

New Mexico Public Education Department (NMPED) Recommendations for State-Level Data Collection and Process Improvements Final Report



Project Goals, Scope, Approach, and Timeframe

Project Goals

- Recommend a reduction in district data collection and reporting burden to the NMPED by 25%
- Streamline district reimbursement time for grant funded items by 25%+

Scope:

- 24 NMPED bureaus, 89 districts, 57 charter schools (146 Local Education Agencies - LEAs), 318,000 students, 21,000 teachers
- Master list of reports by Bureau with a calendar to understand overlap

Approach

- Reviewed prior studies, state statutes, website, reports
- Interviewed bureaus and external stakeholder groups (teachers, superintendents, LEA administrators, charter schools, unions)
- Worked with bureaus to create inventory of 244 LEA reports/data collections and estimate total hours of burden and potential reduction hours, documenting assumptions
- Conducted business process review of the RFR process
- Held semi-weekly meetings with NMPED leadership to work collaboratively on deliverables

Timeframe:

- June 17 - August 16 (eight weeks)

You're Doing Great Work

"Overall, PED under the new administration is much more supportive. PED and LEAs agree philosophically on what is good for students."

"Was a huge turning point when we were able to change the evaluation from the prior Governor who used end of course exams for the evaluation system to the new governor who reviewed the data on how educators were teaching, and with VISTAS provided a picture of school that looked beyond a test score."

"PED has reset its trajectory to a service agency which was really important - data became accessible and staff were more responsive."

And the Field Wants More of It

"Need to combine the Martinez and Strategic plan documents to create a reporting requirements document. So many KPIs (key performance indicators) "there will be a cacophony."

"The SIS (student information system) issue is largely local, but there is an appetite for a statewide SIS, especially for smaller districts/charters. If it is not implemented well or with excellent training or updated regularly, it won't help."

When legislature passes a law, trying to spin this up in 3 months and get it rolled out with all the kinks reduced is hard. If we had a 2 year budget cycle, it would allow for more planning. We try to staff our schools, but are waiting for the state to pass the budget. In late March/April we need to let teachers know. Staff leaves in May. It gets tight in our ability to roll out new initiatives based on new legislation."

Admin Burden is a Problem

- ***Time and hassle.*** ~10,500 total annual hours/LEA, 59% of which is mandated by federal law, and 30% by state statute. This is particularly burdensome for charters and small LEAs, who have the same administrative reporting requirements as larger districts, with fewer administrators.
- ***Larger state fiscal accountability role.*** Given New Mexico's LEAs are 100% funded by state and federal funding, fiscal reporting requirements are higher than other states where schools receive substantial local funds.
- ***Vague and onerous state education statutes.*** The nature and scope of legislative and NMPED actions taken as a result of district data submissions are not explicitly articulated in statutes. A lack of statutory benefits to LEAs feels burdensome.

Solution: Cut Burden

- Cut burden by 34% for LEAs and 10 hours/teacher for SY22-23
- Longer-term burden reduction with IT systems improvements and statewide SIS/SE (student information system/special education) system may provide up to 38% burden reduction

Administrative Burden Definition*

- Required by law for fiscal or program review/compliance, but not maximally streamlined, reduced or automated
- Not useful to school districts and charter schools (local education agencies, LEAs) or helpful to students

*PED does not consider tasks to be administrative burden if an LEA or LEA stakeholder would perform this task in the normal course of operations and/or which represents sound managerial or instructional practice, such as strategic planning, budgeting and financial reporting, conducting a needs assessment, or administering academic assessments, as long as the task, if required, is maximally streamlined.

See Appendix for additional detail.

Summary and Deliverables

- A [reports inventory](#) of NMPED identified that NM LEAs currently comply with 244 data collections and application narratives across 24 bureaus annually
 - Total annual LEA time dedicated to complete these reports is 10,500 hours or ~5 FTEs/LEA
- An immediate 34% reduction can be achieved by the [Overall Recommendations](#) and with this [Implementation Plan](#)
- An additional 4% LEA admin burden reduction can be achieved by:
 - Legislative action to change state statutes
 - [Longer-term reductions](#)
- Going forward, NMPED bureaus should:
 - Use the [Data Necessity Rubric and SOP](#) (standard operating procedure) before requesting new data and reports
 - Conduct an annual [Administrative Burden Reduction Survey](#)
 - Establish a Data Governance Council to provide strategic oversight of improvement efforts and the implementation plan

Overall Recommendations

Eliminate orphan data without a parent/owner and reduce duplicative data collection by data mapping to source systems and identifying orphan data

- Conduct comprehensive data mapping to reduce duplicative and unnecessary data requests
- Use Data Necessity Rubric to review each data element collected for STARS 40, 80, 120 day, EOY (end of year) and summer requests to ensure use and ownership

Make systems improvements

- Review proliferation of disparate IT systems and consolidate based on long-term IT strategy, data use needs, and detailed data mapping work
- Conduct a feasibility study of implementing statewide SIS and SE/IEP (individual education plan) systems. Collect more granular information through a statewide SIS/SE system, saving money, making most reporting automatic, and making anonymized data available for program evaluation and research.
- Streamline and consolidate existing systems, improve PED reporting on KPIs

Overall Recommendations Continued

Streamline processes

- Consolidate federal grant applications with EdPlan using [legal checklist analysis best practice](#) from Career Readiness
- Streamline [Request for Reimbursement \(RFR\) process](#) to reduce error rates and rework through business process, OBMS system, and training improvements

Sustain improvements through governance and accountability

- Each bureau is accountable for inventory, review and streamlining of all applications and forms to cut of unnecessary fields and/or pull data from existing systems to pre populate forms with LEA data (see [Burden Reduction Targets by Bureau](#))
- Institute data governance council and have it oversee coordinated project management and communication of STARS and NOVA

34% Total LEA Burden Reduction Estimates for SY22-23

41% of Burden Reduction is for Teachers

<i>NM PED Division/Bureau (Data Owner)</i>	Number of Reports	Total LEA Time (hours)	Total LEA Reduction in Burden (LEA + Teacher)	Total Hours Teacher Reduction In Burden	Estimated Reduction Per Teacher (hrs)	% Total Reduction within Bureau	% Contribution to Total LEA Reduction
Assessment and Learning Management System	3	462	-	0	0.0	0%	0%
At-Risk Intervention Response Team	1	292	-	0	0.0	0%	0%
Black Education	1	292	-	0	0.0	0%	0%
College and Career Readiness	3	7,256	(1,296)	0	0.0	18%	0%
Community Schools and Extended Learning	7	86,430	(48,057)	0	0.0	56%	9%
Curriculum and Instruction	1	534,240	(333,900)	(200,340)	(9.5)	63%	64%
Educator Quality and Ethics	5	61,050	(12,104)	(10,500)	(0.5)	20%	2%
Finance and Operations	36	330,999	(25,246)	0	0.0	8%	5%
Hispanic Education	1	0	-	0	0.0	0%	0%
Indian Education Division	4	39,420	(14,016)	0	0.0	36%	3%
Information Technology	8	234,785	(59,919)	0	0.0	26%	12%
Instructional Materials	1	5,824	(2,912)	0	0.0	50%	1%
Language and Culture	7	5,718	(1,906)	0	0.0	33%	0%
Math and Science	1	0	-	0	0.0	0%	0%
Options for Parents & Families/Charter Schools	8	4,913	(1,472)	0	0.0	30%	0%
REA & PSB	2	0	-	0	0.0	0%	0%
Research, Evaluation & Accountability	53	15,008	(4,044)	0	0.0	27%	1%
Safe and Healthy Schools	10	79,914	(14,604)	0	0.0	18%	3%
Safe and Healthy Schools and Special Education	2	46,889	-	0	0.0	0%	0%
School District Liaison	1	39	24	0	0.0	-61%	0%
Special Education	43	59,028	-	0	0.0	0%	0%
Strategic Outreach	1	20	-	0	0.0	0%	0%
Student Success and Wellness	26	2,426	(876)	0	0.0	36%	0%
Student, School and Family Support	9	10,389	(181)	0	0.0	2%	0%
Transportation and Capital Outlay	10	3	-	0	0.0	0%	0%
Grand Total	244	1,525,397	(520,509)	(210,840)	(10.0)		100%
Total Current Burden Per LEA (hrs)	10,448	Teacher Reduction Per LEA (hrs)		1,444			
Total Reduction in Burden Per LEA (hrs)	3,565	Teacher % of Total LEA Burden Reduction		41%			
Total % Reduction Per LEA	34%	Total Reduction in Burden Per Teacher (hrs)		10			

38% Burden Reduction After Including:

3.7% (378 hours/LEA) for a longer term reduction...

Longer-Term Burden Reduction	Total Hours LEA Reduction In Burden	Reduction per LEA	Sum of Total Hours Teacher Reduction In Burden
STARS Special Education Data Submissions	-26,038	-178	-26,038
Nova	-29,120	-199	
Total	-55,158	-378	-26,038

38% Burden Reduction After Including:

...and 0.5% (35 hours/LEA) of state statute change

Burden Requiring Statute Change	Total Hours LEA Reduction In Burden	Reduction Hours per LEA
Teacher Evaluation and PDP	-4,890	
Diabetes Reporting	-292	
Total	-5,182	-35

Burden Reduction (Already Implemented)

Bureau	Burden Reduction	Estimated Burden Reduction Hours by LEA
Instructional Materials	Eliminated the instructional materials section of the Education Plan for FY23	~16 hours/small LEA, 64 hours/large LEA
Safe and Healthy Schools	Streamlined School Safety Plan Template and Discipline Data Reports Major effort to streamline burden conducted in 21-22 school year. New template for schools greatly reduced their time to complete plan from 16 hours+ to approximately 4 hours if school has kept records trainings and staff lists.	~20 hours/LEA
Research, Evaluation and Accountability	AYP Snapshot eliminated (2018-19)	~14 hours/LEA
College and Career Readiness	Reduced Perkins Application. NMPED reduced application from 36 to 7 pages. Assume 40 hours/LEA for original application with an 80% reduction. Before the change, 30 LEAs applied. Now 140 Districts and charters receiving College and Career Readiness funding.	~8 hours/LEA
Finance and Operations	Reduced Education Plan (all District/Charter Schools) (annual budget narrative). NMPED reduced number of questions in Education Plan from 131 to 32. Assume 60 hours for original application with a 10% reduction. This requirement impacts 100 charter schools + 89 LEAs.	~6 hours/LEA

Teacher Burden

What is one burden, that if removed, would give you more time to focus on teaching and learning in your classroom?

NM PED Teacher Survey: Highest Burden	
Paperwork	13%
Non relevant PD	8%
Testing	7%
Lack of prep time	7%
PDP	7%
Lesson plan creation	6%
Unnecessary meetings	5%
Behavior management	4%
Class Size	4%
Data collection	3%
Lack of supportive leadership	3%
SAT process	2%
Source: NM PED teacher Survey, June 2022, n=215	

Abbreviations:

PD (professional development)
PDP (Professional Development Plan)
SAT (Student Assistance Team)

Quotes from NMPED and National Education Association (NEA) Teacher Surveys

What is one burden, that if removed, would give you more time to focus on teaching and learning in your classroom?

- “Unnecessary and burdensome paperwork or inadequate time to allocate for necessary paperwork.”
- “State testing--preparing and the time it takes to administer it when the students are not learning new content.”
- “Non relevant, focused or targeted PD. 80 hour PD requirements that have become compliance pieces rather than meaningful.”
- “The amount of district required trainings & domain 4 documentation. Also the new evaluation platform is terrible & not user friendly.”
- “Paperwork associated to evaluation at the state level. Teacher evaluation is important and necessary and relevant at the building/admin level when specific and immediate feedback is given but at the state level it's a lot of time and feedback is not specific.”
- “I have 20 years in elementary education. I question why it takes more than 16 pages of forms containing redundant information to get a child into Tier 2, and another set of the identical 16 forms along with 3 times weekly logs for about 4 months to recommend a struggling student for academic testing to see if he/she needs Tier 3 instruction. When a student is 1 year (or more!) below grade-level expectations on multiple assessments (phonics, vocabulary, spelling, comprehension, writing) — some administered via computer and some by a teacher — there should be a more efficient way to ensure a struggling learner promptly gets diagnosed AND promptly gets effective intervention. Some years I have had 1/3 of my elementary class in SAT. It is exhausting and impossible for many educators to manage this intensity of paperwork.”
- “While I know lesson plans are very valuable as a process in planning, I find that writing new music/band lessons plans for each of 9-10 grade levels or enrichment classes that I teach in the format that is used for ELA/Math teachers is cumbersome. I wouldn't mind some way for this to either be streamlined for music teachers or allow me to create my own as long as they include all criteria. That way I wouldn't need to retype everything each week, including standards and other repeating portions of planning.” (NEA survey)

Teacher Burden Reduction Targets: SY22-23

41% of Burden Reduction is for Teachers

Bureau	Burden Reduction Recommendations	Estimated Annual Burden Reduction Assumptions
Curriculum and Instruction	<p>Focus the SAT (Student Assistance Team) process on students who most need help, as specified in Statute, and simplify SAT Reporting (see Appendix).</p> <p><i>“The amount of documentation is extremely overwhelming. The 2 week cycle and documenting progress is challenging. Last year fell far behind in trying to keep up with data documentation for students we are focusing on.”</i></p>	<p>~9.5 hours/teacher</p> <p>~1.5 hours/SAT team member (school administrator or designee, classroom teacher, school counselor, parent)</p>
Educator Quality and Ethics	<p>Streamline teacher evaluation process by reducing PDP (Professional Development Plan) form complexity.</p> <ul style="list-style-type: none"> Removed requirement to upload the PDP. PED should provide LEAs with best practices to reduce PDP form complexity. <p><i>“The teacher self evaluation and PDP need to go. They are a lot of work, take up a lot of time, and are completed because they have to be done. I doubt any teacher would say that either of those things help them improve as a teacher.”</i></p>	<p>~.5 hours/teacher</p>

Highlighted LEA Burden Reduction Targets (SY22-23)

Bureau	Burden Reduction Recommendations	Estimated Annual Burden Reduction Assumptions
Information Technology	<p>Implement the STARS Reduction Effort (July 29, 2022) All departments are reviewing all STARS data elements and identifying necessary data elements by 40, 80, 120 and end of year data collections. Streamlining the four data collection efforts to only necessary data (eliminating the equivalent one of four STARS data collections), and implement Nova to provide automated real-time data collection and reporting (saving in SY23-24 estimated ½ of current STARS time).</p>	~400 hours/LEA
Operations	<p>Streamline financial reporting, Budget Adjustment Requests (BARS), and the Request for Reimbursement (RFR) Process:</p> <ul style="list-style-type: none"> Implement business process reengineering recommendations, including system, training, reporting, and process flow improvements (see Appendix). School business manager will save time through less research on allowable expenses, error reduction and lower documentation resubmission, fewer budget adjustment requests (BARS) and reconciliation for unallowable expenses 	~170 hours/LEA
Community Schools and Extended Learning	<p>Extended Learning Time Program (ELTP) Attendance 40, 80, 120, End of Year Reduced # of STARS codes</p> <p>After-School for Extended Learning Time Program (ELTP) 40, 80, 120, End of Year Schools enter student enrollment in STARS with an after-school ELTP code each period. PED is streamlining this from 4 periods to 2 periods. PED estimates reduction is 20/hours per reporting period for total saving of 40 hours/year out of original burden of 80 hours/school.</p> <p>80 hours of professional development for ELTP, 40, 80, 120, End of Year Schools enter the hours of ELTP professional development for each reporting period for every teacher who attends. With burden reduction, will do one cumulative report at the end of the year. Estimates are 20 hours/reporting period for 80 total hours, with burden reduction estimated at 60 hours by eliminating 3 reporting periods.</p>	~110 hours/Community School

Highlighted LEA Burden Reduction Targets (SY22-23)

Cross-Bureau Collaboration	Burden Reduction Recommendations	Estimated Burden Reduction Hours
Indian Education, Safe & Healthy Schools	Consolidate Student Needs Assessment Narrative Submissions (see Appendix). Indian Ed and Title IV require needs assessments of the same student populations. <ul style="list-style-type: none"> Reduce the two needs assessment from 150 hours/year (USED IES time estimate) by 50% to 75 hours/year through consolidating needs assessment narratives among Indian Education and Title IV (75 hours x 2 = 150 hours/LEA) 	~150 hours/LEA
Language and Culture	Reduce BMEP applications for continuing programs to the very basic elements, such as signed assurances. Will be a spring reduction for LEAs and charters. Have tried to move to reporting analysis and goal setting and site visits as what matters most.	~10 hours/LEA
Student, School, and Family Support Educator Quality and Ethics Research, Evaluation, and Accountability Student Success and Wellness	Consolidate federal grant applications for Titles I, II, III, IV and V <ul style="list-style-type: none"> Analyze legal requirements and write minimal number of application sections (e.g., educational plan) to that apply across all grants per College and Career Readiness, combine all the assurances) Pull data into the application from data already collected in STARS (e.g., pre-populate attendance and poverty by population subgroup based on reporting option) Link to OBMS to LEAs can enter budget into a staging area versus double-entry into Sharepoint sites and OBMS Provide one SharePoint site for all applications to draw upon and trainings for LEAs Assume 5 grants/LEA x 1 hour/grant - hours on a 24 hours/per grant application/LEA The Texas Education Agency has consolidated many of their grant applications for burden reduction for LEAs.	~5 hours/LEA

LEA Burden Reduction Targets (Longer Term)

Bureau	Burden Reduction Recommendations	Estimated Burden Reduction Hours by LEA
Information Technology	<p>Automate LEA SIS data submissions with NOVA Real-Time Data Collection (reduce STARS LEA admin burden by 50%)</p> <p>Consolidate proliferation of PED applications (currently 27 different IT-supported SharePoint applications, 7+ Bureau/vendor applications, STARS, Nova, Ped Connector)*</p>	NOVA: ~200 hours/LEA
Special Education	<p>Conduct feasibility study of an optional statewide SIS/IEP system, especially for the charter schools and smaller LEAs.</p> <ul style="list-style-type: none"> • Reduce double entry into district IEP system and STARS. • Provide real-time reporting of related services to maximize reimbursement and ensure students receive required services • Provide real-time enrollment and attendance reporting, reducing LEA data collection burden • Reduce duplication of work on IEP addendum by using common state IEP format when special education students move from one district to another (statewide mobility rate is 40% annually) <p>Several other states have statewide SIS systems, including North Carolina, Delaware, Nevada, and New Hampshire. A Vermont statewide SIS task force In March 2021 recommended Vermont pursue an Ed-Fi solution with an option for districts to opt into a statewide SIS.</p> <p>Illinois (i-Star, a statewide IEP-Student Tracking and Reporting System (I-STAR)), Maryland, statewide IEP system, and Connecticut have statewide IEP systems.</p>	178 hours/LEA

Burden Reduction Targets (Requires Statutory Change)

Bureau	Burden Reduction Recommendations	Estimated Burden Reduction Assumptions	Statute
Educator Quality and Ethics	Streamline teacher evaluation process for principals. <ul style="list-style-type: none">Consider allowing principals to delegate to teacher leaders and/or focus evaluations on newer or low-performing teachers (not every teacher every year, 3 year cycle), and/or dictation of narrative.	5 hours/principal	22-10A-19
Safe and Healthy Schools	Consider eliminating Diabetes reporting requirement. Interviews indicate these data are not being used.	1 hour LEA/year	Article 34, 22-34-9

Teacher Burden Reduction Targets SY22-23: Not-Counted Within Current Estimates*

Bureau	Burden Reduction Recommendations	Estimated Annual Burden Reduction Assumptions
Assessment	<p>Replace end of year tests that are not useful to teachers and students with a new system that provides timely, useful data. The current mandatory summative assessment system is used to comply with ESSA accountability standards, placing a large burden on students, teachers, and local and state administrators, while providing minimally useful data to LEAs. From the perspective of a teacher, they need to gather data from other sources to support understanding of student end of year progress.</p> <p><i>“Students take tests in April. LEAs don’t get results until August when can’t use data to help students. It’s meaningless--all this pressure and time and do nothing with the data.”</i></p>	<p>15 hours/teacher (for teachers in grades, 3-8 and 10)</p> <p>10 hours/teacher averaged across all teacher in all LEAs</p> <p>24 hours/school admin</p>
Special Education	<p>Streamline Special Education Individual Education Plans (IEP) revaluation forms</p> <p><i>“Special education/speech-language pathology re-evaluations are a lot of extra time & work that could be streamlined with narrative or drop box fill in forms for all tests the district uses.”</i> <i>Las Cruces educator</i></p> <p>Have teachers leverage existing online assessments for IEPs rather than creating duplicative assessments. Communicate to LEAs and educators that they can use iReady and iStation assessments to document progress against IEPs rather than creating custom assessments</p>	<p>Estimate savings 4 hours/teacher/year</p>

*The assessment burden reduction estimate does not save teachers time, but enables a reallocation of time from a perceived burdensome and low-value use of time on end-of-year standardized testing to a summative testing process that generates timely useful data for instructional decision-making. The special education recommendation enables teachers to save time if their district uses online assessments that can be reused for the IEP reevaluation forms.

Appendix

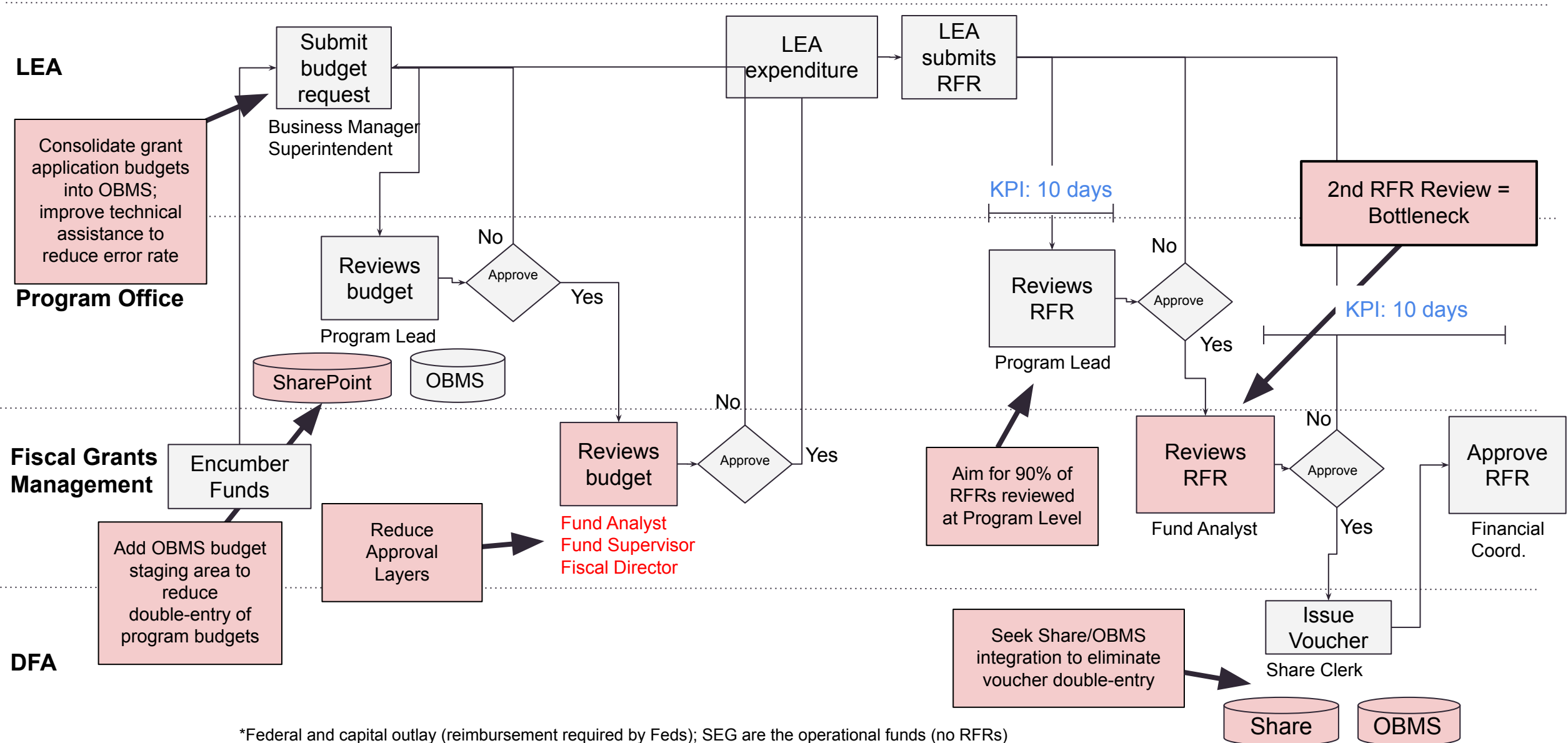
- [Request for Reimbursement \(RFR\) Business Process Reengineering \(BPR\) Analysis](#)
- [STARS Data Mapping Situation and Strategy](#)
- [Data Necessity Rubric](#)
- [Student Assistant Team \(SAT\) Burden Reduction](#)
- [Needs Assessment Consolidation to Reduce Burden](#)
- [Administrative Burden Definition Elaboration](#)
- [Frequently Asked Questions](#)
- [Contact Information](#)

Request for Reimbursement (RFR) Business Process Reengineering (BPR) Analysis

NMPED Request for Reimbursement (RFR) Process Flow from Grant Award*

PED KPI for RFR Process is 30 days

July, 2022



RFR BPR Recommendations

Reduce RFR process time:

- Create standardized aging and error reports to track RFR review at each process step
- Conduct root cause analysis to identify errors and adjust LEA and PED training/support
- Develop reusable templates with review criteria and train program staff and DFM staff together
- Reduce triple layer of DFM review of grant budget to one review
- Assign a 2nd position for all approval steps so when the the 1st position is out of the office, approvals can move forward
- Do not hold up entire RFR amount based on a small % of funds in question
- Aim for 90% of RFR review at program level where there are higher staffing levels
- Maintain RFR sampling for LEA business managers with track record of strong fiscal management
- Seek Share/OBMS integration to eliminate voucher double-entry

RFR BPR Recommendations

Save LEAs time from reduced error rate of RFRs and fewer calls/follow-up to track status of the RFR:

- Update OBMS to allow consolidated grant application budgets rather than double entry of budgets on SharePoint and within OBMS. Create and combine consolidated risk assessment with budget submission.
- Create and post on website, training and template of allowable expenses per grant
- Consolidate federal program trainings. Audience is the same.
- All LEA business managers, PED program and FGM new and existing staff complete training on:
 - i. Allowable grant expenses
 - ii. Required documentation
 - iii. Indirect cost and standard per diem rates

STARS Data Mapping Situation and Strategy

- [STARS data collection](#) - 238 data elements across 13 templates and 4 data collection submissions/year (Snapshot and Year-to-Date data)
 - Provide LEAs sufficient notice on new data collection requirements (e.g., elementary period level attendance)
 - Per July 2022 STARS review email from Dr. Gonzales, have each bureau identify which data elements they need and why by submission period (40, 80, 120, end of year)
 - Communicate to LEAs each data element's report/use - only collect the minimum amount of information to accomplish goals
- Nova - real-time data collection effort using Ed-Fi standard starting with student information system (SIS) data, e.g., attendance
 - Clarify communication on timing and scope of work within NMPED and with STARS
 - Work with SIS vendors to validate teacher license credentials within the SIS when pull up a teacher ID. If an educator is credentialed in math and the LEA tries to assign them to ELA, Nova could reject this so the educator couldn't be assigned/scheduled to that class.

Data Necessity Rubric

The Data Necessity Rubric will be used to assess the need for future data collections. The criteria includes:

- **LEA:** Identifies **Usefulness to Local Education Agencies (LEA)**;
- **PED:** Identifies **Usefulness to the Public Education Department (PED)**;
- **Martinez-Yazzie:** Whether the data collected in the report will serve analysis from the **Martinez-Yazzie** case;
- **Financial Custodianship:** Whether the data enables **fiduciary custodianship**, overseeing compliance with eligible grant expenditures;
- **Owned:** Whether there is a **specifically identified owner/recipient** of the information in the report;
- **Use:** Whether there are **specifically identified uses/actions** that may be taken as a result of the information in each report;
- **Cost/Benefit:** Whether the **benefits likely outweigh the cost** of compiling the information in the report;
- **Timely:** Whether the information is received by the report owner on a **sufficiently timely basis** to serve its intended use, and;
- **High Quality:** Whether there is a high degree of confidence and validity in the information contained in each report.

A weighted index of scores between 0 and 40 (higher scores are better) can be used to assess each data collection.

Student Assistant Team (SAT) Burden Reduction

- “Student assistance team” means a school-based group whose purpose, based on procedures and guidelines established by the department, is to provide additional educational support to students who are experiencing difficulties that are preventing them from benefiting from general instruction. NMSA 22-13-6(G).

What does the SAT do?

- Collects and reviews academic & behavioral data
- Makes determinations for student retention NMSA 22-2C-6(f) and creates an Academic Improvement Plan (AIP)
- Refers students to a Multi-Disciplinary Team (MDT) for special education, gifted evaluation, and/or a Functional Behavioral Assessment (FBA)
- Refers students to the 504 team for evaluation

What the SAT team DOES NOT do...

- **DOES NOT** provide interventions and supports
- **DOES NOT** create IEPs, FBAs, or 504 plans
- Notes:
 - Interventions and supports are provided by classroom teachers, ancillary personnel, and intervention staff
 - Some schools have limited staff that may serve multiple functions

How is this new?

- What has changed?
 - Removed redundant asks for documentation/data
 - Reduced the number of forms and providing Spanish translations
 - Reduced the criteria for referring students to SAT
 - Requiring Professional Learning Communities (PLCs) and administrators to sign off on assurances for instructional & behavioral support fidelity
- Are NMPED approved forms required for SAT?
 - No. LEAs (districts & state-authorized charters) may use whichever forms they have developed that best meet the needs of their students and teachers.
 - Sample forms are provided in the Supplemental SAT Guide (Multi-Layered System of Support - MLSS Webpage)

Who should be at the meeting?

- At minimum, the final SAT meeting membership should include:
 - School administrator or designee
 - Classroom teacher
 - School counselor
 - Parent
- Who else could/should be part of the collaboration?
 - Student (as appropriate)
 - Instructional support providers (e.g., speech-language pathologists, school nurses, school psychologists, etc.)
 - Attendance coordinators
 - Reading or math specialists
 - McKinney-Vento homeless education coordinators
 - Second-language acquisition specialists (e.g., bilingual or TESOL endorsed teachers, etc.)
 - Representatives from the Children Youth and Families Department
 - Representatives from community agencies (e.g., school-based health centers, community- based truancy centers, etc.)

Six Criteria for Student Referral to SAT

- Suspected of having a disability - *OSEP Memo of 11/07*
- Gifted referral - *NMAC 6.31.2.12*
- Student has been or is in danger of being retained - *NMSA 22-2C-6*
- Student has been exited from Special Education - *NM TEAM Manual (pps. 41, 43)*
- Student has been restrained two or more times in a 30-day period - *NMAC 6.11.2.10*
- Parent Request - *OSEP Memo of 11/07*

Instructional/Behavioral Fidelity Assurances

Everyone at a school has a piece of the **responsibility** to ensure student success. This form is to identify gaps and/or additional supports that may need to be addressed before referral to the SAT.

- **Administrators** have provided school level supports for classroom teachers (data-driven decision-making, relevant professional learning, teacher collaboration time, and non-evaluative feedback)
- **Teacher Teams (PLCs)** have collaborated to find strategies to support students; and
- **Classroom Teachers** have provided effective classroom level supports for the student (high quality materials, differentiation, etc.)

The Referral Process – Strive for Five

Step 1: Check to see if the student meets one or more of the below criteria (teacher)

Step 2: Determine if the student would benefit from an academic referral, behavioral referral, or both. Then collect relevant forms (teacher, PLC, administrator) and submit forms to the SAT Coordinator

Step 3: Within 2 weeks, the SAT Coordinator will compile forms into a file, schedule a meeting, and schedule a student observation

Step 4: Hold a SAT meeting and make recommendations for next steps

Step 5: Within 2 weeks, teachers and other instructional support staff monitor interventions and submit this data to the SAT Coordinator. The SAT coordinator then schedules a follow-up meeting to discuss final recommendations.

Documentation IS Important

- Each district & school shall maintain a record of the receipt, processing, and disposition of any referral for an individualized evaluation.
- All appropriate evaluation data, including complete SAT file documentation and summary reports for all individuals evaluating the child, shall be reported in writing for presentation to the eligibility determination team.
 - **Source:** NMAC 6.31.2.10(D)(1)(c)

SAT: Focusing on Students Most in Need

Rethinking SAT Teams

- Working with students through the MLSS model, SAT team efforts are able to focus on the students with the most needs: Academic Improvement Plans (AIPs) and Behavior Intervention Plans (BIPs). This allows for:
 - more time and attention per student;
 - more flexibility to intervene quickly; and
 - more freedom to determine the most appropriate layer of interventions.

SAT Previous Role	SAT within MLSS
SAT referrals included: <ul style="list-style-type: none"> » Obvious disability » Gifted referral » Student has been retained » Student is in danger of being retained (must follow NMAC requirements) » Student has been exited from Special Education » Student has been restrained two or more times in a 30-day period 	SAT is only required for the situations specified by law: <ul style="list-style-type: none"> » Obvious disability » Gifted referral » Student has been retained » Student is in danger of being retained (must follow NMAC requirements) » Student has been exited from Special Education » Student has been restrained two or more times in a 30-day period
A parent who requests his/her child be in SAT or referred for an evaluation of a learning disability	A parent who requests his/her child be in SAT or referred for an evaluation of a learning disability
A student could only be referred to SAT in Tier 2	A student can be referred to SAT at any layer in MLSS
Tier 2 & 3 targeted interventions could only be accessed through SAT	Targeted interventions can be accessed at any layer
Teachers had to wait until the SAT meeting to change an intervention if ineffective SAT Intervention plans were monitored and adjusted for efficacy after a certain time period	Based on data, a teacher can adjust or change an intervention that is not effective at any time
The previous SAT process only allowed for interventions to be developed and placed on the Academic Intervention Plan, Behavior Intervention Plan (BIP) or Academic Improvement Plan (AIP)	Accommodations and interventions can be included in the Student Support Plan (Academic Improvement Plan or Behavior Intervention Plan)
The SAT team was usually the only place to study student performance and create interventions	Teacher PLCs collaborate weekly/biweekly to study student performance and create school-wide supports for interventions instead of just a SAT team doing this

Needs Assessment Consolidation to Reduce Burden

- Student Support and Academic Enrichment, Title IV, Part F
- Indian Education Needs Assessment

Student Support and Academic Enrichment, Title IV, Part F

Plans That Work: Tools for Supporting School Improvement Planning

For schools identified for comprehensive support and improvement (CSI), districts are required to work with school teams to conduct a school-level needs assessment. State educational agencies (SEAs) and districts are also required to complete a needs assessment for several other major program areas included in the the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) (link is external) (e.g., **Title I Part A; Title IV Part F**) (for more information on these requirements, please see the *the Needs Assessment Guidebook* from the State Support Network, available [here](#)). Needs assessments encourage districts and their schools to systematically examine performance gaps and identify, understand, and prioritize the needs that must be addressed to improve outcomes for all students. Conducting a needs assessment can also help district and school staff understand how the various components of their local educational system interact. Specifically, the needs assessment process helps districts to:

1. find gaps between current conditions (what is) and desired conditions (what should be);
2. place these gaps or needs in priority order;
3. implement strategies, practices, and evidence-based interventions aligned to needs; and
4. target resources to address needs.

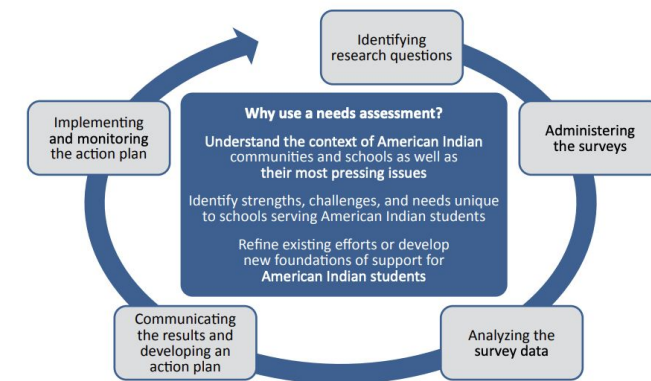
SEAs and districts are required to engage in timely and meaningful discussion with stakeholders during the needs assessment process, specifically principals and other school leaders, teachers, and parents; in addition, it is highly recommended that SEAs and districts engage with a wide range of other stakeholders appropriate to the local context, such as business or community leaders. A key element of a successful needs assessment is a root-cause analysis following the initial needs assessment process by examining relevant data to understand the most pressing needs of students, schools, and educators and the possible root causes of those needs.¹ Data on students (e.g., assessment results, graduation rates), schools (e.g., resources, climate), and educators (e.g., effectiveness, retention rates) can also provide insight into local needs. Districts should consider the following when conducting a needs assessment:

- In addition to the required stakeholders, which other stakeholders are needed to identify local needs?
- What data are required to best understand local needs?
- How do student outcomes align to identified performance goals?
- What are the potential root causes of inequities or performance gaps?
- How should needs be prioritized when several are identified?

Indian Education Needs Assessment - IES estimates 150 hours/LEA

“State and local education agencies that are interested in implementing a needs assessment should identify participants with experience in school or district improvement and American Indian education. Agencies might also find it helpful to engage staff who have a basic understanding of spreadsheet software such as Microsoft Excel. **Participants should plan on spending 20–40 hours on each step of the improvement cycle, though the number of hours could be substantially larger depending on the extent of the improvement effort and education agency needs** (figure 2 shows a sample timeline). Additional time may also be required to communicate with educators to encourage response to the needs assessment surveys. The cycle represented in figure 1 provides a general overview of a typical needs assessment and improvement cycle. Several documents were considered when developing this cycle. For further information and guidance on needs assessments and education improvement, see Corbett and Redding (2017) and U.S. Department of Education (2016).

Figure 1. Needs assessment and improvement cycle



Source: Adapted from Corbett and Redding (2017).

[Source: Guide to Conducting a Needs Assessment for American Indian Students, IES](#)

Administrative Burden Definition Elaboration

PED does not consider tasks to be administrative burden if an LEA or LEA stakeholder would perform this task in the normal course of operations and/or which represents sound managerial or instructional practice, such as strategic planning, budgeting and financial reporting, conducting a needs assessment, or administering academic assessments.

Administratively burdensome tasks are data collection and submission activities which could be deleted, reduced, replaced, or reconceived with more useful or streamlined methods:

- Assessments are an administrative burden if educators don't get the test data back in time to make instructional, curricular, or policy decisions that would have a meaningful effect on student performance. Reduction of burden is not necessarily equated to a reduction of testing time or administration hours.
- The collection, submission, reviewing, cleaning, and reporting of information/data which are of minimal value to anyone, are of poor quality, are not provided on a timely basis with which to make a decision or take action, and/or not used in daily management of the program to drive performance improvement.
- The submission of plans and data or introduction of new processes for accountability purposes that require duplicative work
- A blanket one-size-fits-all mandate, without providing flexibility for local needs
- Comprehensive reviews, when sampling would generate sufficient results, e.g., review of all requests for reimbursement (RFR) for grant expenditures vs. sampling for districts with a strong track record of financial competence and a diminimus # of audit findings.

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