

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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August 24, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Eilani Gerstner

RE: STAFF REPORT: SCHOOL IMPROVEMENT GRANTS

Introduction

As explained by the US Department of Education, Title I of the *Elementary and Secondary Education Act of 1965* (also known as *No Child Left Behind*, or NCLB) authorizes School Improvement Grants (SIGs) through state educational agencies to local educational agencies for use in Title I schools. More specifically, the grants are for Title I schools that are "identified for improvement, corrective action, or restructuring [and] that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the school to make adequate yearly progress and exit improvement status." (See Attachment 1, *Schedule of Events for Schools that Do Not Make Adequate Yearly Progress Through Consecutive School Years*, for an explanation of the terms *school improvement*, *corrective action*, and *restructuring* as used in NCLB and in state law.)

According to the Public Education Department (PED), in FY 09 New Mexico began receiving federal SIG dollars from two sources: the *American Recovery and Reinvestment Act* (ARRA) and regular Title I allotments. These SIG funds can be used for school expenditures intended to enhance student success, including such measures as extending the learning time; providing incentive pay for teachers for longer school days or years; purchasing curricula tailored to differentiated instruction; hiring counselors or social workers to address problems in the home that affect student learning; and professional development.

In June 2010, the Legislative Education Study Committee (LESC) received a staff report on the first distribution of SIG funds, including testimony from two schools (summarized below in “Testimony from School Year 2010-2011 SIG Recipients”). This staff report will provide summaries of:

- SIG eligibility, including allowable models for school improvement;
- available ARRA and Title I SIG funding, including SIG awards to schools; and
- testimony from school year 2010-2011 SIG recipients.

SIG Eligibility

SIG funds are intended for “persistently lowest achieving schools.” While federal regulations allow additional nuances, the fundamental definition of a persistently lowest achieving school is any Title I school in school improvement, corrective action, or restructuring that is among the lowest-achieving 5.0 percent of Title I schools; or any Title I high school with a graduation rate below 60 percent.

PED has reported to the LESC that, in its review of applications from school districts, the department looked for evidence that the district:

- is capable of using data to support the improvement model that the district had selected;
- has the capacity and will for major reform;
- intends to implement specific strategies to support the model and to enhance student achievement;
- has requested sufficient funds and directed the expenditure of those funds appropriately; and
- has a plan or process for sustaining the reforms after the grant funding period ends.

Allowable Models for School Improvement

To participate in the school improvement program, schools must select one of four models for improvement:

- Turnaround Model: This model requires that the principal and at least 50 percent of the staff be replaced and that the school adopt a new governance structure and implement a new or revised instructional program. In addition, the model should incorporate interventions that take into account the recruitment, placement, and development of staff to ensure that they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services or supports.
- Close/Consolidate Model: Under this model, the low-performing school is closed and its students are enrolled in other, higher-performing schools in the district.
- Restart Model: This model requires either that the school be converted or that it be closed and then restarted under the management of a charter school operator, a charter management organization, or an educational management organization. (In New Mexico, this model is limited by a prohibition in state law against “management contracts with private entities for the management of a public school or a school district subject to

corrective action.”) A restarted school must admit, within the grades that it serves, any former student who wishes to attend.

- **Transformation Model:** A school adopting this model must implement all four of the following strategies:
 - develop teacher and leader effectiveness by basing evaluations on student growth, rewarding those who improve student outcomes and removing those who do not, replacing the principal, providing effective professional development, and implementing strategies designed to recruit, place, and retain high-quality staff;
 - implement comprehensive instructional reform strategies, using data to align programs between grades and with state standards and using student data to differentiate instruction to meet individual student needs;
 - extend learning time by expanding the school day, week, or year; and create community-oriented schools that provide mechanisms for family and community engagement; and
 - provide operating flexibility in terms of staffing, calendars, and budgets; and ensure that the school receives intensive technical assistance and other support from the district, state, or another entity.

ARRA and Title I SIG Funding

PED has received three allocations of ARRA and Title I SIG grants to award to New Mexico schools:

- (1) approximately \$24.1 million in ARRA SIG funding for distribution in school years 2010-2011 through 2012-2013, which has been awarded to nine schools;
- (2) approximately \$4.1 in Title I SIG funding for distribution in school years 2010-2011 to 2012-2013; PED reports that this grant has been awarded to Crownpoint High School; and
- (3) nearly \$4.0 million in Title I SIG funding for school year 2011-2012 only, which has been awarded to six schools.

According to PED, the department must allocate 95 percent of the funds and retain no more than 5.0 percent for administration, evaluation, and technical assistance. The distribution of these SIG funds is described below.

SIG Awards to Schools

For this staff report, PED provided a summary of the awards made to schools from each of the three SIG allocations noted above. The following tables show the awards, projected to year three where applicable, the model chosen, and the total projected award.

Table 1. ARRA SIG Awards

School	District	Model Chosen	Allocation Year 1 2010-2011	Allocation Year 2 2011-2012	Projected Allocation Year 3	Total Projected Award
Lybrook ES	Jemez Mountain	Transformation	\$500,000	\$ 400,000	\$ 300,000	\$1,200,000
El Camino Real Charter	Albuquerque	Transformation	\$1,100,000	\$ 638,531	\$ 500,000	\$2,238,531
Ernie Pyle MS	Albuquerque	Transformation	\$2,000,000	\$1,750,000	\$1,449,664	\$5,250,000
Ramirez Thomas ES	Santa Fe	Turnaround	\$1,250,000	\$1,075,000	\$1,000,000	\$3,325,000
Newcomb HS	Central	Transformation	\$1,500,000	\$1,250,000	\$1,000,000	\$3,800,000
Naschitti ES	Central	Transformation	\$ 500,000	\$ 450,000	\$ 300,000	\$1,250,000
Laguna-Acoma HS	Grants Cibola	Transformation	\$1,500,000	\$1,296,105	\$1,060,000	\$3,896,105
R. Sarracino MS	Socorro	Transformation	\$ 975,000	\$ 655,500	\$ 486,523	\$2,117,023
TOTAL FUNDS			\$9,325,000	\$ 7,515,336	\$ 6,096,187	\$22,936,523

Source: PED

Table 2. Regular Title I SIG Award to Crownpoint HS

School	District	Model Chosen	Allocation Year 1 2010-2011	Allocation Year 2 2011-2012	Projected Allocation Year 3	Total Projected Award
Crownpoint HS	Gallup/McKinley	Transformation	\$2,000,000	\$1,250,210	\$ 880,448	\$4,130,658

Source: PED

Table 3. Regular Title I SIG Awards for School Year 2011-2012 Only

School	District	Model Chosen	Amount Requested
Bell ES	Deming	Turnaround	\$649,794
Pecos MS	Pecos	Transformation	\$500,221
Highland HS	Albuquerque	Transformation	\$750,000
Rio Grande HS	Albuquerque	Transformation	\$750,000
West Mesa HS	Albuquerque	Transformation	\$750,000
Alamogordo HS	Alamogordo	Transformation	\$569,888
		TOTAL	\$ 3,969,903

Source: PED

PED Review of 2010-2011 SIG Schools

For the nine schools that received SIG funding, PED records indicate that the department had assigned a staff member to support the school and that the department has tracked the progress made in reading and mathematics interventions and growth for each school. An example of PED's draft assessments for Laguna Acoma High School is included as Attachment 2 to this report.

- As shown in the attachment, it appears that PED staff has noted the intervention type, observations, and comments for both reading and mathematics.
- For example, Laguna Acoma chose differentiated instruction and Read 180 for reading interventions, and differentiated instruction and Compass Math for mathematics interventions.

- PED staff also commented on some improvements in standards-based assessment data for both reading and math, noting, however, that ELL students are still in need of more interventions.
- Finally, the assessment shows the changes in standards-based assessment scores from school year 2010-2011 for reading and mathematics and the results of the school's own short-cycle assessments.

Plans of the 2011-2012 SIG Recipients

As noted above in Table 3, six schools received SIG funding for school year 2011-2012. Five selected the Transformation Model and only one, Bell Elementary School, selected the Turnaround Model.

PED's SIG website shows the improvement plans for all nine schools that applied for 2011-2012 funding. Of those plans, a review of plans for two schools that were selected provides insight into the implementation of their reforms.

Bell Elementary School: Bell Elementary School's improvement plan indicates that the school's main goals are to (1) increase by 25 percent the number of students scoring proficient on the standards-based assessments for reading and math, and (2) exhibit more than one year's growth in reading and mathematics as measured on the short-cycle assessments for grades K-5.

Bell's improvement plan includes support for leadership development, increasing classroom support for interventions, and increasing mentorship for teachers who have been with Deming Public Schools for less than three years.

Rio Grande High School: Using the Transformation Model, Rio Grande High School plans to raise student proficiency in mathematics and reading by 10 percent on the standards-based assessment through a variety of methods, including:

- increased peer observations among teachers;
- implementing the High Schools That Work program;
- use of student data and interventions to improve mathematics, reading, and writing;
- extending the school day to provide individualized instruction and tutoring; and
- an external review provided by a reviewer selected by PED.

Testimony from School Year 2010-2011 SIG Recipients

In June 2010, the LESC heard testimony from two of the 2010-2011 grant recipients: Ernie Pyle Middle School, in Albuquerque Public Schools (APS), which selected the Transformation Model; and Ramirez Thomas Elementary School, in Santa Fe Public Schools, the only school awarded funds for school year 2010-2011 to choose the Turnaround Model.

Testimony from those schools described the reform methods each would use:

- Representatives for Ernie Pyle Middle School, using the Transformation Model, reported to the committee that the school would use embedded professional development, project-based and data-driven instruction, rigorous standards-based lessons, and active engagement in order to meet the following student gain expectations:

- 10 percent or higher gains in math, reading, and writing on standards-based assessments;
 - proficiency or higher using district benchmark assessments;
 - lower achievement gaps for subgroups by 10 percent on standards-based assessments;
 - 10 percent increase in the number of students involved in activities at the school; and
 - 100 percent of eighth graders completing their five-year plans for high school graduation.
- Representatives for Ramirez Thomas Elementary School, using the Turnaround Model, the most stringent of reform methods, discussed support measures designed to enhance the effectiveness of school principals, which include developing strong assistant principals, data coordinators, instructional coaches, and office secretaries. They also outlined measures such as professional development, increased learning time, strengthening classroom standards, and the continuous improvement model, which uses an ongoing four-step process to make progressive adjustments based on assessments.

For this staff report, both schools provided written updates for the LESC on the progress made during school year 2010-2011. These updates are included in this report as Attachments 3 and 4, respectively. Highlights from their updates are summarized below.

Ernie Pyle Middle School (Attachment 3)

The APS update on the progress of Ernie Pyle Middle School shows the areas of focus for implementing the Transformation Model during the first year of funding, school year 2010-2011, and explains how the school will continue to refine its implementation during school year 2011-2012. Areas of focus include:

- developing teacher leaders by establishing professional learning communities, providing weekly classroom walkthroughs with feedback to teachers, and providing instructional coaches;
- implementing comprehensive reform strategies by working with external reform experts, selecting new curriculum, increasing the use of technology, and increasing intervention for struggling students;
- providing extended learning opportunities through increased afterschool programs, Positive Behavior Support program development, and English as a second language and citizenship classes for families; and
- district support for reform, including sending the principal of Ernie Pyle to the national SIG conference, assigning district support personnel to work with the principal, support for the principal to focus on instructional leadership, and providing a \$5,000 pay differential to all certified staff.¹

APS also lists the outcomes of the measures and targets reported to the LESC in the 2010 interim (listed above). APS notes that changes in the standards-based assessment make comparisons between two years of data difficult; however, Attachment 3 does show some improvements in mathematics of nearly 10 percent. Although not all targets were met, the school increased the

¹ APS reports that all certified staff members at Ernie Pyle Middle School and Rio Grande High School have to sign an agreement with the district that they will do extra duties as part of the redesign of the school in order to receive the pay differential. If they refuse to sign the agreement then they are not allowed to teach at the school.

number of students taking algebra and participating in academic-based school activities, and 100 percent of eighth graders had completed a Next Step Plan for high school.

Ramirez Thomas Elementary School (Attachment 4)

Ms. Robin Noble, the principal of Ramirez Thomas Elementary, indicates that the school used a variety of methods to implement the Turnaround Model, including:

- replacing 50 percent of the school staff, a total of 26 staff members;
- two weeks of intensive professional development at the start of school year 2010-2011 and ongoing professional development and instructional coaching throughout the year covering:
 - balanced literacy;
 - conceptual math;
 - Guided Language Acquisition Design;
 - the Writer's Workshop; and
 - bilingual education;
- allowing students to take responsibility for their learning by tracking the progress of their own test results in student data notebooks; and
- implementing new mathematics, writing, and language arts curricula.

Ms. Noble notes that, although the state standards-based assessment scores for Ramirez Thomas Elementary did not necessarily reflect growth for the school, the students' Early Literacy test results showed improvements in closing gaps in grades K-5 and that all grade levels concluded the year with grade point averages indicating readiness for the next grade.

Finally, Ms. Noble indicates that although the students' reading results still show weaknesses, particularly in sentence structure and vocabulary, this finding is common among students whose first language is Spanish and who have not had consistent bilingual education. Therefore, Ramirez Thomas Elementary will focus on this issue in particular in school year 2011-2012.

Presenter

Dr. George Straface, Superintendent, Alamogordo Public Schools, will provide the committee with an overview of the district's plans to reform Alamogordo High School, one of the school year 2011-2012 SIG recipients.

**SCHEDULE OF EVENTS FOR SCHOOLS THAT DO NOT MAKE ADEQUATE YEARLY PROGRESS
THROUGH CONSECUTIVE SCHOOL YEARS**

Note: If a school in the school improvement cycle achieves adequate yearly progress (AYP) for one year, it retains its ranking for a “delay” year. If it achieves AYP for two years, it leaves the school improvement cycle, which is the goal of the School Improvement Grant Program.

School Year	AYP Designation	Action Required per NCLB	Action Required per State Law
SY 1	1 st Year of Not Making AYP	[none]	[none]
SY 2	2 nd Year of Not Making AYP	[none]	[none]
SY 3	School Improvement 1	School must develop an improvement plan; Local education agency (LEA, that is, the school district) must provide technical assistance; and All students must be offered public school choice, that is, the option of transferring to a higher performing school.	School and district must prepare an improvement plan, which the district submits to PED; School applies to PED for financial or other assistance per improvement plan; and Public school must provide or pay for transportation, within available funds, for students who transfer to a higher ranked school.
SY 4	School Improvement 2	In addition to the earlier measures: LEA must offer supplemental educational services to low-income students.	In addition to the earlier measures: Public school must provide supplemental educational services to its Title I-eligible students, within available funds.
SY 5	Corrective Action	In addition to the earlier measures, LEA must do one or more of following: Replace school staff responsible for school’s not meeting AYP; Implement new curriculum; Decrease management authority at the school level; Appoint outside expert to advise the school; Extend the school day or year; <u>or</u> Change the school’s internal organizational structure.	In addition to the earlier measures, the school district, together with PED, must: Replace staff as allowed by law; Implement a new curriculum; Decrease management authority of the school; Appoint an outside expert to manage the school; Extend the school day or year; <u>or</u> Change the school’s internal organizational structure.
SY 6	Restructuring 1	In addition to the earlier measures, LEA must prepare a plan and arrange to: Reopen the school as a charter school; Replace the principal and staff; Contract with a private management company of demonstrated effectiveness; Submit the school to state takeover; <u>or</u> Conduct any other major restructuring of the school’s governance.	In addition to the earlier measures, the school must begin planning for restructuring in the event that the school fails to make AYP the next year.
SY 7	Restructuring 2	Alternative governance plan (from the preceding year) must be implemented by the first day of school.	In addition to the earlier measures, the school district, together with PED, must: Recommend reopening the public school as a charter school, as provided in law; Replace all or most of the staff as allowed by law; Turn over management of the school to PED; <u>or</u> Make other governance changes.

New Mexico School Improvement Grant 10003[g]								
School District	School	PLA Rank	District Contact	School Contact	NMPED Support	Funding	Funding	Enrollment
Grants-Cibola County Schools	Laguna Acoma High School	7	Gloria Chavez, Assistant Superintendent	Tom Trujillo, Principal	Elisabeth Nixon Peterson	1,500,000	1,296,105	305
Reading				Math				
Intervention	Differentiated Instruction (Tier 1) Read 180 (Tier 2)			Intervention	Differentiated Instruction (Tier 1) Compass Math (Tier 2)			
Observation	The aligned curriculum drives instructional change at LAHS. This is supported from a district-wide effort to improve outcomes for students through an aligned curriculum. A more focused PLC ensures that teachers are implementing the curriculum with fidelity, and are supported. Data is analyzed and results drive classroom instruction.			Observation	The aligned curriculum drives instructional change at LAHS. This is supported from a district-wide effort to improve outcomes for students through an aligned curriculum. A more focused PLC ensures that teachers are implementing the curriculum with fidelity, and are supported. Data is analyzed and results drive classroom instruction.			
<p>Quarterly data is collected/analyzed for academic units; additionally, pre, mid, and post data for SCA's are collected and analyzed. Leadership team and facilitator disaggregates, reviews, and informs staff and collaborates with individual teachers on data collected for the purpose of implementing appropriate interventions for students. Administrators utilize evaluation and walkthrough rubrics that expand on teacher competencies using PED performance indicators aligned with critical skills identified through the GCCS Curriculum Framework.</p>								
Comments	<ul style="list-style-type: none"> NMSBA data shows that there has been continuous improvement from 2008-2010. NMSBA and SCA data shows a continuing need for intervention classes. SRI data shows growth at 6% (all students) from pre to mid test. Data shows a continuing need for intervention classes. Teacher interim assessments (after each 3 week unit) 			Comments	<ul style="list-style-type: none"> While there has been a slight increase in growth for the last 5 years, only 17% of juniors were proficient in Math on 2009-2010 NMSBA. NMSBA and SCA data indicates that students continue to need the support of intervention classes. Tier one core curriculum must be strengthened in order to reduce the number of students still in need of intervention. 			

- show writing for academic language in Language Arts continues to be an area that needs reinforcement.
- Tier one core curriculum must be strengthened in order to reduce the number of students still in need of intervention.

- Intervention classes must complement core classes.
- Research based strategies need to be used with rigor and fidelity in the core classes in order to increase students level of success.
- Math data indicates the range of prior knowledge and learning style of each student; and is evidence that differentiated instruction and SIOP strategies must be implemented with fidelity within all core content areas.

Laguna Acoma HS – 16% of their students are ELL. For 2011-2012 they are in need of more interventions. During the 2010-2011 school year, teaching staff at LAHS were reassigned to different teams and classrooms based on student needs in scheduling; and as the first step in developing a new collaborative culture.

NMPED PSB Staff member assigned provided technical assistance every 3-4 weeks beginning in August 2010 through June 2011. This technical assistance was onsite and consisted of reviewing the budget, updating the SIG application strategies and conducting classroom walkthroughs as well as meeting with District and School Leadership Teams. An external evaluation of the 1st semester was conducted by SEDL (a private, nonprofit education research, development, and dissemination {RD&D} corporation) based in Austin, Texas.

NMPED PSB provided 10 days of training in a central location for all the SIGs and their School Leadership Teams as well as District representation. Trainings provided were:

Leading the Way; look at culture, collaborations, leadership, and data dialogues; Achievement at Work: this training addressed Cause Analysis, Differentiated Instruction, and RtI; Fixating on Fixsen: Based on the implementation research of Dean Fixsen et. al, SIG schools took a critical look at their implementation, identifying drivers that supported or hindered implementation. This was reflected in their self-reflection through completing the SIG Implementation Rubric; Leadership Challenge: this training was designed around the research of Kouzes and Posner to identify common leadership traits in successful leaders; School Improvement Coaching: Leaders were challenged to look at their role of school improvement as a coach, whether they were a principal, teacher, instructional coach, etc. The skills and strategies learned at this training will assist SIG Schools in moving through the stages of school improvement.

SIG ROUND 1 SCHOOLS GROWTH CHART (NMSBA AYP School Accountability Report FAY ALL Students)

School	District	10-11 Funds	11-12 Funds	10-11 Math	11-12 Math	<u>Gain / Loss</u>	10-11 Reading	11-12 Reading	<u>Gain / Loss</u>
Laguna Acoma HS	Grant	\$1,500,000	\$1,296,105	16.90	22.45	<u>5.55</u>	54.93	32.65	-22.28

SHORT CYCLE ASSESSMENT DATA

Other Data Source:



PROGRESS
MONITORING

Proficiency Growth Report

SCHOOL: LAGUNA/ACOMA



Time Period: 08/10/10 – 05/24/11

Total SRI Students: 349

Laguna/Acoma (349 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	35	10%	56	16%
Proficient	109	31%	126	36%
Basic	150	43%	121	35%
Below Basic	55	16%	46	13%

Grade 9 (87 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	3%	12	14%
Proficient	20	23%	29	33%
Basic	47	54%	35	40%
Below Basic	17	20%	11	13%

Grade 10 (80 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	15	19%	17	21%
Proficient	24	30%	27	34%
Basic	33	41%	31	39%
Below Basic	8	10%	5	6%

Grade 11 (56 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	5%	6	11%
Proficient	23	41%	30	54%
Basic	26	46%	17	30%
Below Basic	4	7%	3	5%

Grade 12 (67 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	8	12%	13	19%
Proficient	29	43%	25	37%
Basic	21	31%	20	30%
Below Basic	9	13%	9	13%

Objective-based Test Results Report Compass Learning Odyssey English

9th Grade English I Short Cycle Assessment					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	62	33%	62	36%	7%
Average Score:	62	33%	62	36%	7%

10th Grade English II SCA					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	73	35%	73	40%	14%
Average Score:	73	35%	73	40%	14%

11th Grade English III SCA					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	62	38%	62	41%	9%
Average Score:	62	38%	62	41%	9%

12th Grade English IV SCA					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	62	42%	62	44%	4%
Average Score:	62	42%	62	44%	4%

Compass Learning Odyssey Math

Algebra I District SCA 2010-2011					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	81	35%	81	49%	38%
Average Score:	81	35%	81	49%	38%

Algebra II District SCA 2010-2011					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	89	35%	89	41%	19%
Average Score:	89	35%	89	41%	19%

Geometry District SCA 2010-2011					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	44	32%	44	42%	32%
Average Score:	44	32%	44	42%	32%

Pre-Algebra District SCA 2010-2011					(Mastery Score: 70)
School	First Score		Recent Score		% Gain
	Students	Average	Students	Average	
🏠 LAGUNA-ACOMA JR SR HIGH SCHOOL	57	30%	57	36%	22%
Average Score:	57	30%	57	36%	22%



Albuquerque Public Schools

Update on School Improvement Grant (SIG) at Ernie Pyle Middle School

Prepared for LESC August 17, 2011

Contacts: Linda Sink, Chief Academic Officer
 Eddie Soto, Associate Superintendent for Secondary Education
 Jacqueline Costales, Principal Support Specialist

SY 2010/11 Funding: 2,000,000
 SY 2011/12 Funding: 1,750,000

SIG Transformational Model

Areas of Focus	Required SIG Components	Summary of Initiatives SIG Year 1: 2010/11	Continuation of SIG Year 2: 2011/12: Added Focus/Refinement
Develop Teacher Leaders	Teacher Leadership Effectiveness	<ul style="list-style-type: none"> 10 Professional Learning Communities (PLC) met weekly to analyze student work, provide professional feedback, identify data trends and determine next steps Peer observations with follow-up An average of 60 Classroom Walkthroughs conducted weekly with immediate feedback to teachers 4 Instructional Coaches to provide job embedded coaching, mentoring and modeling Design Team developed a conceptual framework that addresses the following needs: Quality instruction; inclusive governance, site-based collaboration, job embedded professional development, decision-making and effective leadership; adequate school resources and working conditions; and support for the health and welfare of students, their families and our communities 	<ul style="list-style-type: none"> Expanded to 12 PLCs Specific integration of peer observations with increased focus on student observation in the classroom and follow-up PLC conversations Will utilize the CaseNex Teacher Performance Record for classroom observations Continue with external providers and district support to provide PD in Differentiated Instruction. Design team will be merged with Instructional Leadership Council
	Job Embedded Professional Development		
	New Governance Structure		
Comprehensive Reform Strategies	Instructional Reform Strategies	<ul style="list-style-type: none"> PLCs and Leadership team are working side by side with external providers who are experts in reform areas Collaborative work focused on monitoring student progress and planning to meet the needs of all students Quarterly Common Assessments developed and aligned to standards and use of curriculum maps New Language Arts Pearson-Prentice Hall curriculum for Core: taught daily for 60 min Pearson-Prentice Hall Connected Math for Core: taught daily for 60 min Tier 2: America's Choice Math Navigator intervention program in addition to core and for some students America's Choice Math Ramp-Up and Scholastic Read 180 as core replacements Increased use of technology such as interactive whiteboards Tier 3: Just Words, MCI and Spire for reading and Transmath Data retreats, use of electronic data system, disaggregation and study of student assessment data Increased focus on intervention for struggling students 	<ul style="list-style-type: none"> Teachers ID Essential Skills by content with a focus on depth of knowledge and to include horizontal and vertical articulation District support to assure that teachers are implementing the new core Language Arts materials with fidelity District support to assure that the language needs of all students are a focus in instruction across all content areas Renewed Focus on differentiated instruction as PLCs begin to develop "quick check" classroom assessments between CFAs to better develop on the spot interventions and utilize re-teaching to better support students during core (Tier 1) and to assure effectiveness during Tier 2 instruction Utilize intervention support teachers within core reading and math programs to support non-proficient students and to allow for differentiated
	Aligned Curriculum		
	Data Collection and Analysis		

Source: APS

1

LESC - 8/24/11

ATTACHMENT 3

		<ul style="list-style-type: none"> Develop Common Formative Assessment by content aligned to NM standards 	<p>instruction</p> <ul style="list-style-type: none"> Refine Common Formative Assessments to include depth of knowledge and increased rigor Common shorter term assessments will be developed to assure students are on track before CFAs, use of rubrics and integration of exemplars Improved use of data to better screen, monitor, and place students appropriately and earlier in the year and with flexibility as needed
Extended Learning	Increased Learning Time for Students	<ul style="list-style-type: none"> 14 afterschool programs that served ¼ of student population in the areas of writing, project based learning, skills development Positive Behavior Support program development ESL and citizenship classes for families 	<ul style="list-style-type: none"> Implement zero hour program to target reading and math to close the achievement gap for beginning steps and nearing proficient students Positive Behavior Support program implementation Expand ESL and citizenship classes for families
	Non-Academic Support		
Collaborative District Support for Reform	Support to Building Principal	<ul style="list-style-type: none"> Principal attended National SIG conference and integrated information at school Specifically assigned district support personnel to work with Principal Dean of Students to provide support so that principal can focus on Instructional Leadership \$5,000 differential to all EPMS certified staff 	<ul style="list-style-type: none"> Part time support for business office and data support Continue differentials
	Recruitment and Retention of staff		

SIG Year 1: Student Progress 2010/11

Measure & Target	Outcomes																																																											
NMSBA: Increase of 10% proficient in math & reading	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2" style="background-color: #d9ead3;">2010 % Prof</th> <th colspan="2" style="background-color: #d9ead3;">2011 % Prof</th> </tr> <tr> <th></th> <th style="background-color: #d9ead3;">Math</th> <th style="background-color: #d9ead3;">Rdg</th> <th style="background-color: #d9ead3;">Math</th> <th style="background-color: #d9ead3;">Rdg</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>18.07</td> <td>32.91</td> <td>26.53</td> <td>30.32</td> </tr> <tr> <td>Caucasian</td> <td>10.0</td> <td>20.0</td> <td>20.0</td> <td>30.0</td> </tr> <tr> <td>African Am.</td> <td>NR</td> <td>NR</td> <td>NR</td> <td>NR</td> </tr> <tr> <td>Hispanic</td> <td>17.92</td> <td>32.71</td> <td>26.54</td> <td>30.28</td> </tr> <tr> <td>Asian</td> <td>NR</td> <td>NR</td> <td>NR</td> <td>NR</td> </tr> <tr> <td>Am. Indian</td> <td>NR</td> <td>NR</td> <td>NR</td> <td>NR</td> </tr> <tr> <td>ELL</td> <td>10.40</td> <td>16.57</td> <td>17.92</td> <td>16.76</td> </tr> <tr> <td>St w/Dis</td> <td>4.41</td> <td>7.35</td> <td>3.61</td> <td>6.02</td> </tr> <tr> <td>Econ. Disadv.</td> <td>18.07</td> <td>32.91</td> <td>26.53</td> <td>30.32</td> </tr> </tbody> </table>						2010 % Prof		2011 % Prof			Math	Rdg	Math	Rdg	All Students	18.07	32.91	26.53	30.32	Caucasian	10.0	20.0	20.0	30.0	African Am.	NR	NR	NR	NR	Hispanic	17.92	32.71	26.54	30.28	Asian	NR	NR	NR	NR	Am. Indian	NR	NR	NR	NR	ELL	10.40	16.57	17.92	16.76	St w/Dis	4.41	7.35	3.61	6.02	Econ. Disadv.	18.07	32.91	26.53	30.32
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<p>Three changes occurred with the NMSBA this year which make comparisons between years difficult.</p> <ul style="list-style-type: none"> A new compressed scale score system was introduced The ratio of open ended to multiple choice items was changed Higher cut scores were established to define the four levels of proficiency <p>PED published a set of tables that allows comparisons from the previous scale score system to the newly created one (the Bridge study). APS Research, Deployment and Accountability has recalibrated scores for 2008-2011 and once approval is received will provide this information to schools.</p> <p>NR=Not Rated</p>																																																												

District Benchmark Assessment (DBA) (District Short Cycle Assessment):

Increase of 10% in math & reading

Reading Percent Proficient								
6 th grade			7 th grade			8 th grade		
October	February	May	October	Winter	May	October	February	May
15	6	10	11	23	13	25	15	9

Note: DBA is a “point in time” assessment that measures the standards taught during that period of time and is administered in the fall, winter & spring.

Math Percent Proficient											
6 th grade			7 th grade			8 th grade			Students in Algebra		
October	February	May	October	February	May	October	February	May	October	February	May
12	17	19	28	34	39	13	2	5	43	30	50

Student Use of Rubrics: in 100% of classrooms

- Implemented the District Writing Rubric in 100% of classes
- 100% of PLCs are in beginning stages of developing content based rubrics

Increase number of students taking Algebra

- SY 2009/10 there was 0 sections
- SY 2010/11 there was 1 section
- SY 2011/12 there are 3 sections

Increase number of students involved in academic based school activities

- SY 2009/10: 3% of students participated in academic based programs (SES was the only option at that time.)
- SY 2010/11: 34% of students participated in academic based programs provided by school-based HQ staff (SES numbers are not included in this figure.)

Assure 100% of 8th graders complete a Next Steps Plan for HS and postsecondary planning

- 100% of 8th graders completed Next Step Plan

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August 19, 2011

To: Eilani Gerstner, Senior Fiscal Analyst

Re: Turnaround Model, Ramirez Thomas Elementary-Santa Fe, NM

We are extremely proud of all that we have accomplished in our first year of the Turnaround Model at Ramirez Thomas Elementary School. As most are aware, we did have to interview and hire 26 new staff members to replace the 50% who were displaced, as dictated by the Turnaround Model of reform. This included a full-time Instructional Coach, Data Specialist, Assistant Principal and Parent Liaison. With this in mind, our first order was to begin building a culture of collaboration, trust and respect among the new staff. We were able to begin this process in the two weeks that staff returned early to start the 2010-2011 school year. These two weeks were filled with some of the best professional development offered nationally in the school initiatives we proposed in our SIG application including: balanced literacy, conceptual math, Guided Language Acquisition Design (GLAD) and the Writer's Workshop. We also provided extensive professional development in Bilingual Education for our bilingual teachers; this included implementing a 70/30 Dual Language Model to support our Spanish speaking students. Teachers and staff were given the time and opportunity to learn new information regarding best teaching practices in the classroom, while collaborating and building working relationships with their colleagues. We also created our staff values and began work on our mission/vision statements during this time.

Continuing over the course of the first year, all staff members had on-going site-based professional development. Teachers and staff had the opportunity to watch teaching practices modeled in their classrooms, as well as receive coaching on their own implementation of these skills throughout the school year. This coaching was provided by our Instructional Coach, as well as the Professional Developers we contracted to work with us throughout the year.

We were also able to initiate a series of assessments that provided the stimulus for teachers to become more focused in their evaluating of students' needs and how to best intervene. We also developed a culture where students took responsibility and were involved in their test results by tracking their progress in student data notebooks. One of our 4th grade students was quoted in a recent article in the New Mexican on August 15th stating, "To be honest with you, when I started school this year, I was at the first-grade level for reading." He continued to share that he was now at a fourth grade reading level at the end of the year. We attribute his knowledge and growth to the student data notebooks and his active engagement in his learning. This was common throughout the building.

Furthermore, the teaching staff adopted and implemented the new Everyday Math curriculum, parts of the Writer's Workshop curriculum, as well as the district initiated Treasures/Tesoros language arts curriculum. As any educator can tell you, this is an extremely heavy workload for one school year. However, the staff has demonstrated their commitment to establishing a secure base of academic excellence in the time allotted through the SIG funding and has completed this task with commitment and enthusiasm. We are already seeing the fruits of these curriculum changes as we begin the 2011-2012 school year with students who have returned with a strong skill base for their grade level in literacy and math.

Although the NMSBA from last spring was unable to give us the immediate feedback on growth from last year's scores that we had expected, we did utilize the STAR Early Literacy, Reading and Math assessments throughout the school year as an indicator of growth and to inform our instruction. Our Early Literacy results indicated that we were able to successfully close the gaps in early literacy skills for grades K-5 as all grade levels ended with a grade point average indicating readiness for the next grade

Sincerely,

Robin Noble

Ramirez Thomas Elementary School 3200 Calle Po Ae Pi, Santa Fe, NM 87507 Telephone (505) 467-3000
Fax: (505) 989-5465

Robin E. Noble Principal rnoble@sfps.info



Our Reading results still demonstrate weaknesses, particularly in sentence structure and vocabulary. This is a finding that we were not surprised to see as this is common in children whose first language is Spanish and who have lacked consistent bilingual education. This has been and will be a focus throughout the coming school year. The Reading results indicate an average of just under one year's growth in 1st – 5th grades. We were pleased that our Math results indicated an average of just over one year's growth in grades 1st – 5th and feel this is strongly related to the conceptual math program adopted at the school.

We do recognize that we will need to see stronger gains to effectively close the achievement gap for our predominantly ELL population of students. However, we also feel confident that we effectively laid the foundation for this growth last year through our strong research-based initiatives and strong teaching staff. This year we will continue strengthening our skills in balanced literacy instruction, GLAD strategies for acquiring a second language, conceptual math and the writer's workshop format of writing instruction. The areas we will focus on improving this year will be creating and utilizing more focused short-cycle formative assessments given in shorter intervals. We will also provide professional development and coaching on how we look at student work in Professional Learning Communities to ensure effective intervention and a commitment that all students learn at grade level standards of excellence.

Sincerely,

Robin E. Noble

Principal
Ramirez Thomas Elementary