force meetings with NMPED staff on November 6 and November 20, 2009.

Specifically, the Task Force advised the NMPED in the following areas:

- Criteria for identifying schools that would be eligible to receive SIG funding
- Criteria related to the overall quality of LEA applications for SIG funding and LEA capacity to implement fully and effectively the required interventions
- Review of requirements for various applications for ARRA funding and State initiatives to ensure that they are complementary

As a result of the discussions and input from the Task Force, the NMPED established and identified the criteria that the SEA used to determine the eligible schools.

The Task Force agreed that the NMPED should give top priority to LEA applications for SIG funding that clearly demonstrate LEA capacity to

- Analyze needs of eligible schools;
- Match interventions to individual school needs;
- Design effective interventions;
- Use external providers effectively;
- Embed interventions in a long-term plan;
- Align other resources with identified needs;
- Modify practices; and,
- Sustain reforms after supplemental funding is no longer available.

All LEA applications will be reviewed against these criteria, as well as the other requirements outlined in the final SIG regulations.

To ensure that the various educational initiatives within the State and federally funded programs are complementary to one another, the Task Force reviewed the following programs and their respective requirements:

- Governor's Initiatives
- Race to the Top
- Federal Innovation grants
- Student Longitudinal Data Systems
- School Improvement Grant

Based on these analyses and discussions, the NMPED is better equipped to develop and submit applications that support the Governor's educational initiatives, meet all requirements and expectations of the respective programs, and minimize duplication and overlapping efforts.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

New Mexico requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools, and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to substantially raise the achievement of students in the State's Tier I and Tier II schools.

- ✓ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- ✓ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- ✓ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice, as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form (See Attachment in NMPED Appendix D) that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

The SEA must attach its LEA application form to its application to the Department for a School Improvement Grant. See Attachment in NMPED Appendix D

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

- (2) If the LEA is not applying to serve each Tier I, Tier II, or Tier III school, the LEA must explain why it lacks capacity to serve each school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

	<p>Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.</p> <p>An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.</p>	
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D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

APPENDIX A

Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools;” or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing

appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.³

³ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4),

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- (iv) Align other resources with the interventions;
- (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- (vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require--

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. SEA requirements.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the “differentiated accountability pilot” must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

(b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I,

Tier II, or Tier III school without using the State’s full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.
2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.
3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as “SIG” (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	LEA will report this data on their School Web EPSS		
AYP status	<u>EDFacts</u>	✓	

Metric	Source	Achievement Indicators	Leading Indicators
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	New Mexico State Statute 22-2-8.1. and Administrative Code 6.29.1.9 LEA will report this data on their School Web EPSS		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NMPED Academic Growth and Analysis Bureau.	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-	AP/IB-only enrollment		✓

Metric	Source	Achievement Indicators	Leading Indicators
college high schools, or dual enrollment classes	data is available. Dual enrollment- all data available in STARS (Student Teacher Accountability Report System)		
College enrollment rates	Higher Education Department and STARS	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		✓
Truants	EDFacts		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	LEA will collect and report on their School Web EPSS		✓

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.

APPENDIX B

LEA BUDGETS AND SEA ALLOCATIONS

School Improvement Grant funding totals \$3.5 billion in FY 2009: \$3 billion from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation. This means that, for the first time, the program can provide the substantial funding, over a multi-year period, necessary for the successful implementation of school intervention models. While the authorizing statute (section 1003(g)(5) of the ESEA) sets a \$500,000 limit on the amount of funding that may be awarded for each participating school under the School Improvement Grants program, Congress recently enacted appropriations language allowing an SEA to award up to \$2 million for each participating school. This higher limit will permit an SEA to award directly the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually). The Department believes that the new award limit should encourage LEAs to focus more closely on turning around their Tier I and Tier II schools and to serve Tier III schools only when the district has the capacity to serve and is prepared to implement thoughtful interventions and supports in those schools.

In awarding school improvement funds, an SEA must give priority to LEAs that apply to serve Tier I or Tier II schools. In addition, an SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period (if the SEA or LEA has applied for a waiver to extend the period of availability of funds) and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).
7. If the SEA does not request a waiver from the Secretary to extend the availability of school improvement funds to permit three-year awards, the LEA may request such a waiver.

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. An SEA that has served each of its Tier I schools with FY 2009 school improvement funds may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with the final requirements.
8. An SEA that has not served each of its Tier I schools with FY 2009 school improvement funds must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements. This requirement does not apply to an SEA that does not receive sufficient school improvement funds to serve all of its Tier I schools.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion FY 2009 school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver of the period of availability beyond September 30, 2011).

Appendix C

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” ¹	Title I eligible ² elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ³	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

¹ “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

² For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

³ Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

Appendix D
SIG LEA Application



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Priority Schools Bureau
School Improvement Grant 2010

School Improvement Grant (SIG) LEA Application

Purpose

School Improvement Grants, authorized under section 1003 (g) of Title I of the Elementary and Secondary Education Act of 1965 (title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Availability of Funds

The SEA (New Mexico Public Education Department- NMPED) must allocate at least 95% of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B).

For fiscal year (FY) 2010, funds are available by NMPED by way of a sub-grant to the LEA not less than \$50,000.00 or more than \$2,000,000.00.

District Application Process

To apply for a School Improvement Grant, an LEA must complete and submit an application to NMPED – Priority Schools Bureau via the WebEPSS on-line tool at: <http://tracker.ped.state.nm.us>

Please note that a District submission must include the following attachments, as indicated on the application form:

- Worksheet A: A list of eligible school (s)
- Worksheet B: Data Review
- Worksheet C: Attestation of Selected Model

Application Deadline

Applications are due on or before March 22, 2010

For Further Information

If you have any questions, please contact Dr. Sheila Hyde at 505-827-6517 or by e-mail at sheila.hyde@state.nm.us



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Priority Schools Bureau
School Improvement Grant 2010

LEA Application Cover Sheet

District Applicant Name

Primary District Contact for the School Improvement Grant

Name _____

Position and Office _____

Email Address _____

Telephone Number _____

Secondary District Contact for the School Improvement Grant (Optional)

Name _____

Position and Office _____

Email Address _____

Telephone Number _____

Superintendent (Printed Name) _____ **Telephone** _____

Signature of the Superintendent _____ **Date** _____

The School District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the state receives through this application.



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Priority Schools Bureau
School Improvement Grant 2010

LEA Application
Part I: District Requirements

- A. Eligible Schools:** Districts must provide a list of each Tier I and Tier III school to be considered within this application for SIG funding. Complete Worksheet A. Note: an LEA that has nine or more Tier I and/or Tier III schools may not implement the transformation model in more than 50 percent of those schools.
- B. Evaluation Criteria:** The District must provide information about how it will address the following evaluation criteria as set forth in the School Improvement Grant.

Part 1

The three actions listed in Part 1 are ones that a District must accomplish before submitting an application for a School Improvement Grant.

- (1) The eligible schools must have completed a CLASS School Self Assessment and its components therein to arrive at no less than four (4) opportunities for improvement priorities and incorporated those priorities into the Educational Plan for Student Success (EPSS). Complete Worksheet B.
- (2) The District must demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each eligible school identified in this application in order to implement fully and effectively the selected intervention in each of those schools. See Worksheet C
- (3) The District's budget must include how the selected intervention will fully and effectively support each eligible schools improvement activities. See Worksheet C



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Priority Schools Bureau
School Improvement Grant 2010

Worksheet B: Data

Use information from the CLASS District/School Self Assessment to complete this section. Please complete the components of Worksheet B to reflect that the District has analyzed the needs of each eligible school. Add additional pages as needed.

School Data

- 1, Indicate AYP Status_____
2. Which AYP targets did the school meet? Which AYP targets did the school miss?

Insert school report card table here

Student Outcomes/Academic Progress Data

1. Please indicate the percentage of students at or above each proficiency level on State assessment in reading/language arts and mathematics (e.g. Basic, Proficient, Advanced), by grade and by student subgroup.

Insert table to organize above information

2. Please indicate Average scale scores on State assessment in reading/language arts and in mathematics, by grade, for “all students” group for each achievement quartile, and for each subgroup.

Insert table to organize above information

3. Please indicate the percentage of limited English proficient students who attain English language proficiency._____
4. Please indicate the Graduation rate_____
5. Please indicate College enrollment rates (HS only)_____



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Priority Schools Bureau
School Improvement Grant 2010

Part 2

The Actions in Part 2 require that the District complete them as part of the School Improvement Grant.

- (1) Design and implement intervention consistent with selected intervention model
- (2) Align resources with selected intervention model
- (3) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (4) Sustain the reforms after the funding period ends

C. Capacity: The District must demonstrate capacity to implement the selected intervention.

The District must serve each of its eligible schools using one of the four school intervention models (Complete Worksheet C):

Turnaround Model

- Replace principal and rehire no more than 50% of the staff,
- Adopt new governance,
- Implement a new or revised instructional program.
- Incorporate interventions that take into account the recruitment, placement and development of staff

Close/Consolidate Model

School Closure occurs when a District closes a school and enrolls the student who attended that school in other schools in the District that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available

Restart Model

Close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

Transformation Model

- Develop teacher and leader effectiveness
- Comprehensive instruction programs using student achievement data
- Extend learning time and create community- oriented school
- Provide operating flexibility and intensive support



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Under SIG's transformation model, a school is required to implement all of the following four strategies:

1) Developing teacher and school leader effectiveness

- Use evaluation that are based in significant measure on student growth to improve teachers' and school leaders' performance;
- Identify and reward school leaders, teachers and other staff who improve student achievement outcomes and identify and remove those who do not;
- Replace the principal who led the school prior to commencement of the transformation model;
- Provide relevant, ongoing, high-quality job-embedded professional development
- Implement strategies designed to recruit, place and retain high quality staff.

2) Comprehensive Instructional reform strategies

- Use data to identify and implement comprehensive research-based instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standard and
- Differentiate instruction to meet students' needs.

3) Extending learning time and creating community-oriented schools

- Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day.
- Provide more time for teachers to collaborate
- Provide more time for enrichment activities for students
- Provide ongoing mechanisms for family and community engagement

4) Providing operating flexibility and sustained support.

- Give the school sufficient operating flexibility (including in staffing, calendar/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and
- Ensure that the school receives ongoing intensive technical assistance and relation support from the LEA, the SEA or a designated external lead partner organization (such as a school turnaround organization or an EMO).



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Worksheet C: Attestation of Selected Model

The District must estimate the full cost of implementing its selected intervention for each eligible school it commits to serve, and to give priority to including these costs in its budget proposal. The Districts proposed budget should cover a three year period.

How many eligible schools does your school district commit to serve? _____

Which intervention model (Turnaround, Restart, Closure or Transformation) has the District selected per school? (Please complete a separate Worksheet C for each school.)

The following pages contain the specific Strategies and Action Steps for each model that are embedded in the Web EPSS. The LEA must complete all sections of the Model it selects for each school. These are the criteria that the School Improvement Review Panel will use to review and approve/disapprove each school application.

The WebEPSS for both the district and the school includes annual goals and strategic objectives for all students as well as each sub group as identified within each school and in the district. The goals including ones that address reading/language arts and math are preloaded in the WebEPSS and strategic objectives are written by each school and district to reflect the annual measureable objective as identified by the NMPED.

The NMPED uses external consultants to review the WebEPSS for compliance and for consistency with their current levels of performance annually. Feedback is provided for schools and districts in order to assure improvement in the development and implementation of the plan.

Additionally, schools and districts use their short cycle assessment data to set strategic objectives for improvement to meet benchmarks in the areas of reading/language arts and math, as well as all sub populations not meeting AYP.

Every strategy in the WebEPSS includes a description of the strategy. Additionally, every strategy will have multiple Action Steps that will further describe that action and how the LEA intends to meet the strategy inclusive of begin and end dates, budget and task assignments. A section to capture timeline notes is part of every Action Step and LEA's will inform the SEA of their progress by inputting this information into their plan as reviews take place. A feature of the WebEPSS tool allows for attaching documentation to parts of the plan that support either the goal, strategy or action step. Each LEA has been trained on how to attach further information as deemed necessary.



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Worksheet C: Attestation of Selected Model

If the **Restart Model** is selected:

Strategy: Rigorous Review Process of Restart Operators

Description: A pool of potential partners will be identified. A “rigorous review process” that permits the District to examine a prospective Restart Operator’s reform plans and strategies will be completed.

Action Step

Title:	Core Implementation Components	
Description:	<ul style="list-style-type: none">▪ Staff Performance Evaluation▪ Decision Support Data Systems▪ Facilitative Administrative Supports▪ Systems Interventions▪ Recruitment and Selection▪ Pre-service Training▪ Consultation and Coaching	
Begin Date:		End Date:
Timeline Notes:		Implementation Actions for District <ul style="list-style-type: none">▪ Develop district teams in the review of potential models?▪ Plan to recruit and train school leaders?▪ Develop key relationship terms with new school operators to make certain they can be held accountable for key▪ Develop non-negotiable Performance goals and benchmarks – what is expected?▪ Outline clear and enforceable consequences for failing to meet goals.▪ Ensure alignment between outside services and existing district services▪ Develop financial incentives to hold outside vendors
Estimated Funding Needed:		
Person(s) Responsible:	Implementation Actions for Schools <ul style="list-style-type: none">▪ Vision for the new school model – how will desired results be accomplished?▪ Goals, improvement targets, timelines – through improvement plan▪ Critical mass of support among key stakeholders▪ Support for positive learning culture among staff	



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Restart Model

Strategy: Assurance that restarting the school benefits students all students

Description: SIG funds received by the District for the school are used only for the grades being served by the restart operator, unless the District is implementing one of the other SIG models with respect to the other grades served by the school.

Action Step:

Title:	Core Implementation Components	
Description:	<ul style="list-style-type: none">▪ Staff Performance Evaluation▪ Decision Support Data Systems▪ Facilitative Administrative Supports▪ Systems Interventions▪ Recruitment and Selection▪ Pre-service Training▪ Consultation and Coaching	
Begin Date:		End Date:
Timeline Notes:		
Estimated Funding Needed:		
Person(s) Responsible:		

Implementation Actions for District

- Plan to recruit and train school leaders?
- Develop key relationship terms with new school operators to make certain they can be held accountable for key
- Develop non-negotiable Performance goals and benchmarks – what is expected?
- Outline clear and enforceable consequences for failing to meet goals.
- Engage parents and community members



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School Improvement Grant
If the Turnaround Model is selected:

Strategy: To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Description:

Action Step:

Title: Description: Begin Date: Timeline Notes: Estimated Funding Needed: Person(s) Responsible:	Core Implementation Components <ul style="list-style-type: none">▪ Staff Performance Evaluation▪ Decision Support Data Systems▪ Facilitative Administrative Supports▪ Systems Interventions▪ Recruitment and Selection▪ Pre-service Training▪ Consultation and Coaching	Implementation Actions for Districts <ul style="list-style-type: none">▪ Decision about scheduling▪ Decision about staffing▪ Decisions about budgeting▪ Align budgets with school improvement priorities
	End Date:	
	Implementation Actions for Schools <ul style="list-style-type: none">• Consider scheduling changes that could facilitate improved student learning.• Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development• Align budgets with school improvement priorities.	



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Turnaround Model

Strategy: To establish competencies that will be used to measure the effectiveness of staff who will work within the turnaround environment to meet the needs of students.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for Districts

- Establish tools to measure effectiveness of staff
- Align state standards of practice to district system evaluation
- Establish systems that will support two way communication with staff regarding performance
- Pinpoint school conditions that predict later failure
- Engage in rapid retry efforts when failure occurs
- Provide mentorship and Professional Development support
- Use continuous improvement cycles

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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Turnaround Model

Strategy: To recruit, replace, and retain staff with the skills necessary to meet the needs of the students in the Turnaround school.

Description:

Action Step:

Title:	
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	
Person(s) Responsible:	

- Core Implementation Components**
- Staff Performance Evaluation
 - Decision Support Data Systems
 - Facilitative Administrative Supports
 - Systems Interventions
 - Recruitment and Selection
 - Pre-service Training
 - Consultation and Coaching

- Implementation Actions for Districts**
- Actively and strategically market district strengths (attractive compensation, packages or working conditions)
 - Develop high and unyielding standards for the identification and selection of candidates
 - Aggressively reach out to all possible candidate pools when recruiting
 - Address hidden costs of teaching in hard to staff areas
 - Provide information-rich recruitment and hiring practices
 - Identify schools within the district that have challenges in teacher recruitment
 - Develop and sustain partnerships with universities and community colleges that deliver teacher preparation
 - Create programs to recruit former teachers
 - Establish grow you own programs to recruit future educators

- Implementation Actions for Schools**
- Create a school atmosphere that features trust, professionalism, and shared leadership.
 - Foster a positive, collaborative, and team-oriented school culture.
 - Consistently apply the school's or district's evaluation protocol.
 - Differentiate administrative support for teachers based on experience level and individual needs.
 - Provide adequate planning time for teachers.
 - Structured, collaborative time for teachers in co-teaching roles should be established.



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Turnaround Model

Strategy: To provide staff ongoing, high-quality, job-embedded professional development that will facilitate effective teaching and learning in achieving school reform strategies.

Description:

Action Step:

Core Implementation Components

- Title:
- Description:
- Staff Performance Evaluation
 - Decision Support Data Systems
 - Facilitative Administrative Supports
 - Systems Interventions
 - Recruitment and Selection
 - Pre-service Training
 - Consultation and Coaching

Begin Date: _____ End Date: _____

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Implementation Actions for Districts

- Create systems of PD that advance the effectiveness of their staff for the benefit of both staff and students.
- Plan for job embedded PD : conducted during the school day, peer observation, mentoring, teacher portfolios, action research projects, whole faculty or team study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, shared analysis of student work, lesson study or teacher self assessment and goal setting activities.
- Consider: Developing a deeper understanding of the community served by a school, developing subject-specific pedagogical knowledge, developing leadership capabilities
- Establish a system for evaluating the quality of specific professional development provider
- Ensure that PD is based on strategies supported by rigorous research
- Provide detailed and timely feedback to teachers

Implementation Actions for Schools

- Create a professional learning community that fosters a school culture of continuous learning.
- Promote a culture in which professional collaboration is valued and emphasized.
- Ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.



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Turnaround Model

Strategy: To establish necessary elements in the new governance structure of the Turnaround School.

Description:

Action Step:

<p>Title:</p> <p>Description:</p> <p>Begin Date:</p> <p>End Date:</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p>Core Implementation Components</p> <ul style="list-style-type: none">▪ Staff Performance Evaluation▪ Decision Support Data Systems▪ Facilitative Administrative Supports▪ Systems Interventions▪ Recruitment and Selection▪ Pre-service Training▪ Consultation and Coaching	<p>Implementation Actions for Districts</p> <ul style="list-style-type: none">▪ Pursue changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies.▪ Identify schools to receive targeted turnaround interventions.▪ Devise procedures for determining which strategy to pursue at each identified school.▪ Provide schools "the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement".▪ Establish partnerships with external providers where appropriate.▪ Establish mechanisms for keeping stakeholders informed about the turnaround process at each school.▪ Establish regular communication with the community and schools engaged in the turnaround process.▪ Hold schools accountable for short-term progress leading to long-term academic gains.
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Turnaround Model

Strategy: To use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Description:

Action Step:

Title:	
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	
Person(s) Responsible:	

- Core Implementation Components**
- Staff Performance Evaluation
 - Decision Support Data Systems
 - Facilitative Administrative Supports
 - Systems Interventions
 - Recruitment and Selection
 - Pre-service Training
 - Consultation and Coaching

- Implementation Actions for Districts**
- Provide support (technical, expertise, and resources) for an alignment process that considers resources, local context, and intended outcome
 - Support capacity-building for school staff and faculty members to help them understand the analysis and make strategic plans to implement action steps to address instructional adjustments and needed resources
 - Ensure that all students have access to rigorous, standards-based instructional programs that address higher order thinking skills and integrated performance.
 - Monitor the implementation of instructional programs incorporating standards-aligned, performance-based assignments and assessments.

- Implementation Actions for Schools**
- Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas.
 - Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards.
 - Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data.
 - Engage in professional collaboration about identifying and/or developing performance-based assessments, scoring them consistently, and using the results to improve instruction and monitor student growth.
 - Identify and commit to the school-wide use of performance-based assignments and assessments throughout the curriculum and throughout the school year.
 - Identify the methods and criteria for monitoring the success of this strategy.
 - Clearly and visibly communicate within the school community the achievement of students on performance based assignments and assessments.



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Turnaround Model

Strategy: Continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Description:

Action Step:

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for Districts

- Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels
- Develop a district-wide plan for collecting, interpreting, and using data.
- Dedicate time and develop structures for district schools and teachers to use data to alter instruction
- Train teachers and principals in how to interpret and use data to change instruction
- Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district.
- Conduct deep analysis to determine areas in need of improvement
- Provide professional development on differentiated instruction for classroom teachers.
- Utilize coaching methods to support teachers as they learn to implement differentiating instruction in their classrooms

Implementation Actions for Schools

- Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk
- Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes
- Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding
- Continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns
- Use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals
- Use differentiated instructional strategies to include special education students in the general education curriculum (and to respond to the unique needs of diverse gifted learners).



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Turnaround Model

Strategy: Increased learning time for students.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for Districts

- Create buy-in for extended school days from parents, teachers, students, and the community.
- Allocate and increase funds to support extended learning time.
- Provide professional development to ensure that teachers use extra time effectively.
- Create local partnerships with businesses, organizations, etc., to support the extended time initiative.
- Determine how the district will monitor progress of the extended learning time initiative.

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Implementation Actions for Schools

- Implement professional development to aid teachers in using extra school time effectively.
- Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.
- Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.



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Turnaround Model

Strategy: Appropriate social-emotional and community-oriented services and supports for students.

Description:

Action Step:

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for District

- Develop an implementation and phase-in plan for Student Emotional Learning (SEL) based on an assessment of district resources and needs.
- Pick high-quality, evidence-based SEL programs that have effective implementation support systems.
- Provide professional development that fosters a deep understanding of SEL at both the district and school level.
- Provide coaching to support the quality of teachers' SEL practice.
- Utilize assessment tools developed specifically to monitor and improve SEL processes and outcomes for ongoing improvement.
- Integrate SEL strategies and practices with academic areas and student support.
- Identify principals who will make a commitment to school-wide SEL implementation and integration.

Implementation Actions for Schools

- Develop a cadre of leaders within the school who understand and support SEL and who will function as the school's SEL leadership team.
- Provide time and resources for intensive professional development and coaching, including peer coaching, so that SEL is integrated at every grade and across the curriculum.
- Communicate regularly with families and the school-community about SEL progress and successes.



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If the Close/Consolidate Model is selected:

Strategy: Communication plan to inform parents and the community

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Implementation Actions for District

- Identify or develop options for students from to-be-closed schools
- Develop fair and transparent criteria for identifying school that may be closed
- Engage community and business leaders in the development
- Communication plan regarding rationale for closing the school
- Establish dissolution plan for completing the closure process



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Close/Consolidate Model

Strategy: To support students in the transition to their new school

Description:

Action Step:

- Core Implementation Components**
- Staff Performance Evaluation
 - Decision Support Data Systems
 - Facilitative Administrative Supports
 - Systems Interventions
 - Recruitment and Selection
 - Pre-service Training
 - Consultation and Coaching

- Implementation Actions for District**
- Establish transition plan for students, staff and administrators
 - Establish communication plan with receiving school
 - Establish communication plan with parents
 - Provide opportunities for students and parents to visit new school
 - Establish adult guides for new students

Title:		
Description:		
Begin Date:		End Date:
Timeline Notes:		
Estimated Funding Needed:		
Person(s) Responsible:		



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Close/Consolidate Model

Strategy: Making sure students from the closed school are accommodated at a “higher-achieving” school.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for District

- Identify higher achieving schools
- Communicate “proximal” higher achieving schools to students and parents
- Communicate higher achieving school curricular expectations.

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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School Improvement Grant

Complete the following if the Transformation Model is selected:

Strategy: Measures the District will take in developing teacher and school leader effectiveness.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

Implementation Actions for District

- Provide for an infrastructure for Continuous Improvement
- Implement, assess and adjust instruction in short term cycles of improvement
- Design planning and decision making plan
- Establish structures for team planning
- Provide adequate time for teams to meet, conduct business
- Provide professional development for district and school personnel on effective teaming practices
- Establish evaluation criteria that is directly tied to expected outcomes
- Systematize the regular reporting of the work of the school and district



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Transformation Model

Strategy: Instructional reform strategies

Description:

Action Step:

- Core Implementation Components**
- Staff Performance Evaluation
 - Decision Support Data Systems
 - Facilitative Administrative Supports
 - Systems Interventions
 - Recruitment and Selection
 - Pre-service Training
 - Consultation and Coaching

- Implementation Actions for District**
- Establish plan for monitoring fidelity of implementation of the curriculum
 - Establish data plan to identify possible reasons for programs not performing as expected
 - Provide for comprehensive training and support materials
 - Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data
 - Provide resources (time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards
 - Utilized coaching methods to support teachers in differentiating instruction
 - Use student data to drive instruction by training teachers and principals in how to interpret and use data to change instruction
 - Allocate resources to support the method (materials, release time and stipends)

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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Transformation Model

Strategy: Extending learning time and creating community-oriented school.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Implementation Actions for District

- Establish a "buy-in" plan for extended learning time
- Allocate and increase funds to support extended learning time
- Provide professional development to ensure that teachers use extra time effectively
- Determine how the district will monitor progress of the extended learning time initiative
- Establish plan for effective before and after school programs, summer school, Saturday school, extended day programs

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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Transformation Model

Strategy: Flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Description:

Action Step:

Core Implementation Components

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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The District must include a budget that indicates the amount of school improvement funds the District will use to:

- Implement the selected model in each eligible school
- Conduct District level activities designed to support implementation of the selected school intervention model for each eligible school
- Support school improvement activities, at the school or District level, for each eligible school.

See Worksheet C which includes the budget information for each action step. See Worksheet E for a Checklist to use for Hiring External Provider



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Worksheet D: Lack of Capacity to Serve Eligible School

List the school that the LEA lacks the capacity to serve with the School Improvement Grant:

Rationale: in order to demonstrate that the LEA lacks the capacity to serve this school, describe the factors and indicators that prohibit the successful implementation of one of the intervention models. The LEA must include the following:

- (1) The eligible schools must have completed a CLASS School Self Assessment and its components therein to arrive at the factors prohibiting successful implementation.**
- (2) The LEA must demonstrate that it lacks the capacity to use school improvement funds to provide leadership and support for that school. Complete the form below that describes the Strengths, Weaknesses, Threats, and Issues that impact the lack of capacity.**

Strengths

Description:

Weaknesses

Description:

Threats

Description:

Issues

Description:



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Worksheet E
Checklist for Hiring External Providers

- ___ Identify reasons for hiring external providers
- ___ Ensure transparency
- ___ Involve stakeholders
- ___ Identify goals and measureable expectations
- ___ Create conditions to find and attract high-quality partners
- ___ Develop rigorous selection process that focuses on experience, qualifications, ability to communicate
- ___ Negotiate contract that outlines roles, responsibilities, performance measures, and timelines for deliverables
- ___ Define consequences for failure (termination or contract modification)

D. The District must agree to the following assurances in its application for a School Improvement Grant:

- Use its School Improvement Grant to implement fully and effectively an intervention in each eligible school that the District commits to serve consistent with the final requirements as evident in the school Web EPSS;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators as evident in the school Web EPSS.
- If a District selects the Restart Model, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements as evident in the school Web EPSS; and
- Report to NMPED school-level data achievement indicators as evident in the school Web EPSS



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WAIVERS: LEA must indicate which of the applicable waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- “Starting over” in the school improvement timeline for Tier I, Tier II, and Tier III Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I, Tier II, and Tier III Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

Appendix E

NMPED Title I Committee of Practitioners

February 2, 2010

Conference Call

Meeting Notes

	AGENDA ITEM	PRESENTER	NOTES
I.	WELCOME & INTRODUCTIONS	<i>Sam Ornelas</i>	<i>Sam starts the meeting and introduces Dr. Sheila Hyde.</i>
II.	ARCC Power Point	<i>Sheila Hyde</i>	<p><i>Sheila: The Title I committee sends in the application and it starts the process</i></p> <p><i>Sheila: Goes over the ARCC power point</i></p> <ul style="list-style-type: none"> • <i>SEA must submit an application</i> • <i>The School Improvement Grant application is similar to Race to The Top.</i> • <i>SEA must allocate 95% to LEA and 5% to administrative funds.</i> • <i>The cap is \$50,000 minimum.</i> • <i>The cap is \$2,000,000 maximum.</i> • <i>There are 320 Title I schools that are in corrective action.</i> • <i>Sheila put together a task force of 25 people in November 2009. The data of academic achievement of the last 5 years was reviewed.</i> <p><i>Sheila: If you look at Section E in RTTT, 35 schools can apply for the SIG and receive RTTT funds.</i></p> <p><i>Val Tulley: Asks if districts can apply for both?</i></p> <p><i>Sheila: No, if they apply for SIG then they cannot receive RTTT. If they do not qualify for SIG then they could apply for RTTT.</i></p> <ul style="list-style-type: none"> • <i>Strongest Commitment: LEA must identify which Tier 1, Tier II, and Tier III schools it commits to serve.</i> • <i>Schools receiving SIG funds can select between four different models.</i>

			<p><i>All 4 of these are dramatic reforms.</i></p> <ul style="list-style-type: none"> • <i>The turnaround school will be treated as a brand new school so they will not have a designation.</i> • <i><u>The Turnaround Model</u> will replace principal and rehire no more than 50% of the staff. If the principal has been there less than 2 years, they can stay.</i> • <i><u>Restart Model</u> will close the school and restart it under the management of a charter school. A restart school must admit, within the grades it serves, any former student who wishes to attend. We do not have EMO in this state.</i> • <i><u>Close /Consolidate Model</u> will close the school and enroll the students who attended the school in other, higher-performing schools in the LEA.</i> • <i><u>Transformation model:</u> (the school implements all 4 of these below and they are not able to choose.)</i> <ol style="list-style-type: none"> 1. <i>Develop teacher and leader effectiveness</i> 2. <i>Comprehensive instructional programs using student achievement data:</i> 3. <i>Extend learning time and create community-oriented schools</i> 4. <i>Provide operating flexibility and intensive support</i> • <i>Someone asks what if 50% of the staff needs to be replaced?</i> • <i>Sheila answers all of these models start in the fall 2010.</i> • <i>The state identifies the criteria for the application. There is not a competition for this. It is not automatic that the schools get these funds if they can demonstrate that the LEA has the capacity to implement one of the 4 models.</i> • <i>Get familiar with WEBEPSS for next year. All schools should have access on line.</i> • <i>The district has to decide which of</i>
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			<p><i>these 4 models to use.</i></p> <ul style="list-style-type: none"> • <i>The application will have everything that they will need.</i> • <i>Focus on the reform.</i> • <i>Each school and LEA are held accountable.</i> • <i>SEA has a role</i> • <i>LEA has a role</i> • <i>In the case of Gallup, they have 7 schools that need reform. They might only do SIG for 5 of the schools and the other 2 can apply for RTTT.</i> • <i>We will help them pick providers.</i> • <i>Renatta asks when the LEA is determining these changes, are they working with the parents and the community?</i> • <i>Sheila says that it is a necessity that the parents and community are involved.</i> • <i>PSB staff will be looking closely at the schools and districts.</i> • <i>We may have to keep schools open later; this will allow parents to get involved.</i> • <i>Val asks what kind of support does LEA get from the state?</i> • <i>Sheila: They will be assigned a support specialist this week. There will be 10 Wimbos to cover technical assistance issues. We are developing a website to help these districts find the right provider.</i> • <i>We are talking regularly with Superintendents. We will use 5% set aside money for training and other support for our staff and district. We will also contract with outside staff to give the best to our districts.</i> • <i>Waivers:</i> • <i>Turnaround or restart schools could receive waivers to permit the school to “start over” under NCLB’s school improvement timeline and waive the choice/SES NCLB provisions.</i> • <i>SEAs and LEAs will receive waivers to expend the funds over three years.</i> • <i>LEAs may receive a waiver to serve</i>
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			<p><i>Tier II schools.</i></p> <ul style="list-style-type: none"> • <i>LEAs may receive waivers to enable Tier I schools that are operating targeted assistance programs to operate a schoolwide programs.</i> • <i>The money needs to be used over 3 years. If the school does not improve in the 1st year, they will not receive funds for year 2 and 3.</i> • <i>There is Planning and Preparing information.</i> • <i>There is a timeline to follow as well.</i> • <i>Webinars start February 8, 2010. The USDOE are making 1 change and they will be able to award the money as soon as possible so that districts can start making decisions.</i> • <i>Green light districts can give us their applications by mid March and possibly awarded by April.</i> • <i>Ladona asks if she had, multiple schools that qualified for this grant would Sheila be an advisory?</i> • <i>Sheila: Yes, we will be available and PED wants them to succeed.</i> • <i>RTTT made is clear that the state can exercise it's authority to take over a school.</i> • <i>That's good!</i> • <i>Lynn: In Santa Fe my concern about the 1st framework model, 50% of staff to be released. How will they get new staff?</i> • <i>Sheila: We will have enough time because we hope to get this approved by mid April.</i> • <i>Comments: I commend you for doing this. Please share the success stories.</i> • <i>Sheila: We will make this website available to all of you.</i> • <i>Sam: Even though your district does not have any schools on our list, it is good for NCLB folks to be familiar with this.</i> • <i>We are required to post them on the website so, parents and the community will see what we are</i>
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			<p><i>going to do.</i></p> <ul style="list-style-type: none">• <i>Ladona: Excellent presentation on complex information.</i>
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Appendix F



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

February 12, 2010

MEMORANDUM

TO: Select District Superintendents

FROM: Dr. Sheila Hyde, Assistant Secretary
Quality Assurance and Systems Integration

RE: **NOTICE OF INTENT TO REQUEST N-SIZE WAIVER UNDER FEDERAL
TITLE I SCHOOL IMPROVEMENT GRANT**

As required under the US Department of Education (USDE) grant application for Title I School Improvement Grants (SIG), the New Mexico Public Education Department (PED) is providing notice that we are requesting a waiver from USDE of the definition of “persistently lowest-achieving schools” contained in the final requirements for the School Improvement Grants (SIG) program and the use of that definition in those final requirements, as amended.

Specifically, the PED is requesting permission to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools, any school in which the total number of full academic year students in the “all students” group in the grades assessed is less than 25. This waiver will ensure the validity and reliability of New Mexico’s identification of schools as well as protect the privacy of individual students in very small schools.

Comments regarding this notice can be submitted to sharyn.perea@state.nm.us by 3:00 pm on February 19, 2010. If you have questions regarding this waiver please contact me at 505-827-6517.

Thank you.

SH/so/sp

cc: Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability
Sam Ornelas, Director, Title I Bureau



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

February 12, 2010

Dr. Thelma Meléndez de Santa Ana
Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Meléndez:

I am writing to request a waiver of the definition of “persistently lowest-achieving schools” contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and the use of that definition in section I.A.1(a) and (b) of those final requirements, as amended (75 FR 3375 (Dec. 21, 2010)). Specifically, I am requesting permission for New Mexico to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed [who were enrolled in the school for a full academic year as that term is defined in New Mexico’s Accountability Workbook] is less than 25. The minimum group size of 25 was established for Adequate Yearly Progress (AYP) subgroups in 2003, and was a compromise between the number needed for statistical integrity, and the number needed to hold all schools, especially smaller schools, accountable for student achievement. New Mexico’s minimum group size is smaller, and more rigorous, than AYP standards set by most other states. To reliably measure progress in schools with fewer than 25 students would not be statistically defensible. In sum, New Mexico needs this waiver in order to ensure that the identification of a school is both valid and reliable based on a minimum number of students and does not reveal personally identifiable information about individual students in the school.

I believe that this waiver will ensure the validity and reliability of New Mexico’s identification of schools as well as protect the privacy of individual students in very small schools. For New Mexico’s identified Tier I and Tier II schools, the SIG program will improve the quality of

instruction for students and improve the academic achievement of students. Specifically, implementing one of the four school intervention models in our Tier I and Tier II schools will help us turn around our State's persistently lowest-achieving schools in order to improve instruction and raise student achievement substantially in those schools. By identifying schools below the "minimum n" as Tier III schools, New Mexico will enable its LEAs to serve, as appropriate, these schools with SIG funds.

New Mexico assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." New Mexico is enclosing, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. New Mexico will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, New Mexico will include, in its list of Tier III schools, any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools, so that LEAs may choose to serve those schools with SIG funds consistent with the final requirements.

New Mexico assures that it provided all LEAs in the State that are eligible to receive a SIG grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice. To expedite its waiver request, New Mexico will submit subsequently copies of any comments it receives from LEAs. New Mexico also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (by posting information on its Web site) and has attached a copy of, or link to, that notice.

Please feel free to contact me by phone or email at 505-827-6517 or sheila.hyde@state.nm.us if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Dr. Sheila Hyde, Assistant Secretary
Quality Assurance and Systems Integration Division



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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Telephone (505) 827-5800
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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

February 1, 2010

MEMORANDUM

TO: Select District Superintendents

FROM: Dr. Sheila Hyde, Assistant Secretary *SH*
Quality Assurance and Systems Integration

RE: **NOTICE OF INTENT TO REQUEST WAIVERS UNDER FEDERAL TITLE I
SCHOOL IMPROVEMENT GRANT**

As required under the US Department of Education (USDE) grant application for Title I School Improvement Grants (SIG), the New Mexico Public Education Department (PED) is providing notice that we are requesting waivers of the requirements listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The PED believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models.

The PED is requesting the following waivers from the USDE:

1. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

2. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow SIG participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.
3. Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a SIG participating school that does not meet the poverty threshold.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in schools, as applicable, included in its SIG application.

Comments regarding this notice can be submitted to sharyn.perea@state.nm.us by 3:00 pm on February 5, 2010. If you have questions regarding these waivers please contact Sam Ornelas, PED Title I Director, at 505-222-4740.

Thank you.

so/sp

cc: Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability
Dr. Jim Holloway, Assistant Secretary, Rural Education Division
Sam Ornelas, Director, Title I Bureau

Appendix G

SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
 6 -10 Points: Partially met requirements
 11-15 Points: Completely met requirements

Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 1	Description	Look Fors	Rating	Rationale (brief)
Teacher/Leadership effectiveness	Measures the District will take in developing teacher and school leader effectiveness.	<ul style="list-style-type: none"> *Provide for an infrastructure for continuous improvement *Implement, assess and adjust instruction in short term cycles of improvement *Design planning and decision making plan *Establish structures for team Planning *Provide adequate time for teams to meet, conduct business *Provide professional development for district and school personnel on effective teaming practices *Establish evaluation criteria that is directly tied to expected outcomes *Systematize the regular reporting of the work of the school and district *Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years. *Sustainability: The intervention model chosen 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
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 11-15 Points: Completely met requirements

		will be sustainable as a result of the intentional strategies of building capacity *Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model		
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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 2	Description	Look Fors	Rating	Rationale (brief)
Instructional reform strategies	Instructional reform strategies	*Establish plan for monitoring fidelity of implementation of the curriculum *Establish data plan to identify possible reasons for programs not performing as expected *Provide resources (time, expertise, planning, support, professional development) to enable teachers to incorporate changes required to align instruction with standards *Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
 6 -10 Points: Partially met requirements
 11-15 Points: Completely met requirements

		<ul style="list-style-type: none"> *Utilize coaching methods to support teachers in differentiating instruction *Use student data to drive instruction by training teachers and principals in how to interpret and use data to change instruction *Allocate resources to support the method (materials, release time and stipends) *Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years. *Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity *Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model 		
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SIG Panel Review Presentation

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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 3	Description	Look Fors	Rating	Rationale (brief)
Extending learning time	Extending learning time and creating community-oriented school.	<ul style="list-style-type: none"> * Establish a “buy-in” plan for extended learning time * Allocate and increase funds to support extended learning time * Provide professional development to ensure that teachers use extra time effectively * Determine how the district will monitor progress of the extended learning time initiative * Establish plan for effective before and after school programs, summer school, Saturday school, extended day programs * Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years. * Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

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		*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model		
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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 4	Description	Look Fors	Rating	Rationale (brief)
Support to building Principal	Flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates	<ul style="list-style-type: none"> * Decisions about scheduling * Decisions about staffing * Decisions about budgeting * Align budgets with school improvement priorities * Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years. * Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity * Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 5	Description	Look Fors	Rating	Rationale (brief)
Recruitment and retention of staff	To recruit, replace, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	<ul style="list-style-type: none"> * Actively and strategically market district strengths (attractive compensation, packages or working conditions) * Develop high and unyielding standards for the identification and selection of candidates * Aggressively reach out to all Possible candidate pools when recruiting * Address hidden costs of teaching in hard to staff areas * Provide information-rich recruitment and hiring practices * Identify schools within the district that have challenges in teacher recruitment * Develop and sustain partnerships with universities and community colleges that deliver teacher preparation * Create programs to recruit former teachers * Establish grow your own programs to recruit future educators 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

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		<p>*Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years.</p> <p>*Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity</p> <p>*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model</p>		
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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 6	Description	Look Fors	Rating	Rationale (brief)
Job-embedded professional development	To provide staff ongoing, high-quality, job-embedded professional development that will facilitate effective teaching and learning in achieving school reform strategies	<ul style="list-style-type: none"> *Create systems of PD that advance the effectiveness of their staff for the benefit of both staff and students *Plan for job embedded PD; conducted during the school day, peer observation, mentoring, teacher portfolios, action research projects, whole faculty or team study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, shared analysis of student work, lesson study or teacher self assessment and goal setting activities *Consider: Developing a deeper understanding of the community served by a school, developing subject-specific pedagogical knowledge and developing leadership capabilities *Establish a system for evaluating the quality of specific professional development providers *Ensure that PD is based on strategies supported by rigorous research *Provide detailed and timely feedback to teachers 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

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		<ul style="list-style-type: none">*Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years.*Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model		
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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 7	Description	Look Fors	Rating	Rationale (brief)
New governance structure/Turn around	To establish necessary elements in the new governance structure of the Turnaround School.	<ul style="list-style-type: none"> *Pursue changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies * Identify schools to receive targeted turnaround interventions *Devise procedures for determining which strategy to pursue at each identified school *Provide schools “the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement” *Establish partnerships with external providers where appropriate *Establish mechanisms for keeping stakeholders informed about the turnaround process at each school *Establish regular communication with the community and schools engaged in the turnaround process *Hold schools accountable for short-term progress leading to long-term academic gains 	Maximum 15 points	

SIG Panel Review Presentation

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		<p>*Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years.</p> <p>*Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity</p> <p>*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model</p>		
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SIG Panel Review Presentation

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Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 8	Description	Look Fors	Rating	Rationale (brief)
Aligned curriculum	To use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<ul style="list-style-type: none"> *Provide support (technical, expertise, and resources) for an alignment process that considers resources, local context, and intended outcome *Support capacity-building for school staff and faculty members to help them understand the analysis and make strategic plans to implement action steps *Ensure that all students have access to rigorous, standards-based instructional programs that address higher order thinking skills and integrated performance *Monitor the implementation of instructional programs incorporating standards-aligned, performance-based assignments and assessments *Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years. *Sustainability: The intervention model chosen will be sustainable as a 	Maximum 15 points	

SIG Panel Review Presentation

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		result of the intentional strategies of building capacity *Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model		
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SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
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 11-15 Points: Completely met requirements

Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 9	Description	Look Fors	Rating	Rationale (brief)
Data collection and analysis	Continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<ul style="list-style-type: none"> *Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels *Develop a district-wide plan for collecting, interpreting, and using data *Dedicate time and develop structures for district schools and teachers to use data to alter instruction *Train teachers and principals in how to interpret and use data to change instruction *Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district *Conduct deep analysis to determine areas in need of improvement *Provide professional development on differentiated instruction for classroom teachers *Utilize coaching methods to support teachers as they learn to implement differentiating instruction in their classrooms *Sustainability: District will invest early on in 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
6 - 10 Points: Partially met requirements
11-15 Points: Completely met requirements

		<p>resources that will build capacity so that the investment reduces over the 3 years.</p> <p>*Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity</p> <p>*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model</p>		
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SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
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 11-15 Points: Completely met requirements

Goal: To implement the Transformation Model

Description (Strategic Objective): A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 10	Description	Look Fors	Rating	Rationale (brief)
Non academic support for students	Appropriate social-emotional and community – oriented services and supports for students	<ul style="list-style-type: none"> *Develop an implementation and phase-in plan for Socio-emotional Learning (SEL) based on an assessment of district resources and needs *Pick high-quality, evidence-based SEL programs that have effective implementation support systems *Provide professional development that fosters a deep understanding of SEL at both the district and school level *Provide coaching to support the quality of teachers’ SEL practice *Utilize assessment tools developed specifically to monitor and improve SEL processes and outcomes for ongoing improvement *Integrate SEL strategies and practices with academic areas and student support *Identify principals who will make a commitment to school-wide SEL implementation and integration *Sustainability: District will invest early on in resources that will build capacity so that the 	Maximum 15 points	

SIG Panel Review Presentation

School _____ District _____ Date _____

Scoring Rubric: 0 - 5 Points: Did not meet requirements
 6 -10 Points: Partially met requirements
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		investment reduces over the 3 years. *Sustainability: The intervention model chosen will be sustainable as a result of the intentional strategies of building capacity *Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model		
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