

STATE OF NEW MEXICO
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October 12, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Eilani Gerstner

**RE: COMMITTEE REQUEST: PUBLIC EDUCATION DEPARTMENT
EVALUATION OF NEWCOMB HIGH SCHOOL'S SCHOOL IMPROVEMENT
GRANT**

At the August 2011 meeting of the Legislative Education Study Committee, a committee member requested a copy of the Public Education Department's evaluation of Newcomb High School's use of federal School Improvement Grant dollars. The department's evaluation is included as the Attachment to this memorandum.

New Mexico School Improvement Grant 1003[g]

School District	School	PLA Rank	District Contact	School Contact	NMPED Support	Funding	Funding	Enrollment
Central Consolidated	Newcomb HS	6	TBA	Scott Story, Principal	David Johnson	1,500,000	1,250,000	332

Reading

Math

Intervention	9-12 Prentice Hall: RACE and Academic Vocabulary Development	Intervention	9-12 Prentice Hall 45 minute class period - use of Pacing guides, use of data to drive instruction through learning cycles, InterWrite, TI Nspire and Navigator, Kuta software, PLATO, common Assessments, Open ended response practice (RACE), common grading systems will be supported with the District Curriculum and Academic Coaches
Observation	<p>District-wide adoptions in reading (K-12 math in 2008, 9-12 literature in 2009) were conducted to select research-based core programs consistent with state standards and the needs of local students. The research bases of language arts were requested of publishers and have been reviewed by district-level coaches. Training in the faithful use of these programs will continue to be provided to teachers by consultants and coaches.</p> <p>Teachers have been provided information on our ELL students and use strategies to meet their differentiated needs based upon data. The school has common plan time to utilize a PLC model in order for each department to meet weekly with their respective coaches. Student data is the primary driving force in these PLC meetings.</p>	Observation	<p>District-wide adoptions in math (K-12 math in 2008, 9-12 literature in 2009) were conducted to select research-based core programs consistent with state standards and the needs of local students. The research base of the math program was requested of the publishers and has been reviewed by district-level coaches. Training in the faithful use of these programs will continue to be provided to teachers by consultants and coaches.</p> <p>A continuous classroom and school improvement model is in place that utilizes coaching from Jim Shipley and Associates to drive the process. Systems checks are conducted on a routine basis to determine levels of implementation and inform the necessary feedback. Emphasis has been placed on the use of weekly walk-through evaluations and constructive feedback to staff using Teachscape Evaluation Forms.</p>

	<p>The school and district will use SCA and Core Benchmark assessment data to set learning goals for students that will be established at school, course and classroom levels. Data will be collected from a variety of sources and then used in PLC's to monitor student progress and inform classroom instruction.</p> <p>Teachers use Limelight data in PLC's to determine which individual students need that extra time and support to become proficient.</p>	
<p>Comments</p>	<ul style="list-style-type: none">• There is a lack of a specific, research based, intensive intervention program in reading• Student data shows significant increase in student scores at all levels through the Limelight test including those students identified as ELL• Implementation of an FTE as a community liaison has improved attendance and increased positive relationships with the local chapter houses and the Tribal Leadership.	<p>Comments</p> <ul style="list-style-type: none">• There is a lack of a specific, research based, intensive intervention program in math• Math scores improved more than expected and exceeded our EPSS Math Goals. Across the board, our students in Intervention showed a greater gain than their counterparts• Implementation of an FTE as a community liaison has improved attendance and increased positive relationships with the local chapter houses and the Tribal Leadership.

Newcomb has 30% of their students who are ELL. 2009-10 Reading scores in the 20s – showed gain to 57% with exceptional group of 11th grade students. Community Liaison has made strong connection with community, chapter houses and leadership. New Principal for 2010-11 and did

not have support of an Assistant Principal or a Dean of Students. Has Assistant Principal for 2011-12. Two hours of after school tutoring is offered 5 days per week. Saturday School (4 hours) was begun in February. The school year was extended for 3 weeks in June (7.5 hours per day).

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

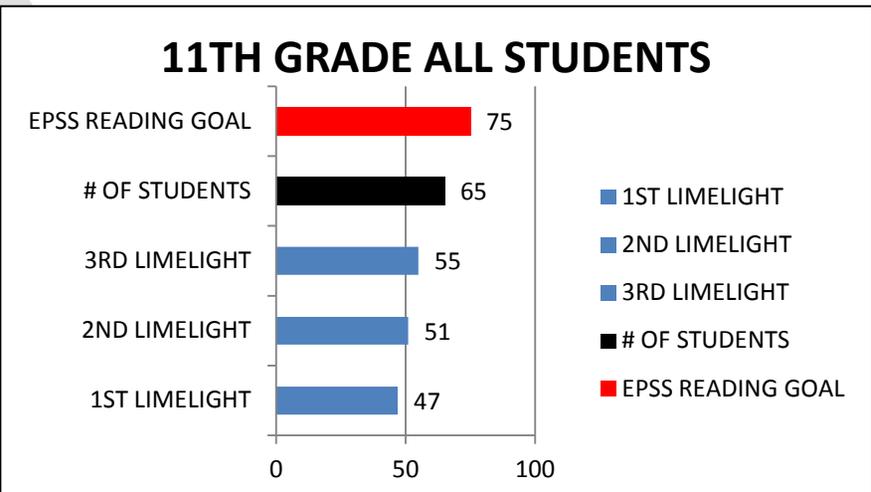
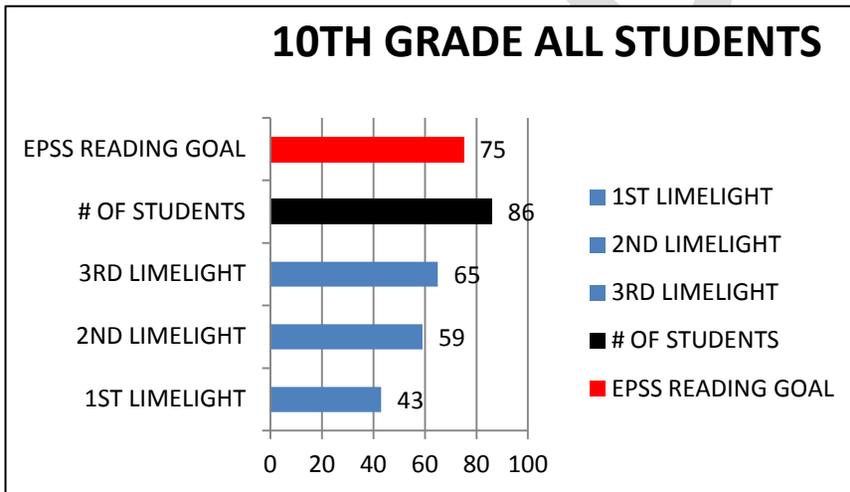
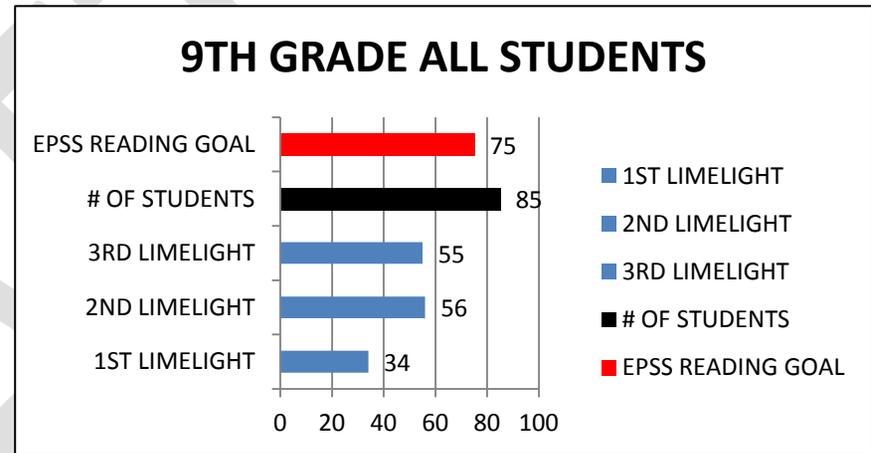
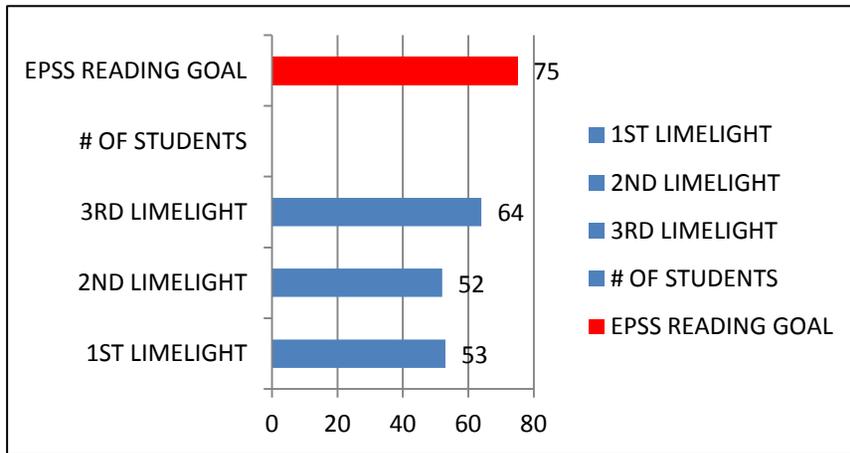
(NMSBA AYP School Accountability Report FAY ALL Students)

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>
Newcomb HS –	Central Consolidated Schools	\$1,500,000	\$1,250,000	24.49	19.30	-5.19	57.14	24.56	-32.58

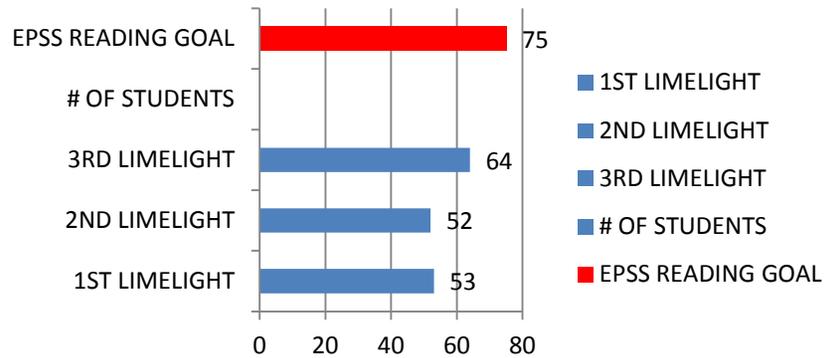
SHORT CYCLE ASSESSMENT DATA

Other Data:

Reading Data Limelight

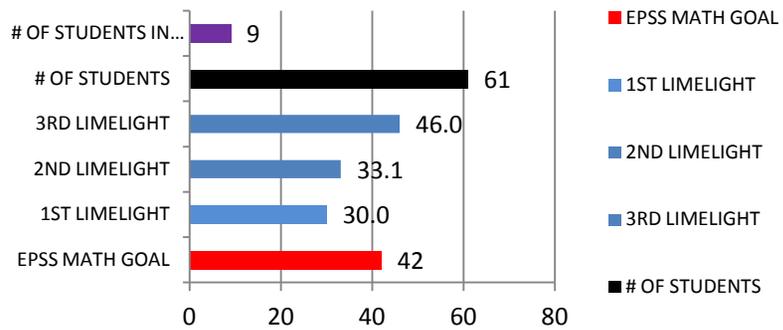


12TH GRADE ALL STUDENTS

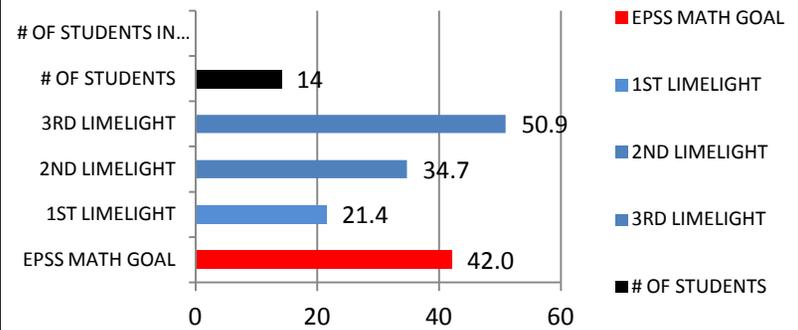


Math Data Limelight

ALGEBRA 2 ALL STUDENTS



GEOMETRY 11TH FAY



PRE-CALC & CALC ALL STUDENTS

