

Efficiency Evaluation: *A Review of Public Education Reporting*

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Executive Summary

The Problem

School districts and charter schools in New Mexico spend excessive staff resources complying with reporting and other administrative requirements. This report offers two, complementary approaches to restore resources to instructional uses.

Education Resources Diverted to Paperwork

New Mexico school districts and charter schools spend up to:

- 15,000 staff hours annually complying with reporting requirements.
- 66% more resources on reporting than peers in states with advanced data collection systems.

Solution 1: Condense and Simplify Mandates

Nine types of mandated reports should be reviewed to determine whether elimination, restructuring, or consolidation is warranted.

Reporting Requirements for Review*

Statutory Requirements <ul style="list-style-type: none">• Annual Parent Survey• At-Risk Program Unit Report• Instructional Material Report• Elementary P.E. Report• Even Start Family Literacy Report• Violence and Vandalism Report	Administratively Defined Requirements <ul style="list-style-type: none">• Health Services Report• Charter School Annual Performance Report• Federal Title Funds Reporting <p><i>*See Appendices A and B for further information and options.</i></p>
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Solution 2: Streamline Data Collection

Educators in the field report that lack of state-level coordination and automation in data collection are perhaps even more problematic than specific reports. States like Nevada have reduced burdens on school districts and charter schools by leveraging federal funds to improve automation and coordination of data collection.

Advantages of Nevada Data System

- **Adopting Nevada approach could reduce local reporting costs by two-thirds**
- **Efficiency achieved by automated, real-time transmission of key data to state**
- **Timeliness of data enables visualizations to guide instructional improvement**
- **Leveraged \$6M in federal funds available to support bulk of PK-12 system development over three years**
- **Currently leveraging an additional \$4M in federal funds to refine PK-12 system and link to higher education and workforce data**

The Public Education Department (PED) has launched an initiative that is expected to yield efficiencies and utility similar to those that have been gained by Nevada and other states. Such efforts too often founder, however, due to insufficient long-term investment and attention to the organizational changes necessary for effective implementation. The following five recommendations should guide PED in this work.

Data Collection Improvement: Recommendations

- **Establish a data governance program and data governance board at PED.**
- **Engage district and charter representatives regularly via formalized roles in the governance program.**
- **Focus on better communication regarding district and charter data requirements.**
- **Prepare to seek grant funding to support state level system improvements and provide LEAs with the information they need to plan and seek funding for transition costs.**
- **Notify the Data System Council of PED plans.**

Section 1: Project Overview

In view of concerns expressed by local school officials regarding resources devoted to state reporting requirements, the Thornburg Foundation engaged Martin Consulting Group, LLC to evaluate current requirements and identify opportunities for greater efficiency. The evaluation team engaged representatives of New Mexico school districts, state charter schools, PED, and the Legislative Education Study Committee (LESC) via interviews, focus groups, and small-sample surveys to determine the scope, processes, and impact of reporting in the state. The team additionally interviewed key personnel at state education agencies, school districts and charter schools in three other states (Texas, Nevada, and Delaware) to develop points of reference by which to assess the reporting environment in New Mexico.

The evaluation dovetailed with two projects underway in the state. First, LESC has been reviewing state reporting requirements under its 2016 Work plan. Second, PED's chief information officer recently introduced a comprehensive plan for refining the tools and processes by which PED collects data. The state teams driving these concurrent work streams have been generous in sharing their expertise and providing context that we believe contributed greatly to the relevance and utility of this report.¹

Section 2: New Mexico Context

The PED calendar of reports lists approximately 140 reports that school districts and charter schools must submit to PED annually.² This number is inclusive of the various STARS submissions, each of which represents multiple clusters of data elements.

About twenty percent of the reports are federally required.³ The PED calendar listing 140 reports captures only a subset of the data districts and charters must submit annually.

¹ None of the evidence, analyses, and recommendations set forth in this report are attributable to personnel at LESC or PED.

² See Appendix C, New Mexico Public Education Agency, Calendar of Reports.

³ Because the size and complexity of reports vary considerably, this percentage is only a rough estimate of the relative federal-to-state share of reporting.

For instance, local administrators must additionally contend with myriad submission requirements relating to financial data under the Operating Budget Management System, individual teacher data under NMTEACH, and a dozen or so surveys each year.

“...more than a dozen different program offices contact local administrators to require additional (often conflicting) changes.”

These burdens are exacerbated by a protracted and bewildering data validation process. After LEAs address irregularities identified through the front-end STARS validation process, more than a dozen different program offices contact local administrators to require additional (often conflicting) changes to the data for use in program-specific reports. Finally, the data are passed to the PED budget analysts for a final round of reviews and corrections. On top of these data reporting procedures, charter school operators must additionally submit charter-specific planning and accountability related information.⁴

There are six sources of the requirements driving reporting activities of New Mexico school districts and state charter schools: (1) New Mexico Statutes Annotated (NMSA 1978); (2) New Mexico Administrative Code; (3) administrative processes and associated guidance issued by PED, PEC and other state agencies; (4) United States Code; (5) Code of Federal Regulations; and (6) administrative processes and associated guidance issued by the United States Department of Education and other federal agencies. This evaluation will be limited to the range of requirements within the control of state authorities.

As explained in more detail below, the scope of reporting requirements in New Mexico is not extraordinary in most respects. Rather, in addition to the state’s lagging data collection system, the small size of most New Mexico school systems. The burden of state and federal reporting requirements falls more heavily on school systems that have very little administrative capacity. New Mexico has a disproportionate number small school districts, with 93 of 146 serving fewer than 500 students.⁵ As a point of reference, other states are home to twenty large school

⁴ For instance, state charter schools must annually submit a self-study using the state’s performance framework. This requirement is a nationally recognized best practice. See National Association of Charter School Authorizers, *Core Performance Framework and Guidance*, accessed at <http://www.qualitycharters.org/wp-content/uploads/2016/01/CorePerformanceFrameworkAndGuidance.pdf>, November 1, 2016.

⁵ Includes state-authorized charter schools, which, like school districts, serve as “local education agencies” (LEAs). As a consequence of this status, state charter schools are responsible for most of the same administrative and child-serving functions as school districts.

districts on average, while there are only eight in New Mexico.⁶ Further, if the outsized enrollment of Albuquerque Public Schools (APS) is removed from the analysis, the average enrollment of New Mexico school districts is 1,684,⁷ compared to an average enrollment of 3,659 nationally.⁸ State-authorized charter schools tend to have significantly smaller enrollments, with 51 of 59 serving fewer than 500 students.⁹ The average enrollment of state charter schools is 396, approximately one-quarter the size of the average enrollment of school districts in the state (again, with APS removed from the equation).

In short, New Mexico school districts tend not to have the same economies of scale as districts in other parts of the nation, causing the burden of reporting and other administrative functions to be relatively more onerous.¹⁰ Accordingly, it is all the more important that state and local authorities work together to find opportunities for reducing, streamlining, and automating reporting to the fullest extent possible without undermining effective governance.

Section 3: Impact on Local Education Agencies

Currently, school districts and charter schools in New Mexico spend a significant portion of their funds managing the reporting functions necessitated by state and federal requirements. Inquiries with a small sample of school districts and charter schools indicate that they spend, on average, \$211.93 per student per

“...it may be possible for local reporting costs in New Mexico to be reduced by up to two thirds if the state further modernized and coordinated data collection and validation.”

⁶ National Center for Education Statistics, “ELSI Table Generator,” accessed November 11, 2016.

⁷ Albuquerque Public Schools serves 94,083 of the 338,220 students served across the state.

⁸ 2013-2014 Local Education Agency Universe Survey data, National Center for Education Statistics. When APS enrollment is included, average enrollment is approximately 3,668.

⁹ While thirty-six percent of New Mexico school districts serve more than 500 students, only thirteen percent of state charter schools meet that threshold.

¹⁰ It should be noted that New Mexico does, like many other states, provide supplementary, size-based funding. In New Mexico, the “small school size adjustment” is generated based on the relative size of a school as opposed to the relative size of the local education agency (district or state charter). Further, charter schools, as a consequence of their classification under state law, generate a disproportionate share of these funds, thirty-five percent of the state total, while serving approximately eighteen percent of the state’s students. See Legislative Education Study Committee, *Policy Consideration: Small Schools Size Adjustment*, September 2014.

year fulfilling these requirements.¹¹ This estimate, albeit very rough, is a useful reference point when compared with similar estimates from other states.

The chart below lays out the cost (in salary expenditure per student) of each major reporting category in three states chosen to represent different stages of data system evolution. Each category of the report identifies the estimated salary cost per student associated with major reporting requirements. So, for instance, it is estimated that school districts and charter schools in New Mexico spend nearly \$40 (38.48) per student annually to collect and report student-level data through student information systems. Nevada school systems, by contrast, are estimated to spend \$5.52 per student to report the same type of data. Similarly, interviews with Texas, Nevada and Delaware school administrators indicate that they spend an average of \$16.54 per student annually on health services reporting, while local New Mexico school systems spend \$34.20 per student. If these differences are summed across reporting categories, the data show Nevada school systems spending one-third of what New Mexico school systems spend, suggesting that it may be possible for local reporting costs in New Mexico to be reduced by up to two thirds if the state further modernized and coordinated data collection and validation.

Salary Equivalent Per Student	New Mexico	Texas	Nevada	Delaware
Student Information System	\$ 38.48	\$ 24.85	\$ 5.52	\$ 11.36
Food and Nutrition	\$ 32.07	\$ 12.65	\$ 9.20	\$ 5.79
Budget/Revenue/Expenditures	\$ 53.59	\$ 61.01	\$ 20.53	\$ 51.43
Health Services	\$ 34.20	\$ 12.65	\$ 13.67	\$ 23.31
Academic Performance	\$ 53.59	\$ 57.42	\$ 20.53	\$ 43.71
Total	\$211.93	\$168.58	\$69.45	\$135.60

¹¹ Extrapolating from this estimate, it follows that the average New Mexico school district spends approximately \$357,000 annually on reporting functions.

“...interviews indicate that New Mexico school personnel spend roughly 15,000 hours per year on reporting functions.”

Differences in state context do not fully explain the cost differences. The lower costs in Nevada may be partially attributable, for instance, to larger average enrollments in that state.

Texas and Delaware districts, however, post average enrollments much closer to that of New Mexico and nevertheless operate reporting systems at lower cost.

The chart above summarizes the cost of the state’s lagging data system in dollars. Given the small administrative teams at most New Mexico school systems, it is also important to understand how many scarce hours of leadership time must be spent complying with data

Reporting Function	Hours
Student Information	2880
Food/Nutrition	2880
Budget/Rev Expenditures	3072
Health Services	3072
Academic	3072

collection and submission requirements. Interviews indicate that New Mexico school personnel spend roughly 15,000 hours per year on reporting functions.

“...while many states have received two rounds of federal funding under [the Statewide Longitudinal Data System] grant program, New Mexico is one of only three states that has not secured any funding since the program’s inception.”

While school staff in other states studied spend similar cumulative staff hours, research indicates that the structure of the data systems in these states permit systems to assign lower-level staff to reporting functions, whereas the complications, conflicts and ambiguities in New Mexico collections and validation require leadership attention to sort out. Further, data management systems in other states produce helpful analyses that are shared back with local administrators, while data in New Mexico flow up to the department with little in the way of synthesis or statewide comparison information provided in return.

The state synopses below describe the paths and resources by which other states have achieved greater efficiency in data collection and management. Significantly, much of the cost

associated with data system development in other states has been covered by federal Statewide Longitudinal Data System grants. Indeed, while many states have received two rounds of federal funding under this grant program, New Mexico is one of only three states that has not secured any funding since the program's inception.

Texas

Texas has operated a longitudinal data system, the Public Education Information Management System (PEIMS), since the late 1980s. In the mid-2000's, Texas received funding from both the federal SLDS grant program and the Michael & Susan Dell Foundation (MSDF) to upgrade PEIMS to 21st century technology standards. The new system takes advantage of the recently developed Ed-Fi Data Standard, an educational data standard that builds a secure bridge between disparate data systems. The updated system, called the Texas Student Data System (TSDS), includes the use of XML data standards, an Operational Data Store (ODS) for district and charter use, options for districts to use a statewide student information system (SIS) rather than purchase and maintain a local SIS, and a new set of data dashboards for use at the local level.

The updated data standards, Texas Education Data Standards (TEDS), help districts and charters collect and define data at the lowest level of granularity, which helps TEA improve data consistency and quality statewide.¹² For school districts, the TSDS will 1) modernize the PEIMS data collection process to reduce technology risk and system downtime, allowing for more system availability and ease of use; 2) put real-time student performance data in the hands of educators to improve student achievement; and 3) become the one common data collection platform for TEA to reduce the data collection burden on local education agencies. Per the TSDS website¹³ "the goal of TSDS is to improve and standardize the data collection and data management process in Texas and equip educators with timely, actionable and historical student data to drive classroom and student success."

TSDS has been rolled out in stages over the past several years. The current school year (2016-2017) is the first in which all districts and charter schools are submitting data using the new system. The benefits of the system, however, have not yet been fully realized. While TSDS offers the potential for consolidation of data collection into fewer reports, the Texas Education Agency has not had sufficient staff resources to conduct the analyses necessary to integrate and streamline collections. TEA documented approximately 200 data collections outside of

¹²The Michael & Susan Dell Foundation underwrote development of the Ed-Fi standard and ensures that it may be used at no cost by local and state education agencies.

¹³ http://www.texasstudentdatasystem.org/TSDS/Technical_Resources/

PEIMS in 2011 during a data governance program review. That number has not been significantly reduced in the subsequent five years, according to TEA personnel, due to insufficient resources.

Nevertheless, the cumulative reporting costs across Texas districts and charters are marginally lower than those in New Mexico. The relative efficiency is at least partly driven by the strong data governance program that has been in place since the advent of the PEIMS system. The term data “governance” describes a systematic approach to data collection and use designed to provide clear standards and processes, minimize redundancy, and maximize the value of each submission. In Texas, the program includes active participation from local district technology and policy representatives, using both permanent and ad hoc advisory committees to help with data collections. Because this approach has been in TSDS design and implementation, the groundwork has been laid for significant consolidation of data collections. Now that TEA staff have now rolled out the underlying infrastructure, they anticipate being able to devote more resources to the analyses required for the consolidation effort.

Nevada

Of the states reviewed, Nevada has the overall lowest cost of reporting. Not coincidentally, Nevada’s longitudinal state data system is among the most recent to be updated and thus leaped ahead of states that undertook modernization earlier.

Of the reporting functions, Nevada has achieved the most efficiency as it relates to reporting student information. The state has, in partnership with Infinite Campus¹⁴, created a student information system aligned to the state specific reporting needs and integrated directly with the state information system. Each of the state’s school districts and charter schools have adopted the student information system for local use which, through automation, has reduced the burden on local school systems while increasing the consistency and validity of the aggregated data at the state-level.

Because the state system, known as the System of Accountability Information (SAIN), interfaces directly with each district’s student information system, the state is able to collect data automatically on a nightly basis from every district and charter school. The data is then normalized and mapped into the SAIN database. By enabling real-time, vertical integration of student data, districts and charter schools do not have to extract data from their student information system into a template format for submission into the state system, as they do in New Mexico.

¹⁴ Infinite Campus is one of many vendors able to provide this type of solution.

Some districts also use the state-specific platforms Infinite Campus has created for other reporting functions, with the exception of food & nutrition reporting. These additional platforms, however, have not been adopted universally across the state primarily because the solutions are not as user-friendly, given that data reporting requirements outside the control of the state are not as conducive to integration.

The substantial difference between the local cost of reporting in Nevada and New Mexico suggests that it would be worthwhile to review the scope and frequency of reports required by the state as well as opportunities for enabling integration between local and state data warehouses.

Delaware

Delaware implemented a statewide student information system (SIS) in the 1980s to help school districts save money with local student information system operations and to ensure more centralized and standardized management of student-level data statewide. Through the statewide SIS, the state education agency (SEA) was able to provide economies of scale to local school districts by developing and managing one SIS rather than requiring each school district purchase and manage its own. A single statewide SIS also has the added benefits of standardizing local data collection efforts, standardizing data element definitions, and improving data quality.¹⁵

Delaware public schools transmit student administrative data to the SEA via eSchoolPLUS, the state subsidized SIS. Student demographic, program participation, graduation, and assessment data is communicated to the agency through eSchoolPLUS. Unit funding formulas are generated and some agency reporting is completed by the agency using the data transmitted from the schools. The state has also developed a supplemental system (IEPPLUS) for collecting and managing data for the special education program.

¹⁵ Local school districts have always had the choice the SEA's statewide SIS or to purchase and manage their own local SIS. When the statewide SIS was proposed in the 1980's, there was great concern among school district administrators about how and how often the SEA would use the district's data; administrators wanted to maintain control over what data was used and how. Consequently, the SEA and school districts established agreements through a governance process that specified what data the SEA could use and how (e.g., federal compliance reporting). The SEA must seek approval from school districts to access and analyze data that fall outside of those agreed-upon parameters.

One concern over time is that the statewide SIS cannot be updated fast enough or often enough for all necessary data collections. There are times when a program grantor needs particular data for new or unique state, federal or grantor reporting requirements, but it is not possible to get the data from the eSchoolPLUS system in a timely manner. In those situations, the SEA sends a data request to local school districts and charter schools outside of the automated data collection process. Delaware currently has approximately 70 such *ad hoc* data requests, which create an additional reporting burden on school districts and charter schools. This phenomenon is not peculiar to Delaware's statewide SIS and districts have determined that the benefits of the statewide approach continue to be more attractive than locally-contracted options.

In recent years, Delaware has received federal funding through the Race to the Top (RTT) and Statewide Longitudinal Data System (SLDS) grant programs to enhance data use by local school districts and other stakeholders (e.g., policymakers, school district and charter administrators and parents). Significant effort has gone into building a data warehouse, expanding the data infrastructure and creating online data portals, such as Education Insight, that support data dashboards and reports that turn student and staff data into useful and actionable information at the local level. Further, the Delaware Department of Education and Office of Early Learning are using a grant from the Michael & Susan Dell Foundation (MSDF) to deploy Ed-Fi technology and dashboards to better inform decision making and build a culture of data use at the local level.¹⁶

Again, the substantially lower reporting costs in Delaware suggest that New Mexico officials have the opportunity to introduce greater efficiency via (1) scaling back reporting requirements and/or (2) further automation and coordination of local and state systems. The next two sections of this report offer recommendations for each approach.

¹⁶ The Ed-Fi Data Standard is an educational data standard that builds a secure bridge between disparate data systems, empowering state agencies, districts and educators with up-to-date, actionable insights so they can better understand the individual needs of every student in their classroom. The Michael & Susan Dell Foundation underwrote development of the standard and ensures that it may be used at no cost to state and local education agencies.

Section 4: Reduce Reporting Requirements

As noted above, this evaluation is limited to a review of reporting requirements that fall within the jurisdiction of New Mexico authorities. Accordingly, the team conducting this analysis reviewed requirements imposed by state statute, administrative rule, and department procedures and practices. Representatives of school districts and state charter schools were consulted via focus groups and interviews to determine which requirements generate the highest workloads, which produced information useful to performance management, and which are useful, but unnecessarily burdensome.

Statutory Requirements for Review

The following statutory reporting requirements have been identified for review on the ground that that the cost of compliance of the requirement in its current form appears to outweigh its utility. Eliminating these reports will require statutory revisions. There may in fact be districts or charter schools that do find value in the activity, but these can continue the data collection activity on a discretionary basis. See Appendix A for information about each requirement, along with options for mitigating its impact.

- **Annual Parent Survey**
- **At-Risk Program Unit Report**
- **Instructional Material Report**
- **Elementary P.E. Report**
- **Even Start Family Literacy Report**
- **Violence and Vandalism Report**

The policy concerns underlying these reports may militate against elimination in at least some instances, but at minimum each should be reviewed in the interest of narrowing the scope of information required, providing for less burdensome reporting formats, and limiting application using risk-based or other appropriate criteria.

Administrative Requirements for Review

The following reports are identified because the content and/or format are largely determined by administrative rule or practice, rather than statute; the PED has the authority to modify these reports. As with the foregoing list, the burdens associated with these requirements, in their current form, appear disproportionate to their benefits. See Appendix B information about each requirement, along with options for mitigating its impact.

- **Health Services Report**
- **Charter School Annual Performance Report**
- **Federal Title Funds Reporting**

Unlike the latter two reports listed above, there appears to be no statutory basis for the Health Services Report, which requires that school administrators annually compile and report the number and types of prescribed medicines students are taking; detailed information about each student visit and return visit to the school health office, including categorization of services provided; referrals made as a consequence of the visit, and the disposition of the visit. In small school systems without full-time nursing staff, the task of compiling this sensitive information often falls on school leaders.

Interviews with local school officials indicate that the average annual, local cost of health services reporting may be as much as \$60,000--- over twice the local student cost of health reporting in the other states studied. The magnitude of resources diverted from instructional purposes as a consequence is particularly noteworthy given the absence of a statutory mandate.

“...the average annual, local cost of health services reporting may be as much as \$60,000- - over twice the local cost of health reporting in the other states studied.”

Section 5: Improve Automation and Coordination

New Mexico took an important step forward when the Legislature authorized creation of a comprehensive data warehouse at the Public Education Department (PED) in 2005. The warehouse, known as the Student Teacher Accountability Reporting System (STARS), enables the PED to collect and store student, teacher, course, testing, and financial data in one repository. The system stores data in a relational database that integrates student and staff information across nine domains: (1) assessment; (2) attendance; (3) course and grades; (4) discipline; (5) enrollment; (6) special education; (7) groups and programs; (8) staff; and (9) student. By using consistent data definitions and unique identifiers across these domains from year-to-year, STARS enables longitudinal analysis of student performance and other trends.

As the experiences of educators in the field attest, however, data collection and validation remain burdensome despite implementation of STARS. This is not a criticism, but rather recognition of the reality that technology is never a solution in and of itself. As a LESC staff report noted in 2007 (citing nationally recognized principles of education data management), new data systems such as STARS must be complemented by “cultural and organizational change in how an agency collects, stores, and uses data in order to make full use of information.”¹⁷ States that have had the most success with their longitudinal data systems have been deliberate in taking an enterprise-wide approach to data management that “coordinates policies, processes, and architecture to improve data quality; aligns work across the agency and streamlines operations; more effectively protects the data; and shares information in a more systematic and timely manner.”¹⁸

The Need for More Efficient Data Management

From the perspective of both traditional district and charter school staff, state data collection efforts would benefit from a more coordinated, department-wide approach to data collection and management. Fortunately, the PED is currently pursuing such a strategy. It is anticipated that the new approach will address three of the most common areas of concern identified by educators in the field: redundancy, insufficient planning time, and insufficient communication.

Redundancy. District and charter staff report that too often they must submit data to PED program and grant personnel that has already been submitted through STARS or the

¹⁷ Memorandum to Legislative Education Study Committee, September 12, 2007.

¹⁸ National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book Three of Four: Effectively Managing LDS Data* (NFES 2011–805), p. 18. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

department's financial reporting system. During the lengthy (post-STARs) validation stage, local teams describe a cacophony of requests for resubmission of data from a dozen program areas, each with its own idiosyncratic data specifications. By contrast, a state education agency with a more advanced data management system is able to follow the "collect once, use many times" rule of thumb.¹⁹ That is to say, state agencies with more advanced data management systems canvass all business units to determine data elements required and collect them once centrally (to the extent practicable).²⁰ Data are then made available to each unit in the combination and format needed for its business purpose.

Insufficient Planning Time. Local data system administrators report that schedules for changing data submission requirements are too often rushed, making the necessary re-tooling expensive and less useful than they might otherwise be. A fully articulated data management system minimizes *ad hoc*, idiosyncratic, and isolated decision-making.

Communication. At a basic level, representatives of charters and districts seek clearer, more intentional documentation and communication of data reporting requirements. They relay that they cannot be confident that the STARs Manual contains all specifications required for compliant data reporting. Local officials also request that the PED develop either a role-based or more comprehensive notification system. They report that currently superintendents receive many of the department's communications about changes to data requirements, new tools, and upcoming plans and have difficulty disseminating this information to those in need of it in a timely way. At a more strategic level, local teams seek not just more effective notification of department decisions, but also greater engagement in the decision-making process to ensure state policies and practices reflect their needs and constraints.

The inefficiencies described above are typical among state education agencies that do not implement organizational changes concurrently with new technology adoption.²¹ As one charter school leader observed, significant gains in the efficiency of educational data reporting will only be accomplished with due attention to "system management."

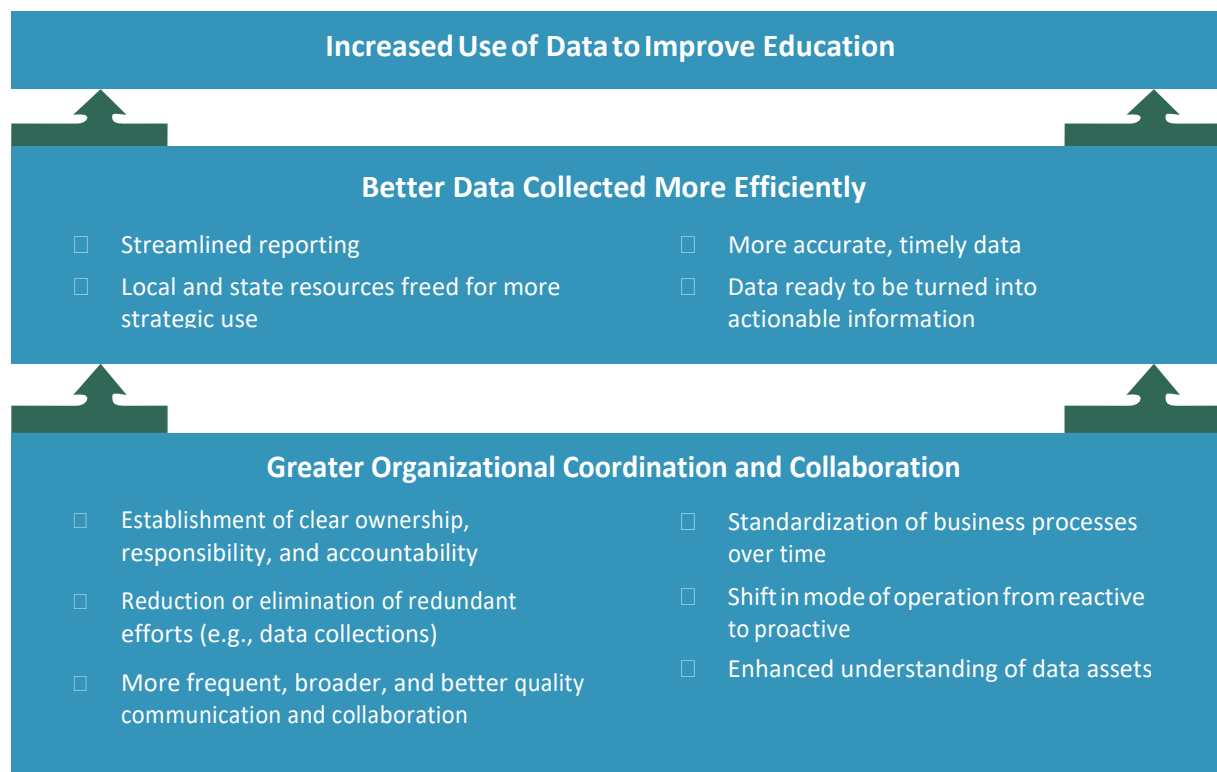
¹⁹ National Forum on Education Statistics, p. 23; see also Reform Support Network. (2014). Education Enterprise Architecture Guidebook. *Appendix D: Architecture Capabilities Maturity Model Rubric.*

²⁰ The timelines of centralized collections and those of business unit needs do not always align, necessitating that some collections occur outside the centralized process.

²¹ See generally National Forum on Education Statistics.

Steps toward Greater Efficiency

The path that PED is now on can, if followed with fidelity to its conclusion, lead both to greater efficiency and value for policy makers and educators alike. In short, the department is in the early stages of establishing a set of structures and processes that enable sound data governance. Fortunately, this path is now well worn, with many examples of state education agencies that have successfully developed and implemented data governance systems. The chart below illustrates the aims and benefits of these systems:



Source: National Forum on Education Statistics (modified).

As a first step down this path, the PED has contracted with a nationally recognized management consulting firm (UPD Consulting) specializing in public sector data use and adoption. The firm's work with the PED began in October 2016 and focuses on the following strands of work:

- A comprehensive assessment of the PED Information Technology (IT) Division's organizational structure and key processes
- A data diagnostic, performance metrics, and recommended fixes required to institutionalize process transformations

- Cost of ownership for “current”/“as-is” and “future”/“to-be”
- Enterprise management, including data governance, project management and enterprise architecture
- Prioritization and decision making within the PED IT Division that reflects state/PED priorities and strategic plan
- Requirements to develop data validation tools based on the recommended enterprise architecture requirements

This scope of work is aimed at addressing many of the inefficiencies presented in this report. For instance, the assessment of organizational structures and key processes will identify both redundant collections and the organizational gaps that have allowed those redundancies to proliferate. The enterprise management, warehouse architecture and governance work will, moreover, set the stage for department-wide coordination of data collection (in concert with the transition to federal reporting requirements under ESSA), minimizing the one-off collections and conflicting data definitions that are currently common across the bureaus. More specifically, PED and its consulting partner are capturing much-needed validation and business rules to populate a new front-end automated data validation that enables LEAs to correct the data in their local systems according to one set of standardized requirements, relieving local administrators from spending scarce resources on iterative and contradictory re-submission requirements, and making the data at PED more timely and accurate. This is part of the real-time pilot with EASOL.

While the initiatives above tackle data collection and management from the PED side of the equation, another set of projects has been launched to alleviate the burdens experienced by local district and charter staff during data submission. The PED is partnering with eight school districts and two state charter schools on a real-time data pilot aimed at shifting much of the current reporting burden from districts and charters to the PED. More specifically, in the course of the pilot, the participating districts and charters will transition to a solution that enables the PED to (1) extract individual data elements needed for state and federal reporting from a secure store of local data and (2) assemble those elements in accordance with required reporting formats. In other words, PED will collect data at the most granular level and aggregate as necessary for all state and federal reporting requirements, rather than asking districts and charters to submit data to feed specific reports. This transition will occur in several phases, with PED assuming management of successive clusters of reports. Thus, while state charter schools and districts must currently enter data into STARS and then re-enter that data (in combination with data maintained outside of STARS) into specific templates required by various state and federal program areas, they will, going forward, enter a broader range of data elements (“STARS Plus”) once into a comprehensive operational data store.

Pilot participants will be supported in this transition by a state-contracted technology partner (EASOL) that has created the open-source technology underlying this new approach. This organization will coordinate work at the local pilot sites with the changes being made concurrently at the PED. This coordination aims to ensure that the PED data system is accurately mapped to, and thus enable to seamlessly extract data from, the local repositories. Though the new system will not entirely remove the necessity of locally compiled reports, it could substantially lessen the overall workload associated with reporting.

The system is additionally intended to enable educators and administrators to use data in PED's repository more effectively for instructional planning. The open-source technology being introduced through the pilot can be tailored to support the specific needs of a school or classroom both by facilitating customized data views and by permitting integration of student data with blended learning tools.²²

It is anticipated that if the pilot proves successful, additional districts and charter schools would be added in a second phase to begin in 2018, with phasing in of statewide adoption beginning in 2019.²³ The PED will initially convene 10 local pilot partners as an advisory committee. While this committee is appropriate during the initial pilot period, PED should establish formalized, ongoing roles for district and charter representatives either as in its data governance program. Throughout the rollout, adopting districts and charter schools will be provided both technical and more strategically oriented end-user training and professional development.

PED officials estimate that the local cost of transitioning to the EASOL system will be relatively small in view of long-term savings. In addition to local personnel time that will need to be devoted to change management during the transition, it is estimated that a small school system serving 400 students, for instance, would have to invest roughly \$60,000 as a one-time expense and then budget for an annual maintenance fee of \$4 per student.

²² Blended learning refers to “a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace, and at least in part in a supervised brick-and-mortar location away from home, and in which the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.” Christensen, C., Horn, M., & Staker, H. (May 2013). *Is K–12 Blended Learning Disruptive? An introduction to the theory of hybrids*. Clayton Christensen Institute for Disruptive Innovation. Retrieved from <http://disruption.wpengine.com/publications/hybrids/>.

²³ Districts and charter schools not included in the pilot (or successive pilot stages) will continue their current reporting process until the statewide rollout is completed.

Guardrails and Potholes

The three other states reviewed for this report have each adopted elements of the strategy the PED is currently pursuing. The experiences of states with more advanced data systems suggest that due attention be paid to three key principles: strong data governance; standardization of data elements at a high-level of granularity; and, long-term commitment to implementation.

Data Governance. As discussed above, the Texas Student Data System is founded on a robust governance program in which ownership, responsibility and accountability are well defined and monitored to avoid duplicative reporting. This clarity, along with formal opportunities for guidance from local officials, enable the state to manage the inevitable changes to state collections without significant disruption and cost that can usually attend hastily developed requirements. This foundation accounts at least in part for the improved efficiency of Texas collections.

Standardization. Each of the three states reviewed reaped benefits from standardized data element definitions. In Delaware and Nevada, standardization was facilitated by a common student information system used by all districts and charter schools in the state. In Nevada, the standardization enabled the state education agency to map its collection precisely to the elements in local warehouses and extract data daily to populate the state system, saving district personnel time otherwise required for submissions. Similarly, in Delaware, although districts continue to “push” data to the state warehouse, standardization enables submission of data at the element level rather than in templates requiring an additional layer of manipulation. Once received in the state data warehouse, these elements can be composed in the variety of formats needed for reporting purposes.

Commitment. Delaware and Texas offer cautionary tales with respect to the path New Mexico is now following. While the implementation of the Texas Student Data System has continued uninterrupted over the past decade, the level of resources initially devoted to its implementation has not been sustained. As a consequence, staff resources have not been sufficient to conduct the analyses necessary to enable consolidation of reports or expand the range of business intelligence tools available for district use. In short, much of the value of the new system remains on the table. Delaware faces similar challenges in that resources at the state department of education are insufficient to manage collection changes expediently,

necessitating multiplication of the *ad hoc* collections that plague states with disparate, decentralized student information systems.²⁴

Recommendations

PED has contracted with UPD to conduct a thorough review of current data collections, data management processes and governance activities. These efforts are critical to identifying areas of improvement when designing a new data management system. In addition, it will be critical for PED to consider the following ways of deepening their work with districts and charters in an effort to improve data quality and data management processes:

Establish a data governance program and data governance board at PED.

It is recommended that PED establish a data governance program to oversee data-related policies and processes with respect to PED activities and data collections and communications with districts and charters. PED should establish a new permanent governance committee, to oversee data governance of both STARS and non-STARS collections. The governance committee would be responsible for data-related policies and program-level decisions at PED including coordination of all data collections from districts and charters. Membership would consist of

²⁴ Oklahoma's experience also suggests caution. The state education agency began designing and building a new statewide near real-time student data tracking and reporting system, the WAVE, in 2005-06. Unfortunately, the new state data repository was not accompanied by a change in how state agency staff used data to complete their state and federal reporting requirements. Prior to the WAVE, different program areas managed their own collection of compliance data from local school districts and charters. There was redundancy across the different program area collections because they were designed and managed by different program areas. After the WAVE, program area staff at agency were not given access rights to and training on how to use the WAVE, so they continued to use their program area data collections. As a result, school districts and charters continued to experience a substantial burden related to data requests from the agency. Fortunately, federal grant funds awarded in 2012 enabled the agency to initiate a data governance program to create an enterprise-wide perspective around data collections and thereby reduce data collection redundancy. The agency also began work on creating a metadata dictionary for internal and external use to ensure consistent data standards across program areas. Subsequently, due to a change in administration at the agency and the transfer of the data governance coordinator position to another state agency (a centralized information technology agency that oversees such activities across all state agencies), the data governance program at the agency has lost the staff who provided both coordination and documentation activities. The federal grant deliverables now fall under an assistant superintendent who is also responsible for a variety of program areas. The agency does not have a chief information officer and no longer has an executive director of student information, so it is unclear how data system infrastructure and governance vision and mission will be managed in the future.

representatives from each division that collects, uses or manages student, staff, organizational (e.g., district and school), and financial data).

Engage district and charter representatives regularly via formalized roles in the governance program.

Ideally, PED would engage two sets of external data advisors from districts and charters:

1. a representative sample of policy advisors (e.g., superintendents, assistant superintendents and/or chief information/technology officers); and
2. a representative sample of technology/data advisors (e.g., district data coordinators, STARS reporting coordinators, and/or database administrators).

The policy committee should be charged with reviewing and providing feedback on potential data policies and program recommendations, while the technology committee should be charged with reviewing and providing feedback on proposed and changing data collection processes for ease or timing of implementation, unintended consequences and training needs.

Focus on better communication regarding district and charter data requirements.

Most districts and charters are relatively small and have few staff dedicated to data system maintenance and reporting requirements; as a result, precise communications and effective training from PED on data requirements are essential to ensure high quality and timely data submissions. Communications must be informative, clear, timely, detailed, and disseminated to the right people. Recommended activities to help manage expectations and deliverables:

- **Develop a more comprehensive data collection calendar.** Document each data collection, STARS and non-STARS, and a list of necessary reports and/or data elements that are due each month, which division is responsible for the collection, and the due date. Other information may be included, but these items are essential. This calendar will help PED's governance committee identify redundant collections and hopefully identify collections that can be merged or deleted in an effort to streamline the collection process and clarify accuracy of data sources. The calendar

can also assist districts and charters with resource planning to ensure high quality and timely data submissions.

- ***Document data catalogue, including data standards, for all data elements and reports collected.*** PED should generate and maintain a data standards catalogue that includes a complete list of all data elements, STARS and non-STARS, that are collected, in what format, for which reports or mandates, and office(s) responsible for them. This will aid data system management in a variety of ways, including: periodic sunset reviews by PED to ensure only those data elements that are required are collected, explicit directions to districts and charters about how to format and submit data to PED, and a clear indication of the degree of duplication of reporting requirements that can guide efforts to streamline data collections within PED. While the goal of the pilot project is to streamline data collection practices, most districts will operate under the current system for at least two years and both PED and those districts will benefit from continued efforts to precisely document data collection processes and data standards.

Prepare to seek grant funding to support data system improvements and provide LEAs with the information they need to plan and seek funding for transition costs.

Since 2005 USED has administered the competitive Statewide Longitudinal Data System Grant (SLDS) program, which has provided six rounds of grants to State Education Agencies (SEAs) to build longitudinal data systems and tools to enable effective use of education data in research and policymaking. To date, New Mexico, Alabama and Wyoming are the only three states that have not received an SLDS grant. The focus of the SLDS grants shifted in the last grant competition from building data systems to facilitating the use of data by educators, policymakers and researchers to improve policy and practice. While PED is working to enhance its data system infrastructure at this time, it is also focused on developing tools and data dashboards that will increase the use of data in decision making at the local and state level. As a result, PED would benefit from developing a detailed plan to ensure that districts and charters will have easy access to the appropriate data and tools to assist with instructional outcomes, research, and financial and resources planning.

Further, many other federal grant programs invite state education agencies to include data system development related to the central funding purpose as part of their proposals.

Accordingly, PED should proactively review all federal grant programs to identify opportunities to leverage federal funds for use in its data system initiative. Moreover, many local, state and national philanthropic organizations are interested in helping with projects that can improve student outcomes and program effectiveness, so PED should also be prepared to look beyond federal grants for system improvement and sustainability.

Notify the Data System Council of PED plans.

In 2010, the Legislature directed PED and the Higher Education Department to establish a data system council composed of public agencies and other institutions that provide education services.²⁵ The council is charged with establishing a data system but has suspended its meetings. PED should notify other members of the council of its plans in the interest of transparency and to prevent those institutions from foreclosing opportunities for future coordination by making incompatible decisions in the near term.

Section 6: Conclusion

The stage is set for state policy makers to free significant resources currently devoted to state reporting for more productive uses. Efforts to eliminate, restructure or modify outdated and/or redundant reports offer immediate, but limited, relief. This review identifies a number of statutory and administrative reporting requirements that, together, impose a substantial and, it appears, unwarranted burden on school districts and charter schools. It is important that LESC continue the analysis begun under its 2016 Work Plan and propose specific changes to reporting requirements in time for legislative and administrative action in 2017.

While state data process and infrastructure improvement offer potential for broader relief, this work is complex and will require sustained commitment. Further, there should be no misapprehension about the nature of the changes that will be required to provide relief to local school officials. Technology is by no means a silver bullet. Rather, the national history of educational data system investment makes clear that technology investments offer only marginal benefit if not accompanied by fundamental changes in organizational behavior.

²⁵ NMSA 1978, § 22-1-11 (2010, as amended through 2015).

Accordingly, the importance of sustained commitment by PED leadership cannot be overstated. Leaders at the department must not only take a front-line role in marshaling resources necessary to follow through on the work begun, they must also make it clear that success requires department-wide commitment to the effort. Program managers will need to dig in and contribute to the development of standardized data requirements and ensure that team members recognize the value of centralized collection and validation.

New Mexico has the opportunity to leap ahead of states that were early adopters of statewide longitudinal systems by learning from others' mistakes. Chief among these have been insufficient attention to the human element—the changes in everyday behavior and practices necessary for technical improvements to achieve their purpose—and the shifts in priorities that prevent long-term investment of time and attention in system change. These risks are all the more relevant given the change in state executive leadership looming two-years out. Stakeholders outside of PED have a role to play in advocating both continued prioritization of data system development and the fundamental shifts in departmental norms necessary to realize its advantages.

Appendix A: Statutory Requirements for Review

Requirement	Issues	History	Options
<p><u>Annual Parent Survey</u> NMSA 1978, §22-2C-11 (D) (2003, as amended through 2015)</p> <p>Summary:</p> <p>Requires school districts and state-authorized charter schools to distribute a survey annually to parents of every student. The survey is intended to gauge parents’ perceptions of parent-teacher-school relationships, quality of programming, instructional practices, resources, school employees, and school staff expectations of students.</p>	<ul style="list-style-type: none"> ▪ Labor intensive ▪ Efforts to reduce burden by offering online have been ineffective. ▪ Not central to PED improvement supports. 	<ul style="list-style-type: none"> ▪ The survey has been required since 1992. PED made an online version available in 2006, but the paper version remains the dominant form because return rates are much lower with the online version. ▪ The context of public education has shifted considerably since 1992. Now subject to second-generation state and federal accountability, all schools and districts are under systemic pressure to engage families as partners in their children’s progress. ▪ The latest iteration of state accountability system includes an Opportunity to Learn indicator, designed to “reward schools that engage students and parents in ways that ensure students come to school (Attendance). It also samples the classroom experiences of students through an annual survey to see if teachers are using good learning practices (Student Survey).²⁶ 	<ul style="list-style-type: none"> ▪ Eliminate requirement entirely ▪ Modify to permit district with sufficient enrollment to use random sampling rather than distribute universally. ▪ Reserve authority for PED to require, as indicated, for purposes of school improvement planning.
<p><u>At-Risk Program Unit Report</u> NMSA 1978, §22-8-23.3 (1997, as</p>	<ul style="list-style-type: none"> ▪ Not central to PED improvement supports. ▪ Generalized state 	<ul style="list-style-type: none"> ▪ Requirement dates back to 1997, pre-dating the introduction of disaggregated 	<ul style="list-style-type: none"> ▪ Remove reporting requirement entirely. ▪ Maintain PED discretion to incorporate reviews of program

²⁶ New Mexico Public Education Department, *A-F Grading: Frequently Asked Questions (V3.0)*

<p>amended through 2014)</p> <p>Summary:</p> <p>Requires school districts and state-authorized charter schools to report the “ways in which the school district and individual schools use the at-risk program units and the intended outcomes.”</p>	<p>collection of activities and objectives promotes scattershot approach to performance-management.</p> <ul style="list-style-type: none"> ▪ In the current era of disaggregated student performance data, outcomes are a better indicator of effective use than descriptions of program activities. ▪ It does not appear that district and charter reports of activities funded by at-risk program units are commonly used in decision-making about this funding source.²⁷ 	<p>accountability.</p>	<p>unit use as indicated for schools in need of improvement or those with relevant audit findings.</p> <ul style="list-style-type: none"> ▪ Modify to specify in statute that PED may require of districts and state charter schools not meeting state performance standards.
<p>Instructional Materials NMSA 1978, §22-15-12 (1953, as amended through 2009)</p> <p>Summary:</p> <p>Requires that “each local school board of a school district and each governing authority of a state institution or private school acquiring instructional material”</p>	<ul style="list-style-type: none"> ▪ Charter schools are allowed complete discretion over their use of instructional material allocations. ▪ Statute does not on its face require charter schools to submit annual reports (as compared, e.g., with transportation reports under Section 11-8-29). 	<ul style="list-style-type: none"> ▪ The Legislature added this reporting requirement in 2005 in conjunction with provisions that gave school districts more flexibility in their use of instructional material fund allocations. ▪ In 2007, statute was amended to allow districts to spend up to 25 percent of the discretionary allocation permitted for non-adopted materials on “other classroom materials,” including broader range of classroom supplies. 	<ul style="list-style-type: none"> ▪ Give PED the discretion to collect a narrow range of summary cost-related data and require additional reporting by districts with anomalous data. ▪ Pair cost data with district performance data to determine districts indicating risk of improper or imprudent purchases and thus subject to additional reporting. ▪ Exempt charter schools from reporting information unrelated to cost given the discretion statute affords them regarding use their instructional material allocation.

²⁷ See, e.g., Legislative Education Study Committee, *Bill Analysis: HB 173 (2015)* (concluding that an increase in the factor used in calculation of a school district’s at-risk index is not advisable because students would be better served by maintaining or increasing SEG funding without referencing PED analyses (if any) of program activity reports).

<p>file a report with the department that includes an itemized list of instructional material purchased by the eligible entity, by vendor; the total cost of the instructional material; the average per-student cost; and the year-end cash balance.</p>			
<p>Elementary P.E. Reporting NMSA 1978, §22-13-7 (2007)</p> <p>Summary:</p> <p>Requires that recipients of dedicated elementary physical education funding submit a plan documenting the program to be offered and an evaluation component. Recipients must also submit program results annually.</p>	<ul style="list-style-type: none"> ▪ It is unlikely that the state will have sufficient funds available to reinstate allocation of funds dedicated to elementary education in the foreseeable future. ▪ If it happens that dedicated funds become available, the requirement that each LEA submit program results annually is burdensome to districts and charters already straining to meet state requirements. ▪ In 2016, the Legislature created a Child Fitness, P.E. & Obesity Task Force charged with evaluating whether the Legislature should impose minimum time requirements for elementary 	<ul style="list-style-type: none"> ▪ Funding for elementary physical education programming was approved by the Legislature in 2007. ▪ The Legislature did not provide additional state funds, determining that adequate funds were available in general appropriations. ▪ Funds have not been available for allocation since 2008. ▪ State curriculum standards address physical education expectations for all grade levels. 	<ul style="list-style-type: none"> ▪ Eliminate the requirement for submission of annual program results. ▪ Alternatively, limit requirement for submissions to once every 3-5 years. ▪ Invite school districts and charter schools to provide evidence of the impact of minimum time requirements before enacting.

	<p>physical education.</p> <ul style="list-style-type: none"> ▪ If such a minimum time requirement is enacted, and no funds are allocated for implementation, resources of districts and charter schools will be stretched further, perhaps undermining other domains of service. 		
<p><u>Even Start Family Literacy</u> NMSA 1978, §22-13-3.1 (2001, as amended through 2004)</p> <p>▪ Summary:</p> <p>Requires fund recipients to annually evaluate and report program results.</p>	<ul style="list-style-type: none"> ▪ Annual submission of program results is not necessary for effective program oversight. 	<ul style="list-style-type: none"> ▪ The Legislature created the program in 2001. 	<ul style="list-style-type: none"> ▪ Limit requirement for submissions to once every 3-5 years.
<p><u>Violence; Vandalism; Reporting</u> NMSA 1978, §22-10A-33 (1989, as amended through 2003)</p> <p>Summary:</p> <p>Requires report of any incident (including vandalism of school property) observed by school personnel.</p>	<ul style="list-style-type: none"> ▪ It does not appear that the full range of data reported are used for student safety school improvement purposes. ▪ Federal reporting requirements focus on incidents for which a student was removed from class for all or part of a school day. 	<ul style="list-style-type: none"> ▪ The state has collected of a broad range of incident data for nearly twenty years. 	<ul style="list-style-type: none"> ▪ Limit and align reporting requirements to those required for federal reporting purposes. ▪ Supplement data required for federal reporting purposes with data relevant to state priorities regarding student and staff safety.

Appendix B: Administrative Requirements for Review

Administrative Requirement	Issue	History	Options
<p>Health Services Report New Mexico School Health Manual: http://www.nmschoolhealthmanual.org/shm_16.pdf</p> <p>Summary: Annually school districts and charter schools are required to report the number of student visits to the health office and disposition of students following the visit; health staffing information; and health staff time in the classroom.</p>	<ul style="list-style-type: none"> ▪ No statutory or administrative rule requiring this report. ▪ Requires at least 10 hours, typically more. ▪ School nurses usually prepare these reports. Charter schools don't typically have a full-time nurse, making data compilation very difficult. ▪ The cost of health services reporting in New Mexico is significantly higher than in other states reviewed. 	<ul style="list-style-type: none"> ▪ Reporting requirement and specifications developed jointly by PED and the New Mexico Department of Health. 	<ul style="list-style-type: none"> ▪ Eliminate reporting requirement. ▪ PED to collaborate with the Department of Health to significantly narrow information collected and extend reporting periods to once every 3 to 5 years.
<p>Charter School Improvement Plan</p> <p>Summary: A charter school must submit an improvement plan if performance does not meet objectives identified in its performance contract.</p> <p>See NMSA 1978, §22-8B-9.1 (2015)</p>	<ul style="list-style-type: none"> ▪ The PED and PEC are diligently working to align charter school improvement planning requirements stemming from a variety of state and federal requirements. ▪ Charter school representatives indicate that in the past they have been required to comply with (1) a charter-specific planning template (2) Web EPSS 	<ul style="list-style-type: none"> ▪ In 2011, the Legislature detailed requirements for charter school contracts and performance frameworks. ▪ Accordingly, state monitoring of charter school performance is tied to objectives identified in charter school performance contracts as well state performance standards applicable to LEAs 	<ul style="list-style-type: none"> ▪ PED continue to integrate charter school improvement planning reports into one tool. ▪ PED pre-populate improvement planning tools with data maintained by the department. ▪ PED and PEC continue to work to stabilize performance objectives.

	<p>requirements that apply to all LEAs and (3) planning tools applicable to Focus and Priority schools.</p> <ul style="list-style-type: none"> ▪ Charter school representatives additionally express concern that in the course of complying with these requirements, they must report information already in the possession of PED. ▪ The Legislative Education Study Committee has <u>expressed the concern</u> that state officials re-negotiate the terms of performance contracts annually, thus destabilizing the objectives and related information that charters must submit for improvement planning purposes. 	<p>generally.</p>	
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<p>Federal Title Funds</p> <p>Reporting</p> <p>Summary</p> <p>PED has consolidated application and reporting for purposes of Title I of the <i>Elementary and Secondary Education Act</i> (ESEA, now known as the <i>Every Student Succeeds Act or ESSA</i>). Districts must separately apply for and report compliance information for other titles of the federal act.</p>	<ul style="list-style-type: none"> ▪ The consolidated application and reporting process under Title 1 is helpful and offers a model for broader consolidation under ESSA. ▪ Currently, districts and charter schools must comply with at least five separate sets of requirements in order to access federal funds under the ESEA. ▪ Other states, including Texas, have successfully consolidated ESEA application and reporting tools. 	<ul style="list-style-type: none"> ▪ PED consolidated its application and reporting tools to several discrete program areas under Title I after the 2001 revisions to the ESEA. ▪ In December 2015, the ESEA was again comprehensively revised by the act known as ESSA. ▪ PED will submit its ESSA implementation plan to the United States Department of Education in Spring 2017. 	<ul style="list-style-type: none"> ▪ Use ESSA transition as opportunity to consolidate all or most federal title application and reporting submissions into one comprehensive tool.
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Appendix C: PED Calendar of Reports

Calendar of Reports

The following calendar contains the names of reports collected by the Public Education Department, organized by due date. For the contents of these reports and contact information read the **Summary of Reports** section, which begins on [page 7](#). Each report has been given a reference number to assist in locating the report description; this reference number is **not** the official number of the report.

As Needed		
	Title of Report	Reference Number
	Sale of Instruction Materials	A-10
	Property Disposition Form	E-04
	Request for Project Plan Approval (All Non-Construction or Construction < \$200,000)	E-05
	Request for Approval of School Construction > \$200,000	E-06
	Bond Retirement Schedule	F-02
	Bonding Capacity Certification	F-03
	Supplemental/Capital Outlay Emergency Application	F-04
	Budget Adjustment Request (BAR)	F-06
	Cash Transfer Request	F-07
	School Bus Accident Reporting Form (7 days after accident)	O-02
	Reimbursement Requests for Direct Legislative Appropriations (10 th and 20 th of each month)	E-07

FALL (August 15th thru December 15th)		
	Title of Report	Reference Number
	Youth Risk and Resiliency Survey (only due in odd-numbered years)	K-06
	School Bus Inspection Reports	O-03

JULY		
Due Date	Title of Report	Reference Number
1	New Startup Charter School Applications Due	C-01
1	Flowthrough Programs Budget and Budget Adjustment Request	A-01
1	Regional Education Center Budget	A-06
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	List of Un-liquidated Obligations	A-03
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
16	School Lunch, Breakfast, After School Snacks, Seamless Summer Option, and Special Milk Programs Agreement/Application	N-01

29	Quality of Education Survey Results	D-05
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
31	Final Revenue and Expenditure Report	F-09
<i>The following report is due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

AUGUST		
Due Date	Title of Report	Reference Number
1	Regional Education Center Budget Request	A-07
1	Annual Instructional Materials Budget Report	M-01
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
25	Public School Officials Authorized to Exempt Students from the New Mexico Compulsory School Attendance Law for GED Purposes	B-07
30	Request for Reimbursement	A-08
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

SEPTEMBER		
Due Date	Title of Report	Reference Number
1	Education Plan for Student Success (EPSS) DRAFT entered in the Web EPSS and Monitoring system. http://web-epss.ped.state.nm.us	P-01
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
10	New Mexico Educational Personnel Directory Information	D-03
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	District Expenditure and Program Effectiveness Reports	H-01
30	Carl Perkins Status of Grants Confirmation and Final Report Due	I-01
30	State Charter Schools Annual Self-Report	C-02
30	Request for Reimbursement	A-08
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund	F-14

	Reimbursements	
<i>The following report is due on the 20th day of school</i>		
	State Bilingual Multicultural Education Program Application Worksheets 3 and 4	H-02
<i>The following reports are also due in September:</i>		
	Charter LEA Free and Reduced Price Lunch Counts	Q-01
	Public School Choice (last year's students)	Q-02

OCTOBER		
Due Date	Title of Report	Reference Number
1	Charter Schools Renewal Application Due	C-03
1	State Bilingual Multicultural Education and Title III Directory	H-03
1	Title III Immigrant Application	H-06
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Education Plan for Student Success (EPSS) FINAL entered in the Web EPSS and Monitoring system. http://web-epss.ped.state.nm.us	P-01
15	Projected Membership	F-12
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	The Indian Education Status Report	G-02

<i>The following reports are also due in October:</i>		
	Out-of-State Membership	F-10
<i>The following reports are due 10 days after the 2nd Wednesday in October (1st Reporting Period)</i>		
	Transportation Report 1 st Reporting Period	O-01
	Nonpublic/Special School Enrollment	D-04
	Student Teacher Accountability Reporting System (STARS)	D-06
	STARS Special Education Data Submission (2 nd Wednesday)	N-01
	Student Teacher Accountability Reporting System (STARS) Membership Reports	F-01
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

NOVEMBER		
Due Date	Title of Report	Reference Number
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
12	Dropout Report	D-02
15	Energy Efficiency Act Application	E-01

15	Regional Education Center Budget Expenditure Status Report	A-04
15	Verification Compilation Summary	N-02
15	Graduate Outcomes Data Review (5 year)	B-02
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
<i>The following reports are also due in November:</i>		
	Training and Experience Report	F-05
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

DECEMBER

Due Date	Title of Report	Reference Number
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
17	Enhancing Education Through Technology Report #3 Due	L-02
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
<i>The following report is due 10 days after the 2nd Wednesday in December (2nd Reporting Period)</i>		
	Student Teacher Accountability Reporting System (STARS)	D-06
	STARS Special Education Data Submission	N-01
	Student Teacher Accountability Reporting System (STARS) Membership Reports	F-01
<i>The following reports are also due in December:</i>		
	Annual Neglected and Delinquent Child Count	Q-03
	Comparability Report	Q-04
	Out-of-State Membership	F-10
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

SPRING (January 1st thru May 15th)

	Title of Report	Reference Number
	School Health Profiles (even-numbered years)	K-05
	School Bus Inspection Reports	O-03

JANUARY		
Due Date	Title of Report	Reference Number
1	Dropout Report	D-02
1	Letter of Intent Due from Prospective Charter School Applications	C-04
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Regional Education Center Budget Expenditure Status Report	A-04
15	NMHSCE Data Review	B-03
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
31	Title VIII Impact Aid Application	G-01
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

FEBRUARY		
Due Date	Title of Report	Reference Number
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
16	Indirect Cost Rate Proposal	A-02
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
<i>The following report is due 10 days after the 2nd Wednesday in February (3rd Reporting Period):</i>		
	Student Teacher Accountability Reporting System (STARS)	D-06
	STARS Special Education Data Submission	L-01
	Student Teacher Accountability Reporting System (STARS) Membership Reports	F-01
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

MARCH		
Due Date	Title of Report	Reference Number
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Graduate Outcomes Data Review 4 year (required)	B-02
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
<i>The following report is also due in the month of March:</i>		
	Carl Perkins Grant Application Due	I-02
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

APRIL		
Due Date	Title of Report	Reference Number
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	Assessment Annual Yearly Progress (AYP) Snapshot	B-01
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
30	Individuals with Disabilities Education Act, Part B Basic and Preschool Grant Application	L-02
<i>The following report is due 10 days prior to the district's program/budget review date:</i>		
	Proposed Budget	F-13
<i>The following report is also due in April:</i>		
	Severance Tax Bond Questionnaires	E-08
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

MAY		
Due Date	Title of Report	Reference Number
1	Title III Application-Language Instruction for Limited English Proficient and Immigrant Students	H-05
1	State Bilingual Multicultural Education Program Application	H-04
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement	A-09

	Claim	
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	SBA Data Review	B-04
20	NMAPA Data Review	B-05
20	ACCESS for ELLs Data Review	B-06
20	Regional Education Center State Fund Deposit Balance Report	A-05
30	Request for Reimbursement	A-08
<i>The following report is due 10 days prior to the district's program/budget review date:</i>		
	Proposed Budget	F-13
<i>The following report is due 10 days after the end of the school year (based upon individual districts' and charter schools' end of year-EOY dates):</i>		
	Student Teacher Accountability Reporting System (STARS)	D-06
	Student Teacher Accountability Reporting System (STARS) Membership Reports	F-01
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

JUNE		
Due Date	Title of Report	Reference Number
1	Legislative Appropriations	E-02
1	Proof of Mill Levy Election	E-03
10	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim	A-09
15	Three Year Comprehensive Technology Report	J-01
15	Health Services Report	K-01
15	Regional Education Center Budget Expenditure Status Report	A-04
16	Request for Reimbursement	A-08
20	Regional Education Center State Fund Deposit Balance Report	A-05
20	School Bus Operator's Contracts	O-04
30	Request for Reimbursement	A-08
<i>The following report is due 10 days after the end of the school year (EOY) based upon individual districts' and charter schools' end of year-EOY dates:</i>		
	Student Teacher Accountability Reporting System (STARS)	D-06
	Student Teacher Accountability Reporting System (STARS) Membership Reports	F-01
<i>The following reports are due in June:</i>		
	Final Adjustment to State Equalization Guarantee	F-08
	STARS Special Education Data Submission (2 nd Wednesday)	L-01
	Consolidated Application for Title I Funds	Q-05
	Migrant Education Program (MEP) Application	Q-06
	Rural Low Income School Program (RLIS) Application	Q-07

<i>The following report is due 10 days prior to the district's program/budget review date:</i>		
	Proposed Budget	F-13
<i>The following reports are due on the last working day of the month following the end of the required reporting period:</i>		
	Periodic Reports	F-11
	Monthly Expenditure Reports for Educational Stabilization Fund Reimbursements	F-14

Summary of Reports

ACCOUNTING BUREAU For more information, call (505) 827-6608.

Reference Number:	
A-01	<i>Flowthrough Programs Budget and Budget Adjustment Request</i> must be signed, approved, and in place by July 1 . BARs are submitted via OBMS as required. The operating budget will be established by information given to the School Budget and Finance Analysis Bureau by PED program managers for inclusion into the district or charter school-operating budget. If information is not received by the School Budget Bureau prior to approval of the operating budget, then an initial BAR will be submitted by the entity via OBMS to PED program for approval. The BAR will contain the entity's proposed budget by funding code and fund/object. The purpose is to establish the operating budget for a specific program and is the entity's authorization to expend the funds allocated. BARs will be submitted via OBMS to the program manager throughout the fiscal year as required to budget new awards or allocations, adjust allocations to actual, or to make transfers within the already approved budget.
A-02	<i>Indirect Cost Rate Proposal</i> Due February 16 , unless otherwise advised by the PED, and contains expenditures by classification (function/object) of the school district for the indirect cost of federal programs so that districts can receive an equitable share of indirect costs. For information, call Maria Fidalgo at 505-827-3856
A-03	<i>List of Un-liquidated Obligations</i> Due July 15th , and is submitted with the June 30 Flowthrough Programs Budget and Expenditure Report and must be accompanied with a BAR via OBMS for the same amount. This must be submitted by programs, which do not contain carryover provisions so that funds can be encumbered for bills, which have not been paid during the prior fiscal year. If this form is not received by July 15 th , obligations will not be reimbursed. Also, if the entire amount listed on this form is not expended by September 30 th , a BAR to decrease is required and due by October 31 st .
A-04	<i>Regional Education Center Budget Expenditure Status Report</i> Due on or before the 15th day of the month following the reporting period. It includes the record and report of expenditures, and file reconciliation of revenues, expenditures, and cash. It is necessary for accountability required by the State Department of Finance and Administration. For information, call your school budget analyst at (505) 827-3860.
A-05	<i>Regional Education Center State Fund Deposit Balance Report</i> Due on or before the 20th day of the month following the reporting period. It includes a copy of the monthly bank statement for non-interest-bearing accounts with the State Treasurer and the NMPED, and the File Interest Earnings Activity Report. It is required by the State Treasurer's Office and to provide accountability required by the State Department of Finance and Administration. For information, call the Flowthrough Bureau at (505) 827-5862.
A-06	<i>Regional Education Center Budget</i> - Due July , and is required for budgeting purposes. For information, call your school budget analyst at (505) 827-3860.

A-07	Regional Education Center Budget Request is due August 1 , and is used by the NMPED to submit a budget request to the Legislature for the next state fiscal year. For information, call your school budget analyst at (505) 827-3860.
A-08	Request for Reimbursement - School districts are encouraged to submit requests for reimbursements to the Fiscal Flowthrough Bureau on the 16 th and 30 th of every month. For information, call the Fiscal Flowthrough Bureau at (505) 827-5862.
A-09	School Breakfast, Lunch, After School Snacks, and Milk Reimbursement Claim - Due on the 10 th of every month, and contains the number of breakfasts, lunches, snacks and milk served; student enrollment; number of schools; and cost of service. The report is required for funding purposes. For information, call Fiscal Flowthrough Bureau at (505) 827-5862 or (505) 827-7353.
A-10	Sale of Instructional Materials is submitted as needed , and contains a list of revenues generated from the sale of instructional materials or receipts generated from lost or damaged book returns. It is required by statute.

ASSESSMENT AND EVALUATION BUREAU For more information, call (505) 827-6683.

Reference Number:

B-01	Assessment Annual Yearly Progress (AYP) Snapshot -Due April 20th . This report contains the names, identifying, and demographic information for all students enrolled in public, state-supported, off site, and charter schools, and is transmitted to test vendors for producing labels to be used during testing for the student's answer document. For districts whose recent snapshots are current, they may default to using that snapshot without submitting an additional data extraction. Labels help districts track student test booklets and simplify data entry of student identifying, demographic, and program membership (English Language Learners, Students with Disabilities, Economically Disadvantaged).
B-02	Graduate Outcomes Data Review (Required) - Due mid March (4 year) and mid November (5 year). This report contains high school outcome codes describing student cohort membership and graduation status. Districts update student outcome information. This data will be used to calculate four-and five-year cohort graduation rates at school, district, and state levels as required by statute and the Elementary and Secondary Education Act.
B-03	NMHSCE Data Review (Required) -Due mid January . This report contains the names, identifying, and demographic information for all students taking the New Mexico High School Competency Exam. Districts update student identifying information, demographics, and program membership (English Language Learners, Students with Disabilities, Economically Disadvantaged). Data is used to compute longitudinal pass rates by subgroup reported to the U.S. Department of Education.
B-04	SBA Data Review (Required) due late May . This report contains the names, identifying and demographic information for all students taking the Standards Based Assessment. Districts update student identifying information, demographics, and program membership (English Language Learners, Students with Disabilities, Economically Disadvantaged). Data is used to compute participation and proficiency rates as required by statute and the Elementary and Secondary Education Act.
B-05	NMAPA Data Review (Required) due late May . This report contains the names, identifying, and demographic information for all students taking the New Mexico Alternate Performance Assessment, the state's assessment for students with significant cognitive disabilities. Districts update student identifying information, demographics, and program membership (English Language Learners, Economically Disadvantaged). Data is used to compute participation and proficiency rates for Adequate Yearly Progress as required by statute and the Elementary and Secondary Education Act.

B-06	ACCESS for ELLs Data Review (Required) due May . This report contains the names, identifying and demographic information for all students taking the ACCESS for ELLs English language proficiency assessment. Districts update student identifying information, demographics. Data is used to compute language proficiency and longitudinal progress participation and proficiency rates for ELL accountability reports required by the Elementary and Secondary Education Act.
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GED PROGRAM BUREAU For more information, call (505) 827-6507.

Reference Number:

B-07	Public School Officials Authorized to Exempt Students from the New Mexico Compulsory School Attendance Law for GED Purposes Due August 25 . This form lists the names of personnel permitted to grant authorization to exempt qualified students so that they may take the GED (General Educational Development) test. It is required by NMAC 6.30.3 so that GED testing sites know which officials are authorized to exempt 16-year-old students from the Compulsory School Attendance Law (Section 11-122A (3), NMSA 1978) for GED purposes.
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CHARTER SCHOOLS DIVISION For information, call (505) 222-4762

Reference Number:

C-01	New, Startup Charter School Applications due to selected authorizer – local district OR Public Education Commission (PEC) – are due by July 1st . The application submission window is between June 1 and July 1 of every year. PEC applications must be delivered to NMPED-CSD Albuquerque office, 5600 Eagle Rock Avenue NE, Albuquerque, NM 87113.
C-02	State Charter Schools Annual Self-Report – This monitoring document is due to the NMPED-CSD each year by September 30th .
C-03	Charter Schools Renewal Applications due on October 1st of each year . If selected authorizer is PEC, applications must be delivered to NMPED-CSD at Albuquerque office.
C-04	Letter of Intent due from prospective charter school applications due on second Tuesday in January of each year ; must be submitted to local district and PEC via NMPED-CSD.

DATA COLLECTION AND REPORTING BUREAU For information, call (505) 827-6526.

Reference Number:

D-02	Dropout Report Due January , and contains the number of junior, middle, and high school students who have dropped out of school, with the reasons for dropping out. It is required to provide accurate statistics on student dropouts for submission to the National Center for Educational Statistics, and is submitted online.
D-03	New Mexico Educational Personnel Directory Information Due September 10th , and contains the names, addresses, email addresses, and phone numbers of educational personnel in the public, charter, state-supported, and nonpublic schools. The printout provides accurate information in the New Mexico Educational Personnel Directory and web site.
D-04	Nonpublic/Special School Enrollment Due 10 days after the 2nd Wednesday in October , and contains the number of students in nonpublic and special state-supported schools, by grade level. The report provides accurate statistics on student enrollment in New Mexico and assures that nonpublic school students are in compliance with the Compulsory School Attendance Law.

D-05	Quality of Education Survey Results Due by July 16th . The survey contains ten questions about New Mexico's education system selected by State Regulation and ten questions provided by the school districts and charter schools, to be answered by parents. It is a required element of the annual accountability report, and is mandated by state law in Section 22-1-6, NMSA.
D-06	Student Teacher Accountability Reporting System (STARS) is submitted within 10 days of the 2nd Wednesday in October, 2nd Wednesday in December, 2nd Wednesday in February, and at the end of the school year. It contains information about students, programs (including special education), staff, grades, and courses. These data are used for membership, federal programs, class loads, licensure, and many other purposes. For information, call STARS Helpdesk at (505) 827-7935.

CAPITAL OUTLAY BUREAU For information, call (505) 827-6613.	
Reference Number:	
E-01	Energy Efficiency Act Application is due November 15 , and contains proposed contractors and agreements. It is used to arrange for payments to be transferred into the Energy Efficiency Fund, and does not generate new funds.
E-02	Legislative Appropriations – All direct legislative appropriations will be deemed as accepted by a district if the PED is not notified in writing by June 1st . Notices listing all new and reauthorized projects will be sent out after the Governor has signed the capital outlay bill.
E-03	Proof of Mill Levy Election is due immediately after the election or by June 1 . The district shall submit documentation regarding the passing of a mill levy election for either the Public School Building Act (22-26, NMSA 1978) or the Public School Capital Improvements Act (22-25, NMSA 1978). The data required shall include the Board Resolution, Board Minutes, Certification of Canvass, and copies of the three legal advertisements of same.
E-04	Property Disposition Form is submitted as needed , and contains the reason for disposing of property, method of disposition, documentation, description of the property, appraisal, a copy of the proposed quitclaim deed and/or lease, the proposed legal advertisement, NMPED form 947, and permission to dispose of vehicles purchased with federal funds. It is needed to obtain approval for disposition of property (sale, lease, exchange, and gift), and is required by statute (13-6-2-NMSA 1978).
E-05	Request for Project Plan Approval (All Non-Construction or Construction ≤ \$200,000) is submitted as needed . The forms are located on the PED Capital Outlay Bureau website and must be filled out to obtain approval for all direct legislative appropriations. The forms must contain a description of the project, location, sponsor, bill number, section, number of students and grade levels affected, names and titles of persons involved in the planning, and what other funds will be used to complete the project. Quotes should also be included with the submission of the request for project plan approval form. Before a school district can expend any funds from an allocation, the district must secure prior written approval.
E-06	Request for Approval of School Construction is submitted as needed for all construction related projects > \$200,000 to the PSFA. The forms and instructions can be obtained from the PSFA and/or PED Capital Outlay Bureau website. The request is needed to obtain approval for school construction, and is required by statute (22-20, NMSA 1978). For information, call the Capital Outlay Bureau at (505) 827-6613 or the PSFA at (505) 988-5989.
E-07	Reimbursement Requests for Direct Legislative Appropriations , SB-9 state match allocations, prekindergarten allocations and PSCOC awards prior to July 1, 2004 must be submitted to the PED Capital Outlay Bureau. Requests for reimbursement will be processed on the 10 th and 20 th of each month. Thus, the reimbursement requests must be received by the Capital Outlay Bureau according to the PED Draw schedule which is posted on the PED

	Capital Outlay Bureau website http://www.ped.state.nm.us/CapitalOutlay/draw.html . This will allow sufficient time for review of all the documents and complete internal vouchers.
E-08	Severance Tax Bond Questionnaires for direct legislative appropriation, capital outlay projects, due back to the State Board of Finance and the PED in April .
E-09	Pursuant to the Public School Lease Purchase Act [22-26A-1 et seq. NMSA 1978] a school district or charter school shall forward a copy of their proposed lease purchase arrangement with a list of the proposed funding sources when contemplating entering into a lease purchase arrangement for a building or other real property. A local school board or governing body of a charter school shall not enter into a lease purchase arrangement without final approval from the Public Education Department (PED). The Charter Schools Division will be responsible for collecting all the appropriate documents from the checklist and proposed lease purchase agreement for charter schools and the Capital Outlay Bureau will be responsible for collecting the same information for school districts. The checklist can be accessed from the PED Capital Outlay Bureau website.

SCHOOL BUDGET AND FINANCE ANALYSIS BUREAU For more information, call (505) 827-3860.	
Reference Number:	
F-01	Membership Reports - Due 2nd Wednesday of October (40th day Snapshot), 2nd Wednesday of December (80th day Snapshot), 2nd Wednesday of February (120th day Snapshot) They are generated from the Student Teacher Accountability Reporting System (STARS) and do not require separate submission. The membership numbers in these reports will be averaged for use in determining the succeeding year's funding. For information, call your district's assigned budget analyst at (505) 827-3860.
F-02	Bond Retirement Schedule is due 5 days from a bond sale and is to be submitted whenever the district sells bonds. The schedule includes the principle and interest payments for the term of the bond, and is used to monitor bonding capacity. For information, call your district's assigned budget analyst at (505) 827-3860.
F-03	Bonding Capacity Certification is submitted as needed , and contains the amount of the bond issue, assessed valuation, principal payments of outstanding issues, ratio of indebtedness, and available bonding capacity. It is used to determine the level of bonding indebtedness. For information, call your district's assigned budget analyst at (505) 827-3860.
F-04	Supplemental/Capital Outlay Emergency Application is submitted as needed , and contains detailed explanation of the emergency for which the funds are being requested. A financial analysis of revenue, expenditures, and cash balance should accompany the request. For information, call your district's assigned budget analyst in the School Budget and Finance Analysis Budgeting Bureau at (505) 827-3860.
F-05	Training and Experience Report is due in November , is based on the October payroll, and contains the number of instructionally related FTE by level and years of experience. The information is used to establish training and experience index as part of the funding formula, and is submitted electronically or on diskette. For information, call your district's assigned budget analyst at (505) 827-3860.
F-06	Budget Adjustment Request is submitted as needed , and contains revenue, expenditure, object, amount, and FTE for increases, decreases, and transfers between functions. It is used to make adjustments to the operating budget. There is a required deadline established yearly for budget adjustment requests submitted at the end of the fiscal year. For information, call your district's assigned budget analyst at (505) 827-3860.

F-07	Cash Transfer Request is submitted as needed to acquire NMPED approval of permanent transfers of cash to/from funds. It contains justification for transfer, amount to transfer, and funds to transfer to/from. There is a required deadline established yearly for cash transfer requests submitted at the end of the fiscal year. For information, call your district's assigned budget.
F-08	Final Adjustment to State Equalization Guarantee is due in June , and contains June-May receipts in the Operational Fund for Local Taxes, Forest Reserve, and Impact Aid. It is used to determine the final SEG payment for the fiscal year. For information, call your district's assigned budget analyst in the School Budget and Finance Analysis Bureau at (505) 827-3860.
F-09	Final Revenue and Expenditure Report is due July 31 , and contains actual receipts, expenditures, and cash balance; report of investments; report of average salaries; computation of June 75% credits; total number of federal personnel; debt service information; school calendar; and district contact people. The information is required to monitor district finances, to determine the final cash balance for budgeting in the upcoming fiscal year, and for statistical purposes. It is submitted on diskette, e-mail and paper. For information, call your district's assigned budget analyst at (505) 827-3860.
F-10	Out-of-State Membership is due in October or December from districts, which have contracts with other states for out-of-state students. It is used for funding purposes. For information, call Carla Acosta at (505) 476-0198.
F-11	Periodic Reports are due on the last working day of the month following the required reporting period. Reporting shall be either monthly or quarterly at the discretion of the PED. Each report contains receipts, expenditures, and cash reports for all funds and is used to monitor district finances. For information, call your district's assigned budget analyst at (505) 827-3860.
F-12	Projected Membership for the ensuing year is required by statute and is due on or before October 15 . Information to be submitted includes the number of students the district expects to have enrolled by school and by grade level, as well as the number of students estimated to require special education services. This information will be collected electronically or by diskette. For information, call your district's assigned budget analyst at (505) 827-3860.
F-13	Proposed Budget is due 10 days prior to the district's program/budget review date (April-June) . It contains estimated and proposed budget, estimated average salary increases (Form 925B), estimated cash balance (Form 910B-7), and is used to establish budget authority for the upcoming fiscal year. The reports are submitted in electronic format and on paper. An approved operating budget will be returned by July 1 . For information, call your district's assigned budget analyst at (505) 827-3860.
F-14	Monthly expenditure reports from school districts and charter school for Educational Stabilization Fund reimbursements are due each month to the School Budget Bureau, the first week of the month . This is a new requirement for FY11.

INDIAN EDUCATION DIVISION For information, call (505) 827-6679.

Reference Number:

G-01	Title VIII Impact Aid Application is due annually on January 31st to Washington, D.C. with a copy of the Indian Policies and Procedures (IPPs) attached to the application. A copy of the IPP should be sent to the Indian Education Division, PED, as specified in the NM Indian Education Act. The IPPs must contain policies outlined in the federal regulations (<i>34 CRF 222.94 (a)</i>), with specific procedures to implement the policies and current tribal official signatures.
G-02	The Indian Education Status Report. The deadline for submission of the Indian Education Status Report is due October 30th to the Indian Education Division, as specified in the NM Indian Education Act. The Report template is available on the Indian Education Division website http://www.ped.state.nm.us/indian.ed/

BILINGUAL MULTICULTURAL EDUCATION BUREAU For information, call (505)-827-6594.

Reference Number:

H-01	District Expenditure and Program Effectiveness Reports are due on September 30th to the PED Bilingual Multicultural Education Bureau. These accountability reports are a requirement of the state's Legislative Finance Committee, the state's Legislative Education Study Committee and the state Bilingual Education law.
H-02	State Bilingual Multicultural Education Program Application Worksheets 3 and 4 are due on the 20th Day of the school year to PED Bilingual Multicultural Education Bureau. The data on these worksheets are required for state funding of Bilingual Multicultural Education programs and shall include the instructional plan, staff information, and the actual number of students to be served.
H-03	State Bilingual Multicultural Education and Title III Directory Due October 1st to districts. The directory offers a variety of information ranging from district contact information, statewide STARS data, historical facts, and current funding allocations.
H-04	State Bilingual Multicultural Education Program Application Due May 1st to the PED Bilingual Multicultural Education Bureau. A state-approved application is required for funding purposes.
H-05	Title III Application-Language Instruction for Limited English Proficient & Immigrant Students is due to the PED Bilingual Multicultural Education Bureau on May 1st . A state-approved application is required for funding.
H-06	Title III Immigrant Application is a competitive grant based on proposal merit to serve the needs of immigrant students. The application is due on October 1st . A state-approved application is required for funding.

CAREER TECHNICAL AND WORKFORCE EDUCATION BUREAU For more information, call (505) 827-2008.

Reference Number:

I-01	Carl Perkins Status of Grant Confirmation and Final Report is due September 30th and includes program outcomes. The report is required for closing out the program year grant.
I-02	Carl Perkins Grant Application to Access Funding is Due in the month March for funding July 1 st through June 30 th . This grant is comprehensive and not competitive.

EDUCATIONAL TECHNOLOGY BUREAU For more information, call (505) 827-8070.

Reference Number:

J-01	Three Year Comprehensive Technology Plan , per the 1994 Technology for Education Act, is required to be submitted by school districts and Charter LEAs once every three years. The report includes information on the district's progress toward implementing its approved technology plan that integrates technology into the school curriculum, including professional development activities, the impact on student learning, and a fiscal accounting of state-appropriated or other funds used for technology.
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SCHOOL AND FAMILY SUPPORT BUREAU For more information, call (505) 827-1804.

Reference Number:

K-01	The Health Services Report is required by the Public Education Department and is due by the middle of June . It is compiled by school nurses and contains the number of student visits to the health office and the disposition of the students following the visit. Included are students diagnosed health conditions such as asthma, students requiring medically complex procedures such as suctioning, students taking prescription medications at school, and the number of student deaths during the school year. The report also contains information regarding school nurse staffing and licensed health assistant staffing throughout the state. Staff visits and time spent in the classroom are also captured.
K-02	McKinney-Vento Homeless Education Program Report is due November 15th . All school districts that receive McKinney-Vento Homeless Education Program are required to submit data for this report. Most of the data is entered by districts into STARS. The report contains information about the number of homeless children in the New Mexico public school system. The report also provides information on the services provided by the individual grantees to the homeless population. The service portion of the report is not collected in STARS but is gathered through an external collection. The results of the report determine compliance to the McKinney-Vento Homeless Education program. The report can assist school districts and state agencies to identify, develop, and sustain programs that best meet the needs of the homeless youth in their community.
K-03	Medicaid School-Based Services Report (MSBS) is due by the middle of October . The report is compiled by the district superintendents, Medicaid administrators, and the business/finance directors in schools that are Medicaid school-based service providers. The report contains information regarding the use of Medicaid reimbursement dollars as required in the Joint Powers Agreement between the public schools and the Human Services Department. Information from this report is utilized to monitor compliance with the Joint Powers Agreement, provide technical assistance to school districts, and inform policymakers about the progress of the program.
K-04	Safe Schools Reports are no longer produced by the New Mexico Public Education Department. School districts and LEA Charters are now able to generate their own reports through the Student Teacher Accountability Reporting System (STARS) in their EOY data submissions . The report contains self-reported data for each individual school district and is an incident-driven database. The report provides pertinent data to determine Persistently Dangerous Schools as required by the Elementary and Secondary Education Act and as well as data for use by policy and decision-makers. Additionally, the report contains existing information about incidents and trends about violence and vandalism as well as resources to offer easy access to those involved in prevention and intervention measures.
K-05	School Health Profiles (PROFILES) will be administered to all principals and lead health education teachers of schools with 6 th grade and higher in the Spring of even-numbered years . The results from this survey available in late fall. This survey will inform educators regarding the current status of health education, physical education, school health policies related to HIV infections/AIDS and district wellness, tobacco use prevention, nutrition, asthma management activities, and family and community involvement in school health

	programs.
K-06	Youth Risk and Resiliency Survey (YRRS) will be administered to a random sample of 9-12 grade students and middle school students in the Fall of the odd-numbered years . This survey serves as a student surveillance tool developed in New Mexico in order to assess the prevalence of health risks and protective factors of New Mexico youths. The results of the survey are utilized by school districts, state agencies, county health councils, and community partners to determine, develop, and sustain programs that best meet the needs of the youths in their communities.

SPECIAL EDUCATION BUREAU For information, call (505) 827-1457.

Reference Number:	
L-01	STARS Special Education Data Submissions are due the 2nd Wednesday of October, 2nd Wednesday of December, 2nd Wednesday of March, and End of Year (EOY) . Please refer to STARS Manual Volume 1 for required templates.
L-02	Individuals with Disabilities Education Act, Part B (IDEA-B) Basic and Preschool Grant Application is due April 30th . The application activates these federal flowthrough funds.

INSTRUCTIONAL MATERIAL BUREAU For more information, call (505) 827-6415.

Reference Number:	
M-01	Annual Instructional Materials Budget Report - Per the Instructional Material Law [22-15-1 to 22-15-14 NMSA 1978], each local school district and each governing authority of a state institution, private school, or adult basic education center acquiring instructional material pursuant to the Instructional Material Law is required to submit an annual report on August 1 with the NMPED. The annual report will include the total instructional material allocation received, an itemized list of instructional materials purchased by school by publisher, the average per pupil cost, and year-end cash balances with justification. Since there are additions to the annual reporting process for Instructional Material, a series of regional technical assistance workshops will be offered to school districts and others during the month of April .

STUDENT NUTRITION BUREAU For more information, call (505) 827-1821.

Reference Number:	
N-01	School Lunch, Breakfast, After School Snacks, Seamless Summer Option, and Special Milk Programs Agreement/Application is due July 16th , and contains names of district contact people, addresses, schools participating in each program, enrollment by school, average daily participation, total free and reduced applications by school, availability of Offer Versus Serve, amount paid by students, average cost per meal, copies of RFPs and contracts, whether meals are provided to Head Start or other programs, employee information, details of the food service operation, how students are counted, and how student meal payments are handled. The application is required for funding purposes.

N-02	Verification Compilation Summary is due to the Student Nutrition Bureau for all Local Education Agencies on an annual basis. The LEAs are required to complete the Verification Compilation Summary by November 15TH annually and must be submitted electronically through the Nutrition Web system. The application sample size to verify is based on applications on file October 1 ST . A copy of the Verification Compilation Summary must be kept in the district's verification folder.
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SCHOOL TRANSPORTATION BUREAU For more information, call (505) 827-6640.

Reference Number:	
O-01	Transportation Report Due 10 days after the 1st Reporting period and adjusted for special education students on December 1ST . It contains the number of students who are eligible for student transportation funding, and is required for funding purposes. The reports are required by state statute.
O-02	School Bus Accident Reporting Form Due 7 days after the accident occurs, and contains information about the driver, pupils, and equipment; cause of the accident; and a copy of the police report, when applicable. The information is required for the state's report to the National Safety Council. The reports are required by state regulation.
O-03	School Bus Inspection Reports Due twice a year, and may be submitted any time during the Fall and again in the Spring. The reports are required by state regulation.
O-04	School Bus Operator's Contract is due by June 20th of each year and contains a copy of the contract appendices signed by the district and school bus contractor. Contracts are analyzed for presentation to the Legislature and are used to verify funding and appropriation levels. The reports are required by state regulations

PRIORITY SCHOOLS BUREAU For more information, call at (505) 827-4296.

Reference Number:	
P-01	The current Web EPSS (Educational Plan for Student Success) has been aligned to the No Child Left Behind Act, and Adequate Yearly Progress based on the New Mexico Standards Based Assessment. Now that New Mexico has received the NCLB Waiver, and the New Mexico A-F School Grading System is in place, several areas of the current Web EPSS are not aligned to these initiatives. NMPED will be working with WestEd (Southwest Comprehensive Center) to begin revisions on the current Web EPSS. These Web EPSS revisions will be both reflective and aligned to our New Mexico NCLB Waiver, New Mexico A-F School Grading System, District Program Budget Questionnaire, and District Reading Intervention Plan. Furthermore, a Web EPSS Focus Group will have an opportunity to review the Web EPSS functionality (on new and improved features), and understand how NCLB Waiver requirements will be reflected in the Web EPSS.

TITLE I BUREAU For more information, call (505) 827-1421.

Reference Number:	
Q-01	Charter LEA Counts - Due in September , this survey establishes final enrollment and poverty counts for newly opening or significantly expanding charter LEAs. These counts are used to adjust current year Title I awards. The survey is submitted via email to bureau staff.

Q-02	Public School Choice -Due annually in September , information regarding prior-year students that opted to transfer schools under the public school choice provision of ESEA for schools in the school improvement cycle is reported. This report is uploaded into a dedicated web-based portal for specific Title I reports.
Q-03	Local Neglected and Delinquent Child Count - Due annually in December , this survey establishes counts of children in local facilities for neglected or delinquent children. This count is used to determine following-year funding levels for these programs. The survey is made available and is uploaded through the PED Web EPSS and Monitoring system.
Q-04	Comparability Report – Due annually in December , this report documents a district's compliance with the comparability provisions of Title I. A district is considered to have met this requirement if it can demonstrate that it distributes state funding comparably across all schools in the district. The report is in Excel format in the PED Web EPSS and Monitoring system
Q-05	Consolidated Application for Title I Funds – Due annually in June , this application describes how a district or charter LEA will utilize Title I funds in the following school year. The application is in Excel in the PED Web EPSS and Monitoring system. This document will contain the district's program budgets and supporting program narratives. This application is required for funding purposes.
Q-06	Migrant Education (MEP) Program Application – Due in June . This application describes how a MEP eligible district will utilize MEP funds in the following school year. The application is in Excel format in the PED Web EPSS and Monitoring system. This document will contain the district's program budgets and supporting program narratives. This application is required for funding purposes.
Q-07	Rural Low Income Schools (RLIS) Program Application – Due in June . This application describes how a RLIS eligible district will utilize RLIS funds in the following school year. The application is in Excel format in the PED Web EPSS and Monitoring system. This document will contain the district's program budgets and supporting program narratives. This application is required for funding purposes.