

Public School Reporting Requirements

Dr. Cindy L. Sims

Superintendent

Estancia Municipal School Districts

Number of Administrative Reports: 10

- 90-Day Plans X 2 (in NM DASH)
- Attendance Plan
- MLSS Self Assessment
- Equity Plan
- Structured Literacy Plan
- ARP/ESSER Plans
- IDEA & Federal Program Applications (Title I, II, III, IV)
- Elementary Fine Arts Application
- STARS (x4)
- School Safety Plan
- Educational Plan (in NM DASH)

Number of Different Websites: 9

The different website portals can be perceived to represent the different silos the PED bureaus operate in.

90-Day Plan – submitted by school each semester

NMDASH - <https://dash.ped.state.nm.us/>

2021-22 Semester 2 High School January 04, 2022 – May 27, 2022

- View Performance Challenges
- View Root Causes

Focus Areas

School Culture - Grad ^{Draft}

DESIRED OUTCOMES

Instructional time is prioritized as evidenced by all staff utilizing systems that reduce interruptions or disturbances of class through good attendance/participation (98% or higher), and through engaging, rigorous, multi-levelled bell-to-bell instructional design. Staff will utilize student advisory time to appropriately identify, inform students, and plan for next steps and referrals for interventions. Staff's planning documentation (unit plans, class management plans, advisory notes, weekly PLC notes) will reflect planning for MLSS levels). Office referrals will occur minimally due to engaged students and effective teacher-created class management. Students will pass all classes.

CRITICAL ACTIONS


Date Range	Critical Action	Resources Needed	Person(s) Responsible	Person(s) Involved
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PROGRESS INDICATORS

Indicator Date	Evidence of Progress
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Attendance Plan – submitted annually for schools with <95% attendance rate

<https://afsa.ped.state.nm.us/Account/Login>



Attendance Success Plan

ESTANCIA MUNICIPAL SCHOOLS
ESTANCIA HIGH
2021-2022

MY DISTRICT ADMIN INSTRUCTIONS RESOURCES SCHOOL LIST

Contact Information

Chronic Absence Data for Subpopulations

Root Causes

Tiers of Support

Progress Update

Final Submittal

Print

Contact Information

School Contact

LEA Name:

School Name:

Enter Contact Name:

Contact E-mail:

Contact Phone number:

District or School Attendance Team

Regardless of their absence rate, school districts must have an attendance team. Some districts may choose to have both a district and school level attendance team, depending on district size and need. The district or school attendance team is a group of school-based administrators, teachers, staff, other school personnel and community members who collaborate to implement an attendance plan. Attendance teams may be formed in whole or in part from preexisting groups or teams within the public school or may be formed for the explicit purpose of improving school attendance. School districts must reserve time for school personnel to collaborate as an attendance team. School districts must provide support and guidance to attendance teams on transportation and school scheduling options when these are identified as barriers to attendance.

Enter the names of attendance team members

Four Tiers Of Support: School Strategies to Improve Attendance

Tier 1: Whole School Prevention

Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.

Tier 1 strategies include engaging school climate, developing positive relationships with students and families, sharing impact of absences so it is widely understood, recognizing good or improved attendance, and identifying and addressing common barriers to attendance.

Add Row

Strategy	Performance Measure	Data Collection Plan	
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Tier 2: Individualized Prevention

Individualized prevention includes targeted intervention strategies for individual students who are missing five percent or more but less than ten percent of classes or school days for any reason. Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.

Tier 2 strategies include personalized outreach, assessing student and family needs, service coordination with health and social service providers to meet needs, and individualized action plans that address chronic absences and barriers to attendance and increase school engagement.

Add Row

Strategy	Performance Measure	Data Collection Plan	
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Tier 3: Early Intervention

Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.

Tier 3 strategies include developing individualized student intervention plans that focus on keeping the student in an educational setting with weekly progress monitoring and contract for attendance.

Add Row

Strategy	Performance Measure	Data Collection Plan	
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Tier 4: Intensive Support

Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.

Tier 4 strategies include giving written notice to the student's family with a scheduled time to meet with the school principal and the attendance team, establishing non-punitive consequences at the school level, identifying appropriate specialized supports that may be needed to help student address the underlying causes of excessive absenteeism, and notifying the student and their family about the consequences for further absences.


Add Row

Strategy	Performance Measure	Data Collection Plan	
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MLSS – annual update on school assessment

<https://mlss.ped.state.nm.us/Account/Login>

New Mexico Multi-Layered System of Supports



ESTANCIA MUNICIPAL SCHOOLS
ESTANCIA HIGH
2021-2022

HOME ADMIN GLOSSARY DISTRICT SUMMARY REPORT

- Main
- Summary
- Layer 1: Universal Interventions
- Layer 2: Targeted Interventions
- Layer 3: Intensive Interventions
- School Supports
- Family Engagement
- Community Schools
- Structured Literacy
- Final Submittal

Main Page

Main Information

Final Submit Date:

District Name:

School Name:

Principal Name:

Assigned District or Charter MLSS Point-of-Contact:

If you are unsure who your district's MLSS Point-Of-Contact is, please contact: Multi.layeredss@state.nm.us

Leadership Team

+ ADD New Row

Name	Title	Email	
Hope Solomon	Coordinator	hope.s@emsdbears.us	Remove
Martha Smith	Member	martha.smith@emsdbears.us	Remove
Shari Bock	Member	shari.bock@emsdbears.us	Remove
Mindy Lingnau	Principal	mindy.lingnau@emsdbears.us	Remove
Marth Ward	Member	martha.ward@emsdbears.us	Remove
Leslie Fastnacht	Member	leslie.fastnacht@emsdbears.us	Remove

Layer 1: Universal Interventions

		Opportunity 1	Partial Implementation 2	Full Implementation 3	Documentation <i>(Examples)</i>	Documentation <i>(Notes)</i>	Rating
L1.1	A high-quality, rigorous core curriculum that is culturally and linguistically responsive	None or some grade levels have a high-quality core curriculum in math and reading. The core curriculum may not be aligned with CCSS, may not meet students' needs, or may not be culturally or linguistically responsive. Teachers may be expected to supplement the curriculum with their own materials.	Most grade levels have a high-quality core curriculum in math and reading that is aligned with CCSS and that meets students' needs . There are school-wide expectations for using the core curriculum, but the expectations are not monitored by administrators .	Each grade level has a high-quality core curriculum in math and reading that is aligned with CCSS, meets students' needs, and is culturally and linguistically responsive . There are school-wide expectations for using the core curriculum and the expectations are monitored by administrators . School and district staff incorporate local knowledge from the communities they serve into community school practices and curriculum.	Scope and sequence aligned to standards Classroom walk-through forms Evidence-based core curriculum materials	Grade level teachers in math and ELA have adopted and are using Savvas (on CLR responsive list) Other core teachers are using CCSS-aligned adopted materials. All	3
L1.2	Demonstrable school-wide system of positive behavioral interventions and supports	Shared expectations for behavior are not evident. If school-wide behavior data are collected, they are not analyzed. Positive-to-corrective feedback ratio is below 3:1.	There are shared behavioral expectations in most classrooms. School-wide behavior data are collected and analyzed. Positive feedback ratio is between 3:1 and 5:1.	There are shared behavioral expectations in all classrooms and common areas including school buses . Parent/Family Advisory Councils and students are a part of developing the expectations. Positive behavioral interventions and supports are included in the school's wellness policy. School-wide behavior data are analyzed and used to modify the school environment and adult behavior . Positive feedback ratio is above 5:1 . The school leadership team is included in the development of the PBIS expectations.	Social contracts or behavior intervention plans Disaggregated behavior data reports to include observation or anecdotal records Classroom walk-through forms School handbooks and wellness policy	Schoolwide systems have been established for layered interventions. Whole school positive incentives include: Bear Pride postcards, advisory awards for	2

Layer 1: Universal Interventions, L1.1 – 9

Layer 2: Targeted Interventions, L2.1- 4

Layer 3: Intensive Interventions, L3.1 – 4

School Supports: SS1 – 4

Family Engagement: FE1 – 3

Community Schools: CS1 – 5

Structured Literacy: SLF1 – 5



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Resource Menu	Content Description
MLSS Manual	This New Mexico Multi-Layered System of Supports (MLSS) manual updates the instructional framework and guidance on the statutorily mandated (NMSA 22-13-32) response to intervention process in New Mexico to be more comprehensive, target features of implementation, and to include resources available at each layer of support.
MLSS Implementation Guide	The purpose of the implementation guide is to provide district, school leadership and teachers with guidance, resources, and tools for ensuring an effective implementation of MLSS. Implemented well, MLSS will lead to appropriate instruction for students, inclusive of at-risk students* in any content area. Schools can use the guiding questions to examine their current practices to determine existing systems and structures that can be leveraged and determine where additional practices need to be created.*In New Mexico and in reference to the Martinez/Yazzie consolidated lawsuit, at-risk means: Native American students, students with disabilities, students who are English learners, economically disadvantaged students, and students who are highly mobile. (New Mexico Public Education Department, Martinez and Yazzie FAQs)
MLSS Self-Assessment Instructions	The MLSS Self-Assessment is a web-based tool that school sites can use to gather baseline implementation data of the MLSS Framework. This tool provides a transparent measure on a vast array of programs, policies, and initiatives that become the starting point for collaborative conversation with district and school leaders. If you require assistance with accessing or completing the MLSS Self-Assessment please contact Kenneth Stowe (multi.layeredss@state.nm.us) or (505-412-9979).
Link to MLSS Self-Assessment: https://mlss.ped.state.nm.us/Account/Login	
MLSS Implementation Rubric	This tool assists school and district administrators with assessing the current state of MLSS implementation through targeted progress measures. Use this tool to plan future implementation programs, policies and initiatives.
MLSS Continuum of Supports Flowchart	This decision making flowchart is a tool to assist teachers and education professional a means to assess the current needs of a student and plan for future interventions/supports. This tool may be provided to the Student Assistance Team (SAT) to help make evaluative judgements of the efficacy of targeted interventions.
MLSS-Overview Presentation	This presentation slide deck provides a quick overview of the core elements of MLSS.

Highest Priority

Focus area of highest priority toward successful implementation of MLSS at the school:

Is this MLSS focus area aligned with the school's DASH plan?

Focus Area: Desired Outcomes

What changes in adult behavior would you like to accomplish in this MLSS focus area? (must be observable and measurable)

Individual classroom lesson designs to include developed plans to identify students with specific areas in need of interventions and a plan to monitor effectiveness of interventions. As well, adults need to consistently and frequently communicate goals and progress to families and include them in the plan for success. Intervention referrals, Planning documentation (PLC notes, unit plans, etc, and family contact logs). Look for opportunities to promote and encourage

Focus Area: Progress Indicators

How will you monitor and measure these Desired Outcomes? (Examples might include classroom walkthrough observations, assessment calendars, lesson plans, DDI action plans, agendas/resolutions from PLCs, survey results, self-reported reflections, etc.)

Class design (walkthroughs/observations) Class intervention referrals, teachers' advisory contact logs and individual student conference documentation, PLC notes, other planning notes (lesson plans, classroom formative assessment data, and unit plans), EOY self reflections. Also collect parent participation data at school-sponsored events such as Showcase, Advisory meetings, and other performances/assemblies.

Optional Targeted Assistance

What additional support(s) will you need to achieve these Desired Outcomes? (Examples include PD, training, consultation, coaching, materials, etc.)

Time (effective PLC schedule to include support staff and sped staff), continued professional development for MLSS, and the Savvas adoption materials.

Optional Braiding of Funds/Initiatives

What ideas do you have for the braiding of funds and/or initiatives that can lend synergy to implementation of MLSS at the school? (Examples include ESSA Title funds, IDEAB, Safe & Healthy Schools, Community Schools, Structured Literacy, Yazzie/Martinez Equity Council, etc.)

The district will be using Title I, At-Risk, Family Income Index, and ARP/ESSER funds to support layered intervention programs, after-school tutoring, and SEL initiatives in the district.

Superintendent's Equity and Advisory Council
<https://webed.ped.state.nm.us/sites/MartinezYazzieEquity/SitePages/Home.aspx>

Complete the Readiness Assessment:

<https://docs.google.com/document/d/197ernHruu6BAvp0aWhD8BUfpYAIXj0B5ExMKoc-g3VU/edit>

Complete the Culturally & Linguistically Responsive (CLR)
Framework Inventory

https://docs.google.com/document/d/1o15rwfggDgdSBod0JmXiI60I1A4_ZEgeuRzMydsRyg/edit

<https://docs.google.com/document/d/1ByC91fUxKETp6sC3qNlCxRix-d2Mcx7P2ceOA1q07q4/edit>

LEA Literacy Plan Template 2022-2023

All LEAs must complete a Literacy Plan for the 2022-2023 school year. This template is designed for K-5 LEAs.

Section I: LEA Overview and Needs- Specific to your LEA, what are the needs of the district/charter specific to literacy. Please include student/district/charter data and demographics to support the literacy needs.

Section I: LEA Overview and Needs-

Section II: LEA Dyslexia Screening Plan- Please answer the following questions regarding screening, data analysis, instruction, intervention, and communication around dyslexia screening.

Section II: LEA Dyslexia Screening Plan-

1. What is the LEA's plan for screening 1st grade students for dyslexia in the 2022-2023 school year (please include name of screener(s) and timeline for completion)?
2. Please complete the following chart regarding the data analysis process:

Who will analyze the dyslexia screener data?	When will the data analysis occur?	What will be the next steps following data analysis?	Plan for monitoring students exhibiting characteristics of dyslexia.

GREAT access to information; resources are easily available!



TRAININGS AND WEBINARS

Home / Offices and Programs / Martinez and Yazzie Consolidated Lawsuit / Trainings and Webinars

2022 TRAININGS AND WEBINARS

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Culturally and Linguistically Responsive Inventory & Framework
4:45 pm - 5:00 pm	Announcements, Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

May 2022 Equity Council Meeting PPT (PDF)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Culturally and Linguistically Responsive Inventory & Framework
4:45 pm - 5:00 pm	Announcements, Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

May 2022 Equity Council Meeting (web, video)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Culturally and Linguistically Responsive Inventory & Framework
4:45 pm - 5:00 pm	Announcements, Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

April 2022 Equity Council Meeting PPT (PDF)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Culturally and Linguistically Responsive Inventory & Framework
4:45 pm - 5:00 pm	Announcements, Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

April 2022 Equity Council Meeting (web, video)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Equity Plan, Budgets, and NWEA/AS Supplemental Module
4:45 pm - 5:00 pm	Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

March 2022 Equity Council Meeting PPT (PDF)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Equity Plan, Budgets, and NWEA/AS Supplemental Module
4:45 pm - 5:00 pm	Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

March 2022 Equity Council Meeting (web, video)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Readiness Assessment and NWEA/AS Supplemental Module
4:45 pm - 5:00 pm	Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

February 2022 Equity Council Meeting PPT (PDF)

Welcome. We are so glad you are here.

TIME	ITEM
3:30 pm - 3:45 pm	Welcome & Vision
3:45 pm - 4:45 pm	Readiness Assessment and NWEA/AS Supplemental Module
4:45 pm - 5:00 pm	Reminders & Next Steps

Statewide Equity Council Leads 2022

Equity Councils Only

February 2022 Equity Council Meeting (web, video)

Welcome. We are so glad you are here.

TIME	ITEM
12:00 pm - 12:15 pm	Registration
12:15 pm - 12:30 pm	Break
12:30 pm - 1:00 pm	Statewide Equity Council Leads 2022
1:00 pm - 1:15 pm	Break
1:15 pm - 1:30 pm	Statewide Equity Council Leads 2022
1:30 pm - 1:45 pm	Break
1:45 pm - 2:00 pm	Statewide Equity Council Leads 2022
2:00 pm - 2:15 pm	Break
2:15 pm - 2:30 pm	Statewide Equity Council Leads 2022
2:30 pm - 2:45 pm	Break
2:45 pm - 3:00 pm	Statewide Equity Council Leads 2022

Statewide Equity Council Leads 2022

Equity Councils Only

January 2022 Equity Council Meeting PPT (PDF)

Welcome. We are so glad you are here.

TIME	ITEM
12:00 pm - 12:15 pm	Registration
12:15 pm - 12:30 pm	Break
12:30 pm - 1:00 pm	Statewide Equity Council Leads 2022
1:00 pm - 1:15 pm	Break
1:15 pm - 1:30 pm	Statewide Equity Council Leads 2022
1:30 pm - 1:45 pm	Break
1:45 pm - 2:00 pm	Statewide Equity Council Leads 2022
2:00 pm - 2:15 pm	Break
2:15 pm - 2:30 pm	Statewide Equity Council Leads 2022
2:30 pm - 2:45 pm	Break
2:45 pm - 3:00 pm	Statewide Equity Council Leads 2022

Statewide Equity Council Leads 2022

Equity Councils Only

January 2022 Equity Council Meeting (web, video)



Martinez and Yazzie Consolidated Lawsuit

Equity Councils

[Trainings and Webinars](#)

Equity Council Resources

Readiness Assessment

Culturally and Linguistically Responsive Framework

Advisement Process

Support and Accountability

Frequently Asked Questions

ARP/ESSER (Federal Program Funds)

Budget is submitted by Finance Director

https://8980bb28-c905-492b-84c8-7bcacefd6756.usrfiles.com/ugd/8980bb_c468a6f3abdf40d9af0873f9d5c1c325.pdf

Plus Research Evidence:

https://drive.google.com/drive/u/0/folders/1LsLdgE5o_2acOyIkpcAZ3l2iPTfV0mUX

Federal Program & IDEA Applications

Title I Application

https://docs.google.com/document/d/1w8U6NT5SJ9FL_zbDCdhM5v689FgCNkw3Fxs8xJMUxWc/edit

The same for

Title II

Title III

Title IV

IDEA

School Safety Plan – updated annually

Template provided

https://docs.google.com/document/d/16X_2GQAlZYv4rN5oAuo7fVcMDANDWbeTyeLXn-5SBY/edit

Rubric for scoring provided

Section II: PREVENTION	Met	Not Met	N/A	Comments/Recommendations
2.1 Health Services				
*Provided information on local school-based health centers for students or community health centers to students and/or parents/guardians				
2.2 Infectious and Communicable Disease				
* Provided site-specific infectious and communicable disease preparedness and response plan, including persons responsible(see Appendix C and D for DOH guidance)				
*Provided written resources/tips for students and parents/guardians on pandemic influenza/ other viruses, and described how information is disseminated.				
2.3 Behavioral and Mental Health (B/MH)				
* Provided written summary of B/MH programs that links students to community mental health services				
*Provided site-specific B/MH programs that includes social and emotional learning activities for students.(Outline)				
*Included B/MH program acknowledges NM's Age of Consent for Mental Health Services				
* Provided a list of school programs that support/promote students' social and emotional well-being; i.e. conflict resolution, restorative justice practices, mentoring, volunteering, mediation (staff or peer led), natural helpers, etc.				
2.5 Suicide Awareness and Prevention				
* Provided suicide awareness/prevention protocol.				
* Identified Crisis Intervention Team by name and title.				
* Crisis Intervention Team members are trained in a gatekeeper program (e.g., QPR); Provided name/type and frequency of training				
*Provided description of referral network for intervention				

Section III:
Protection
(5)

Section IV:
Mitigation
(3)

Section V:
Response
(22)

Section VI:
Recovery (3)

Again, GREAT Resources!!!

SAFE SCHOOLS

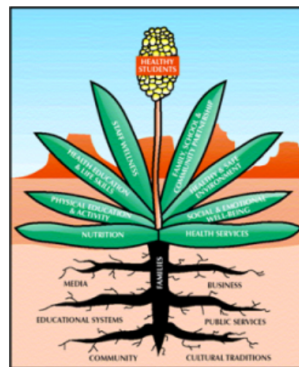
Home / Offices and Programs / Safe & Healthy Schools / Safe Schools

SAFE SCHOOLS PLANS GUIDANCE

- [NM Planning For Safe Schools Guide 2021-2022](#)
- [Safe Schools Review Rubric 21-22](#)
- [School Threat and Hazard Assessment Worksheet \(Excel\)](#)
- [School Threat and Hazard Assessment Worksheet \(Word\)](#)

SAFE SCHOOLS PLANS SUBMISSION DOCUMENTS

Safe Schools Site Safety Plan Template Schools may wish to consider utilizing this template in the formation of their safe schools plans. This template is a framework for school safety planning and includes all the necessary elements for a thorough plan. The plan is required to be SCHOOL SITE specific. Information within in the plan must reflect specific school site information in order to meet review requirements and be approved by the PED. For more information regarding the template and submission, please contact Melanie Granito at melanie.granito2@state.nm.us



- [2019 Chaptered Emergency Drill Requirements](#)
- [Side by Side Emergency Drill Comparison](#)
- [DHS K-12 School Security: A Guide for Preventing and Protecting against Gun Violence](#) provides preventive and protective measures to address the threat of gun violence in schools. The *Guide* is delivered in two parts: the first portion is a PDF with general security best practices and considerations in narrative format; while the second portion is an Excel-based security survey. Together, these tools outline action-oriented security practices and options for consideration based on the results of the individual school's responses to the survey.
- [School Resource Officers, School Law Enforcement Units and the Family Educational Rights and Privacy Act \(FERPA\)](#): This FAQ document is follow-up to the Federal Commission Report and consolidates guidance and technical assistance into a single resource to help raise schools' and districts' awareness of these provisions (02/12/19).
- [Unsafe School Choice Option](#)
- [The Final Report of the Federal Commission on School Safety \(Dec. 2018\)](#)
- US Secret Service resource for [Enhancing School Safety Using a Threat Assessment Model](#).
- US Department of Homeland Security [Guide for Preventing and Protecting Against Gun Violence](#) and [School Security Survey for Gun Violence](#) (click on the School Security Survey to access the site assessment Excel workbook)









Ed Plan – submitted annually with budget
NMDASH - <https://dash.ped.state.nm.us/>

Began with a HORRENDOUS amount of reporting for
the 2021 – 2022 school year



NAME	DOCS ▲
Other Supporting Evidence ⓘ	0
+ Attach Evidence	
2021-2022 SEG Planning Summary (For Reference Only) ⓘ	1
+ Attach Evidence	
HQIM Spreadsheet ⓘ	1
+ Attach Evidence	
Not using estimated SEG share ⓘ	1
+ Attach Evidence	
Federal and Local Revenue Narrative ⓘ	1
+ Attach Evidence	
Priority Needs Statement ⓘ	1
+ Attach Evidence	
Student Demographics ⓘ	1
+ Attach Evidence	
Services and Interventions Checklist ⓘ	1
+ Attach Evidence	
Funding Sources, Allocations and Budgeted Expenditures Checklist ⓘ	1
+ Attach Evidence	

Overall Approach - Summary Statement ⓘ	1
+ Attach Evidence	
Students with Disabilities Services ⓘ	1
+ Attach Evidence	
Students with Disabilities Description ⓘ	1
+ Attach Evidence	
Structured and Early Elementary Literacy Funding Narrative ⓘ	1
+ Attach Evidence	
Structured and Early Elementary Literacy Monitoring ⓘ	1
+ Attach Evidence	
Structured and Early Elementary Literacy Allocations ⓘ	1
+ Attach Evidence	
Instructional Materials Diversity ⓘ	1
+ Attach Evidence	
Instructional Materials Evaluation Process ⓘ	1
+ Attach Evidence	
Justification for Title not on State List ⓘ	1
+ Attach Evidence	
At-Risk Narrative and Funding Report ⓘ	2
+ Attach Evidence	

Family Income Index Narrative 	2
 Attach Evidence	
<hr/>	
Goals Statement 	3
 Attach Evidence	
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Performance Targets 	3
 Attach Evidence	
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Beginning Teacher Mentorship Narrative 	7
 Attach Evidence	

2021 – 2022: Queries = 136

2022 – 2023: Queries = 30

2022 – 2023: GREAT JOB on reduction!!!

▼ Requirements

ITEM	ID	EVIDENCE	COMMENTS	STATUS
At-Risk		6/6	0 comments	In Progress
ELTP and K-5 Plus		4/4	0 comments	In Progress
Beginning Teacher Mentorship		6/6	0 comments	In Progress
Performance Targets		1/1	0 comments	In Progress
Special Education		5/5	0 comments	In Progress
Federal & Local Revenue		4/4	0 comments	In Progress
Family Income Index		6/6	2 comments	In Progress

Other Programs Requiring Reports:

STARS 40, 80, 120, EOY Reports

Bilingual Ed Act

Indian Ed Act

CTE Grant

PROS:

- Access to SO MANY wonderful resources online to help through the process
- PED staff are helpful!

CONS:

- Missing the most important resource: TIME
- Too many different websites for reporting
- Reports are TOO involved/detailed
- Suggestion: follow revisions made on Ed Plan - KISS

How do we find a balance of accountability with streamlined paperwork, warehousing the reports in one location?

Small and micro districts do not have departments, they typically have the Superintendent , a Finance person, and a few administrative assistants – meaning all/most of these documents are prepared by one person. That is not to say there is not a team for input and development; there just not a team to delegate document completion to. There are no staff to delegate the reports to – the staff team consists of “me, myself, and I.”