



**Request for Application (RFA) for  
Comprehensive Support & Improvement Schools  
(CSI)  
Title I Sec.1003 [a]**

**Every Student Succeeds Act  
CFDA Number: 84.010A**

**Deadline to Submit RFA:  
February 12, 2018**

*This is only a Request for Application (RFA) and does **NOT** constitute an award. Should this RFA result in an award, the LEA Superintendent/Charter Director will be notified by an official award letter. Only upon receipt of an award letter, signed by Secretary Designate Ruszkowski, may the LEA/charter school submit a Budget Adjustment Request (BAR).*

**New Mexico Public Education Department  
300 Don Gaspar Ave,  
Santa Fe, NM  
87501**

## New Mexico Public Education Department: School Improvement 1003[a]

### I. Background

Under the New Mexico Public Education Department's (NMPED) approved Every Student Succeeds Act (ESSA), the state's lowest-achieving schools are identified as Comprehensive Support and Improvement (CSI) schools. As a result, CSI schools, with the support of the larger Local Education Agency (LEA) and school community, have an opportunity to develop and implement targeted interventions with the goal of achieving dramatic school-level achievement gains such that the school is in good academic standing within three years.

### II. Purpose

LEAs with identified CSI schools are able to identify pathways for intensive improvement under New Mexico's ESSA plan:

1. NM DASH-Plus,
2. Applying and participating in State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence),
3. High school transformation in partnership with PED (only 10 high schools will be selected for this opportunity each cycle) and
4. Application for Competitive Grants for School Improvement

The primary purpose of the CSI Request for Application process is to provide LEAs with schools identified as CSI the opportunity to apply for additional funding through a competitive grant process to support participation in an evidence-based school improvement program or innovative school interventions. This may be in addition to or in support of state-sponsored programs funded via targeted investments.

### III. Eligibility

This competitive grant is open to LEAs with CSI Schools. There are three ways a school can be identified as being in need of Comprehensive Support and Improvement:

1. Being among the lowest-performing 5% of **Title I** schools in the state, based on the total number of points earned on the School Grade Report Card;
2. Having a 4-year graduation rate below 67% for two out of the past three years (**Title I and non-Title I** high schools).

LEAs may submit multiple applications in response to this RFA, however; **only separate and complete applications for each CSI school will be accepted.**

A full list of CSI schools is available on the NM PED ESSA in New Mexico page:

<http://www.ped.state.nm.us/ped/ESSA.html>

### IV. Evidence-based Interventions<sup>1</sup>

LEAs are charged with implementing ESSA, and ensure that LEAs are utilizing evidence-based strategies, activities, and interventions in schools in need of significant improvement.

---

<sup>1</sup> Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments  
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

While some ESSA programs allow the use of all four levels of evidence, Section 1003a of New Mexico’s ESSA Plan requires that CSI schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

- Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial).
- Moderate: at least one well-designed and well-implemented quasi-experimental study.
- Promising: at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

The PED will not provide a list of potential evidence-based interventions for school turnaround programs for use by LEAs in schools identified as CSI that choose to apply for the Competitive Grants for School Improvement. It is incumbent upon the LEA to demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table1).

**Table 1: Tiers of Evidence in ESSA**

Category 1:	Tier 1	Tier 2	Tier 3
“demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.”	“strong evidence from at least 1 well-designed and well-implemented experimental study”	“moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study”	“promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

**V. LEA Organizational Conditions**

LEAs must demonstrate that they have the organizational conditions necessary for turnaround success (as identified below) when applying to participate in the following evidence-based school turnaround programs:

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program<sup>2</sup>

**Leadership Conditions:** LEAs must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.

**Differentiated Support and Accountability Conditions:** To achieve ambitious results, LEAs committed to turnaround must prioritize low performing schools and provide both additional, core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.

**Talent Management Conditions:** Public education is human capital intensive and efforts to turnaround low-Performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround. LEAs must establish and continuously improve human capital management systems, including educator evaluation and support systems. Title II, Part A funds may be used by SEAs and LEAs to develop, implement, and improve rigorous, transparent, and fair evaluation and support systems if these systems are based in part on evidence of student achievement, which may include student growth, and must: (1) include multiple measures of educator performance, such as high-quality classroom observations and (2) provide clear, timely and useful feedback to educators. (ESEA sections 2101(c)(4)(B)(ii) and 2103(b)(3)(A)).

<sup>2</sup> The NM Leadership Innovation Program is akin to the Principals Pursuing Excellence Program.

**Instructional Infrastructure Conditions:** LEAs often have invested heavy resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. LEAs must own this challenge and create an instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction are clear.

**VI. Funding**

For the 2017-2018 SY, ESSA requires states to set aside seven percent of Title I, Part A funds for school improvement activities. Ninety-five percent of these funds must pass through to LEAs to support CSI schools, consistent with the state’s new accountability system<sup>3</sup>.

PED is making multi-year awards (2017-2021), through the period of availability of funds<sup>4</sup>, to successful applicants.

Estimated funds available: **\$6,121,460.00** (for the 2017-2018 SY<sup>5</sup>)

**VII. Maximum Funding Amounts**

- The planning period total funding requested may be no greater than \$30,000.00.
- The year-one implementation period total funding request may be no greater than \$150,000<sup>6</sup>.
- The year-two implementation period total funding request may be no greater than \$150,000.
- The year-three implementation period total funding request may be no greater than \$150,000.
- Ninety-percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.
- Applicants must describe and justify in the budget narrative any specific LEA-level expenses (indirect cost) to be supported by funds at no more than 10% of total request for each period.
- Normal indirect cost may also be claimed at the PED approved rate for the district.
- Supplies and materials are allowable for CSI schools, if necessary to meet the project goals and objectives, but must not exceed 10% of the total budget for each project period.

**VIII. Project Period**

For applications, the full project period for this grant is three years. Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements.

<b>Project Period Timeline</b>	
Applications Released by PED	December 5, 2017
Letter of Intent to Apply due to PED (Appendix A)	January 9, 2018
Applications Due to PED	February 12, 2018
Announcement of Awards	March 1, 2018
Planning Period for LEA/Schools	March 1, 2018 to June 30, 2018
Year-One Implementation Period	July 1, 2018 to June 30, 2019
Year-Two Implementation Period	July 1, 2019 to June 30, 2020
Year-Three Implementation Period	July 1, 2020 to June 30, 2021

**IX. Application Deadline and Submission Requirements**

<sup>3</sup> ESSA § 1003(b)

<sup>4</sup> Continuing awards are dependent upon continued appropriation from congress.

<sup>5</sup> Continuing awards are dependent upon continued appropriation from congress.

<sup>6</sup> Funding will be determined based on school size on a sliding scale.

## Letter of Intent

LEAs should submit a Letter of Intent (LOI) designating the specific identified schools for which applications will be submitted.

The LOI should be submitted electronically through the Priority Schools Bureau email portal available at the following link: [ped.psb@state.nm.us](mailto:ped.psb@state.nm.us). The LOI should be received by 3:00 p.m. on January 9, 2018.

## X. Full Application Submission

Complete applications **must** be submitted electronically through the Priority Schools Bureau portal available at the following link: [ped.psb@state.nm.us](mailto:ped.psb@state.nm.us).

In addition, one original application plus one hardcopy **must** be mailed by postal service to:

New Mexico Public Education Department  
Attn: Debbie Montoya  
Deputy Cabinet Secretary, School Transformation  
Room 123  
300 Don Gaspar Avenue  
Santa Fe, New Mexico 85701

Complete hardcopy applications **must** be postmarked by February 12, 2018, and complete electronic copies must be submitted through the Priority Schools email portal ([ped.psb@state.nm.us](mailto:ped.psb@state.nm.us)) no later than 4:00 p.m. on February 12, 2018.

## XI. Budget Requirements

The budget documents requested in response to this RFA must identify and explain funded costs for activities that are necessary to carry out all aspects of the whole-school change. In addition, through the budget narrative, the LEA will be asked to identify other sources and amounts of funding that will support and sustain the activities that are crucial to rigorous implementation of the chosen evidence-based intervention.

- **Budget Narrative**

The budget narrative, described in the Proposal Narrative sections of this RFA, should identify and explain all funded costs for the entire project period (planning period, two years of implementation).

- **Budget Summary Chart (Appendix C)**

This chart summarizes the budget for the entire project period, three years of implementation.

## XII.

### Additional Budget Guidance

#### Appropriate Costs

Funds are intended to *supplement* and *support* comprehensive school reform by funding *specific* initiatives designed to promote targeted and sustainable school improvement. The actions and practices identified through each category of the project narrative drive the appropriate costs.

Appropriate costs are those costs that are directly connected to the actions and to sustaining the practices prompted in the categories of the project narrative (e.g., the implementation of a curriculum aligned the Common Core State Standards (CCSS), continuous use of data to drive decision making, extended/expanded learning time, etc.).

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food,

beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary. This does not preclude an LEA from paying the travel expense of those attending a conference or meeting that is necessary to carry out its federal grant program, which could include per diem for food.

It is incumbent upon the applicant to demonstrate the close connections between the costs proposed and the organizational or pedagogical purposes those costs will support from the project narrative.

### **XIII. Budgeting and Planning for Sustainability**

In budgeting and planning for sustainability, LEAs should be certain to support critical, ongoing activities through reliable and stable funding sources. In budgeting and planning for sustainability, funds should support but not serve as the sole source of funding for this work.

### **XIV. Reporting Requirements**

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the CSI School are required to participate in progress site visits and monitoring telephone calls with PED<sup>7</sup>.

In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress<sup>8</sup> that may include, but are not limited to:

#### **NM DASH**

- NM DASH Feedback Tool for each school (2x a year)

#### **Leading Indicators**

- Student attendance and school average daily attendance
- Attendance by instructional staff and staff average daily attendance
- Interim assessment data
- Student course completion data
- Instructional staff turnover rate
- NM TEACH information
- In-school and out-of-school suspension rates and average in-school and out-of-school suspension rates by total school and broken down by sub-group
- Chronic absenteeism rates
- Dropout rates
- Number of students completing advanced coursework by subgroup (e.g., advanced Placement/ International Baccalaureate, college pathways or dual enrollment classes [high schools only])
- Other program evaluation and indicator data as needed

#### **Lagging indicators**

- Student achievement rates

---

<sup>7</sup> Please note - if awarded, the subgrantee will be required to revise Step 2 - Analyze Data and Set Student Achievement Goals of the school NM DASH, identifying new goals that will be targeted with the RFA funds.

<sup>8</sup> Templates will be provided by PED.

- State assessment data disaggregated by sub-group
- Student achievement rates compared to the State
- Student achievement rates compared to the LEA
- Student growth data
- College readiness data
- Graduation and transition data

**Behavioral and Academic Data**

- Evidence that the LEA has a multi-tiered framework with proven evidence-based practices that improve behavioral and academic outcomes for students.
- Evidence that the school implements the practices that support student in a Multi-Tier System of Supports (MTSS) model to ensure that struggling students receive the targeted and intensive supports they need.
- PED-approved K-3 reading assessment used to measure student growth, inform instructional practice, and identify professional development needs.
- School-developed and/or LEA-directed formative/interim assessments used by the school to determine the likelihood of meeting academic achievement targets.
- School-developed and/or LEA-directed formative/interim assessments used to determine the impact of instructional practice.

**XV. Scoring Guide**

<b>CSI RFA Title I Sec. 1003[a] Scoring Guide</b>	<b>Points</b>	<b>Percent</b>
<b>I. LEA Organizational Culture</b>	<b>25</b>	<b>25%</b>
A. LEA Overview	5	
B: Instructional Infrastructure	10	
C. LEA Support and Accountability	10	
<b>II School Level Context</b>	<b>15</b>	<b>15%</b>
A. School Overview	5	
B. NM DASH Plans	5	
D. Collaboration Structures	5	
<b>III Evidence-Based Interventions</b>	<b>50</b>	<b>50%</b>
A. Root Cause and Focus Areas	10	
B. Choice of Evidence-Based Interventions	20	
C. Sources of Evidence	10	
D. Theory of Action	10	
<b>IV. Budget</b>	<b>15</b>	<b>10%</b>
A. Budget Narrative	5	
B. Budget (Excel Files)	5	
<b>Total</b>	<b>100</b>	<b>100%</b>

**XVI. Review and Ranking of Applications**

Only complete applications from eligible LEAs received at PED by the due date will be accepted. LEAs must clearly identify in the application cover page the specific CSI schools for which they are applying or the application will be rejected as incomplete.

All complete applications will be reviewed and rated by at least two external reviewers.

1. The scores of the first two reviewers will be totaled and then averaged to arrive at the final score for each application using the percentage.

2. If there is a difference of 7 points or more between the two reviewers' scores, a third reviewer will review the application.
3. The two scores mathematically closest to each other will be averaged for the final score unless the difference between the third review score and the first two are equidistant; in which case the third reviewer's score will solely be used.
4. Total scores will be rank ordered using the final score on the application.
5. LEAs will be selected in order of rank; however, not all applying schools in a LEA may be selected dependent on funding availability.

## **XVII. Continuation or Redistribution of Funding**

Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements.

If a subgrantee fails to comply with Federal statutes, regulations or the terms and conditions of this award, the State Education Agency (SEA) may impose additional conditions, as described in §200.207 Special Conditions (below).

If the SEA determines that noncompliance cannot be remedied by imposing additional conditions, the SEA may take one or more of the following actions, as appropriate in the circumstances:

- a) Temporarily withhold cash payments pending correction of the deficiency by the subgrantee or more severe enforcement action by the SEA.
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the award.
- d) Recommend the USED initiate suspension or department proceedings as authorized under 2 CFR part 180.
- e) Withhold further Federal awards to the project or program<sup>9</sup>.

The SEA may impose additional award conditions<sup>10</sup> as needed, which may include the following:

- 1) Requiring payments as reimbursements rather than advance payments;
- 2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
- 3) Requiring additional, more detailed financial reports;
- 4) Requiring additional project monitoring;
- 5) Requiring the subgrantee to obtain technical or management assistance; or
- 6) Establishing additional prior approvals.

If any funded LEAs withdraw or become ineligible within the first year of funding due to not progressing toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements, the leftover funds may be used to fund the next highest ranking applications.

---

<sup>9</sup> 2 CFR Part 200 §200.338 Remedies for Noncompliance

<sup>10</sup> §200.207 Special Conditions



**LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet**

<b>LEA Information</b>		
<b>LEA/State Charter Name:</b> Alamogordo Public Schools		<b>LEA NCES ID #:</b> 046
<b>Mailing Address:</b> 1211 Hawaii Ave Alamogordo, NM 88310		
<b>Phone:</b> 575-812-6000		<b>Fax:</b> 575-812-6003
<b>Superintendent/Charter Director:</b> Adrienne Salas		<b>Email:</b> adrienne.salas@aps4kids.org
<b>Title I Director:</b> Kristie Eamello		<b>Email:</b> kristie_eamello@aps4kids.org
<b>Federal Programs Director:</b> Michelle Korbakes		<b>Email:</b> michelle.korbakes@aps4kids.org
<b>Business Manager:</b> Carol Genest		<b>Email:</b> carol.genest@aps4kids.org
<b>Comprehensive Support and Improvement Schools LEA Lead:</b> Michelle Perry		<b>Email:</b> michelle.perry@aps4kids.org
<b>LEA will Apply for the Following Eligible School(s)</b>		
<b>Name of School</b>	<b>School NCES ID #</b>	<b>Proposed Intervention Model</b>
Academy Del Sol	004	Comprehensive Support and Improvement

## CSI RFA Application

### Proposal Requirements

1. The proposal narrative should **not exceed 50 pages** (not including required charts, forms, and requested artifacts submitted as appendices).
2. It should be typed, single-spaced, with LEAs addressing each of the subsections by entering text where indicated.
3. Font may NOT be less than 12 pt. Times New Roman.
4. Charts and forms do not require 12 pt. Times New Roman font.
5. The complete LEA application including budgets, charts, and forms will be posted on the PED ESSA webpage.

**LEA Comprehensive Support and Improvement Competitive Grants Application**

<b>LEA Name:</b>	Alamogordo Public Schools
<b>Submitting on Behalf of (name of school):</b>	Academy Del Sol
<b>Number of Students Served:</b>	78 day school 86 night school
<b>Number of Certified Licensed Staff:</b>	principal: 1 counselor: 1 teachers: 7.5 FTE

**I. LEA Organizational Culture**

**A. LEA Overview**

Describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.

Alamogordo Public Schools (APS) has identified needs and set priorities for future action. APS has set strategic goals to increase student achievement, attendance, and graduation rates. In recent years, APS has participated with Principals Pursuing Excellence (PPE), Teachers Pursuing Excellence (TPE), School Improvement Grants (SIG), Results Driven Accountability (RDA), Reads to Lead (RTL), and K3+ in efforts to continuously monitor and responds to LEA needs. In addition, through the support of the funds from DODEA, APS has implemented a strong district-wide PBIS initiative. The focus of this initiative is to promote positive culture and increase achievement, graduation rates and school attendance. The PBIS initiative is continuing to develop across the district, as each site implements its own plan. APS also utilized Title 1 and 2 funds that require needs assessment no less than once a year. In effort to best utilize all support funding and programs, APS identifies on-going and developing performance challenges, root causes and priorities.

Academy Del Sol (ADS) was identified by the NM Public Education Department as a school in need of Comprehensive Support and Improvement due having a 4 year graduation rate below 67% for two out of the past three years. Further needs assessment processes include: analysis of PARCC results, Quality of Education Survey Results, Attendance rates, class failure rates, and Common Formative Assessment (CFA) results. All analysis indicated that ADS has challenges that can be met with an evidence-based school improvement program.

Describe the results of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment.

APS has set goals to increase student achievement, attendance and graduation rates. In the area of curriculum, instruction and assessment, the LEA has developed structure and guidance for scope and sequence alignment to Benchmark/Common Formative Assessments (CFA). Teachers utilize results of the CFAs to establish lesson development and respond to learning gaps. Teachers are given protected time to utilize Data Analysis processes through a district-developed template and structure. Through observation and feedback protocols, principals can monitor effective instructional delivery including adherence to the established scope and sequence. As the CFA and Benchmark assessments are delivered through an online portal (ATI Galileo), the district level administration has successfully been able to monitor student achievement data regularly. Curriculum purchases are made through a detailed process that included careful product evaluation. The APS Curriculum Advisory Team

recommended purchases that were researched-based, explicitly aligned to Common Core and provided a technology enhanced learning structure. Example of the most recent curriculum purchase: McGraw Hill Social Studies for grades 6-12. It is imperative APS continues to utilize effective and technology-driven instructional resources. For future planning, teachers must be able to evaluate the effectiveness of their aligned scope and sequence against the CFAs and the tri-annual Benchmark. This work will be accomplished in the summer of 2019.

## **B. Instructional Infrastructure**

**Instructional Materials:** Describe the process used to ensure that grade level scopes and sequences align with the Common Core State Standards for ELA/Reading and math.

Grade level scope and sequences across the district align with Common Core State Standards (CCSS) for ELA/Reading and math. APS uses benchmark assessment tools that are reflective of the PARCC assessment in both format and content. Utilizing these benchmark assessments three times a year, teachers alter and modify instruction so students are given Data Driven Instruction that is timely and impactful toward mastering the CCSS. In addition, ELA and Math teams created Common Formative assessments that are administered between the tri-annual benchmark assessments. During the process of developing these CFAs teams were required to cross walk their instructional resources, Benchmark Blueprints, and instructional scope and sequence. As not all Standards are created equal, the process was instrumental in seeing where lapses or irregular instruction was occurring. Once the teachers completed the CFA development, they arranged their common scope and sequence to best prepare the students for each Benchmark. It is with the intent that students will be better prepared to highly achieve on the PARCC by utilizing this alignment process.

**Instruction:** Describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.

Utilizing the NM Teach Framework and Oysis protocols, teachers are evaluated in their effectiveness in delivering the adopted scope and sequence. Principals also conduct “observation and feedback” opportunities for the teachers to receive scaffolded support in improving instruction. All lesson plans (per district lesson plan template) include a CCSS for each lesson. Teachers are prompted to make adjustments to instruction through the Data Analysis Tool which explicitly support item analysis for questions based in CCSS. Principals utilize the 90 day plan which is created by a site-level team. In addition teachers utilize the Teacher Learning Plan to identify professional goals that support the goals of the 90 Day Plan.

**Assessment:** Describe the LEA’s cycle of data-driven instruction. Identify the interim assessments being used.

The Common Formative Assessments and Benchmark Assessments are delivered through an online portal (ATI Galileo). The cycle of Data Driven Instruction (DDI) is driven by the occurrences of the assessments. Teachers will utilize the Data Analysis Tool and relative reports generated by Galileo in the weeks following the administration of the assessments. Teachers also use other forms of classroom-based formative assessment such as exit tickets and performance assessment.

Describe the process used to ensure that interim assessments align with the Common Core State Standards and each grade level’s scope and sequence.

ATI Galileo Benchmark Assessments are built to reflect the content and platform delivery from PARCC. CCSS standards are assessed in such a way with Galileo that we are able to gain a predictive glance regarding potential PARCC outcomes. Each grade level’s ELA and math Curriculum Advisory Teams built Common Formative Assessments by “backwards planning” from the Benchmark Blueprints. Once the Common Formative Assessments were created, the teams built the grade level scope and sequence. This work was completed in the summer of 2017. The teams will meet again in the summer of 2018 to analyze the effectiveness of the scope and sequence and make adjustments as necessary for the 2018-19 school year.

- Provide the schedule for administering common interim assessments in ELA and Math (as an attachment). SEE ATTACHED

Describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data (e.g. common planning time, teacher-administrator one-on-one meetings, and group professional development).

Teachers and leaders are effectively introduced to data-driven instruction—APS teachers understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction. Data Driven Instruction and Inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success. APS uses a variety of tests for data-driven instruction, but all of them should be reliable, valid, and aligned to the standards, concepts, and skills students are expected to learn. These standards-aligned tests can include state tests and benchmark tests that are administered several times each year and cover all standards. APS teachers even use chapter or unit tests that assess a specific standard or subset of standards.

We utilize baseline data that gives us a good sense of where students are at the beginning of the year; these data often come from the prior year’s state test because schools are held accountable by such tests. Clear goals for what students are expected to learn and to achieve; these goals are related to state standards and grade-level expectations. Goals may also be specific to improved performance on PARCC, for example, raising the percentage of students scoring Proficient or higher in mathematics from 67% last year to 84% this year. Regular assessments across the school year; frequent assessments provide multiple pieces of evidence about student knowledge and skills. Such assessments help to benchmark students’ progress across the school year. Well-focused and well-planned instruction that is based on evidence; these data show what students know and are able to do and what they still need to learn.

### **C. LEA Support and Accountability**

Identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school.

Senior Leadership that will direct and coordinate LEA participation in supporting Academy Del Sol include: Superintendent, Executive Director of Learning Services, and the Director of Secondary Education.

- Submit an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools (as attachment(s)). SEE ATTACHED

Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the LEA personnel with school leadership.

LEA leadership interacts with school leadership on a regular basis to support planning, evaluation, feedback and adaptation of the curriculum and instructional strategies used at ADS. APS provides professional development that allows ADS certified staff to take ownership of the Common Formative Assessments by collaborating and developing the assessments from the Common Core Benchmarks. The instructional alignment allows students to be adequately prepared for PARCC assessment in the spring. APS funds the assessment portal access which is not only utilized for CFAs, but also tri-annual benchmarks. APS provides ADS regular assessment results descriptive of demographics, grade-level and areas in need of improvement. The ADS 90 Day Plan is driven by the information gathered from these assessment reports.

APS supports the ADS principal's participation in PPE.

APS district leadership frequently visits and provides support and feedback to ADS administration. Such examples would include "walk-throughs," 90 Day Plan reviews, and support for instructional accommodations and RTI.

### **Communication and Stakeholder Involvement/Engagement**

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the CSI school and on the implementation status of the evidence-based intervention. The plan for consultation and collaboration provided by the LEA/school must:

- Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention.
- This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

ADS will systematically use methods to update the parents, families, community and stakeholders with regularly scheduled meetings and a baseline survey to assess needs and solicit parent involvement. APS/ADS will utilize the annual "open house" to showcase the implementation of the Comprehensive Support and Improvement funds. ADS will collect parent-contact information that will be used to promote and support parent involvement toward the goals through a Parent Advisory Committee (PAC). This committee will be tasked with analyzing the results of the baseline survey to give input toward the completion of the goals and reassess the vision and direction. A interim survey will then be conducted to monitor the success of the action plan implemented from the baseline survey. Once again, the PAC will be tasked with analysis of the survey results. This process will be repeated upon the end of the school year, and results will continually drive future planning and actions.

A school-wide newsletter, school messenger, website content, and social media outlets will be utilized to further the communication to the community and stakeholders, ensuring for regular and systematic updates regarding the goals of the CSI grant.

## **II. School-Level Context**

### **A. School Overview**

Describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable).

AdS offers a non-traditional education structure as an option for students who may experience difficulty in the traditional setting. These students may require creative, innovative, and structured alternatives within a different educational setting. AdS offers these options to students as it recognizes that a one model approach is no longer effective in meeting the goal of making all Students College and career ready. The students at Ads tested in the area of PARCC Math with minimal success. The overall scores placed 50% of the student body not meeting expectations, while 30% partially met and 20% of the student body were approaching the expectations of PARCC success. The students at Ads that tested in the area of PARCC English Language Arts also completed testing with similar success. The overall scores placed 50% of the student body not meeting expectations, while 25% partially met and other 25% of the student body were approaching the expectations of PARCC success.

Describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NMTEACH data.

The NMTEACH data ensures that every student has equitable access to an effective principal and teacher every day they are in school. Implementing a rigorous, uniform observation protocol, providing immediate constructive feedback, using meaningful student data, and other multiple measures will provide valuable information to aid the personal development and growth of each teacher and principal. Academy del Sol has a teaching staff composed of 8 certified instructors. Two members of the teaching staff are classified as highly effective, five are effective, and one instructor is minimally effective. At AdS we utilize the NMTEACH Educator Effectiveness system to provide continuous improvement and professional growth for our teachers that will in turn promote student success.

**B. NM DASH Plans**

For the school the LEA is applying on behalf of, they must submit the following components:

- Completed NM DASH Offline Planning Process Workbook or 90-day Complete Detail Printout (as an attachment). SEE ATTACHED
- Completed NM DASH Feedback Tool (as an attachment). SEE ATTACHED

**C. Collaboration Structures**

For the school the LEA is applying on behalf of, describe the collaboration structures in place to include the:

- Schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings (e.g. agendas, protocols)
- Systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.

Instructional leaders embrace the observation and feedback cycle as a means of supporting teacher development and improving student learning. Through daily observations of teacher practice and ongoing discussions of student data, they establish a shared vision and common language to describe effective teaching and its impact on student learning.

In schools where teachers and leaders embrace this practice, classroom visits cease to be a stressful experience. School leaders gather evidence during observations and thoughtfully determine what to prioritize in their feedback and suggested next steps. Teachers reflect on their practice as well and come to feedback conversations ready to engage with questions and proposed means of improving their instruction. Together they focus on what will benefit their students.

The observation and feedback cycle, implemented well, can change school culture by bringing teachers and students together in a shared commitment to improvement.

### **III. Evidence-based Interventions**

#### **A. Root Cause**

Describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and identify focus area(s).

The process used by the LEA utilized parent/student input, teacher input, community stakeholder input and review of attendance and achievement data.

There are major factors that contribute to the low graduation rate at AdS. One of those factors is directly tied to the admission process for transfer students from AHS. The ideal admission process would include a Student Assistance Team (SAT) referral. This SAT process must be refined and utilized so AdS does not receive students who cannot (due to lack of credits) graduate in four years (even with the accelerated class schedule). In addition, there must be a diligent effort to provide a systemized summer program in which students make up credit between the freshman and sophomore years and sophomore and junior years.

Another major factor that contributes to the low graduation rate at AdS is the student interest and motivation around learning academic content. Students at AdS often experience competing interests and find the typical school learning environment restraining and difficult. Students at AdS would benefit from blended learning environments, computer-based learning environments and project based learning.

#### **B. Choice of Evidence-Based Interventions**

Identify the interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.

The root cause of a low graduation rate are the following: student exhibit truancy, low academic achievement levels, high need of credit recovery (behind graduation cohort), low student motivation and interest, and high social-emotional needs.

ADS may choose the following interventions that meet the top three tiers of evidence:

- computer-based individual learning platform
- observation-feedback cycle to increase teacher effectiveness,
- modified block schedule
- extended school year
- small group learning environment
- STEM-oriented curriculum
- project-based learning
- audio-visual production components
- partnership with local college for dual credit options
- Response to Intervention ability grouping and skill grouping



- blended learning environment
- participation with “High School Transformation in Partnership with PED”
- NM Dash Plus
- PPE
- PBIS.

Determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

The interventions that meet the top three tiers of evidence which are relevant and appropriate to the needs of the school:

- Computer-based individual learning platform (Odysseyware)
- Blended-Learning
- Project Based Learning
- STEM-oriented curriculum
- Dual Credit
- “High School Transformation in Partnership with PED”
- NM Dash Plus
- PPE
- Extended or Modified School Year

Identify the school’s chosen intervention(s).

ADS’ chosen intervention programs are:

- Computer-based individual learning platform
- Blended-Learning
- “High School Transformation in Partnership with PED”
- Project Based Learning
- STEM-oriented curriculum
- Extended or Modified School Year

### **C. Sources of Evidence**

Identify the sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC\\_HS\\_Redirection\\_041607.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_HS_Redirection_041607.pdf)

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC\\_Project\\_GRAD\\_073007.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Project_GRAD_073007.pdf)

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_credit\\_050515.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_credit_050515.pdf)

[https://glndocs.s3.amazonaws.com/odw/marketing-resources/pdfs/ASU\\_Report\\_2015.pdf](https://glndocs.s3.amazonaws.com/odw/marketing-resources/pdfs/ASU_Report_2015.pdf)

<https://thejournal.com/articles/2009/07/01/meta-analysis-is-blended-learning-most-effective.aspx>

<https://www.edutopia.org/pbl-research-learning-outcomes>

<https://www.ed.gov/stem>

## D. Theory of Action

Detail a Theory of Action that will support implementation of the evidence-based intervention.

### **The graduation rate at ADS will increase 15% by implementing:**

- Computer-Based Learning Platform: Students will have complete access to individual device technology in order to complete assignments and projects at any hour of the day through a proven online educational platform. (Odysseyware) Students who attend alternative school often have a need to achieve their learning in a flexible nature. Accessibility to digital course content will increase students' opportunity to learn and complete graduation credit.
- Blended Learning: Students will have direct access to a highly qualified staff member in a content subject matter, therefore students' opportunity for learning is increased and improved. Students who attend alternative school often need support in content learning which can be met in a blended environment.
- High School Transformation Partnership: Through the collaborative structure, support and strategies provided by this opportunity, leadership and teaching will improve. Students who are affected by high quality practices are more likely to complete school and graduate.
- Project-Based Learning: This is a real-world experiential curriculum that is relevant and tied to school culture, key stakeholders, and the community. This opportunity provides improved student motivation, relationships and learning. If a student is motivated to learn, the potential for the student to complete graduation credits increases.
- STEM (Science Technology Engineering & Math) Curriculum: This type of explicit curriculum will provide hands-on and relevant learning that offers students an opportunity to apply scientific processes to real-world situations. This opportunity provides improved student interest and motivation.
- Extended School Year: Utilization of a summer school option to provide an intervention gap before admission to AdS will serve as a preventative measure before students enter the regular school year.

## IV. Budget

### A. Budget Narrative

The LEA/school must provide an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (planning period, three years of implementation).

Should ADS be chosen to participate in "High School Transformation in Partnership with PED", the budget will be altered to align with the necessary funds related to this opportunity.

Planning year:

- NMPED PROFESSIONAL DEVELOPMENT
- SUBSTITUTE TEACHERS

Year one planning:

- ODYSSEYWARE for JUMPSTART ACADEMY
- NMPED PROFESSIONAL DEVELOPMENT
- SUBSTITUTE TEACHERS
- CHROME BOOKS FOR STUDENTS

- EXTENDED TEACHER AND ADMINISTRATIVE CONTRACTS

Year two planning:

- ODYSSEYWARE for JUMPSTART ACADEMY
- NMPED PROFESSIONAL DEVELOPMENT
- SUBSTITUTE TEACHER
- CHROME BOOKS FOR STUDENTS
- MOBILE CHARGING CARTS CHROMEBOOKS
- EXTENDED TEACHER AND ADMINISTRATIVE CONTRACTS
- ROBOTICS/STEM EQUIPMENT TO INCLUDE COMPUTERS

Year three planning:

- ODYSSEYWARE for JUMPSTART ACADEMY
- NMPED PROFESSIONAL DEVELOPMENT
- SUBSTITUTE TEACHER
- CHROME BOOKS FOR STUDENTS
- MOBILE CHARGING CARTS CHROMEBOOKS
- EXTENDED TEACHER AND ADMINISTRATIVE CONTRACTS
- ROBOTICS/STEM EQUIPMENT TO INCLUDE COMPUTERS

In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.

Other sources that will support and sustain the whole school change are as follows:

- Title 1
- Title 2
- Operational Funds
- Technology Funds (Bond election)

For each major activity, describe the LEA's strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant.

It is vital that APS use long-term planning to sustain the major activities of this proposal. As many major activities are technology-based, it is vital that the District Technology Plan is utilized and followed. One of the major components of the District Technology Plan is that all students are provided a device for purposes engaging digitally with their learning. AdS will serve as a pioneer in this effort. In addition, the use of Odysseyware at APS has been dependable and positive. APS has built a solid relationship with this company and will continue to utilize this company or a similar one if costs become too burdensome. APS is dedicated to instructional technology being embedded and utilized in instructional delivery.

As NGS standards are embedded with STEM concepts (Science and Engineering Practices), it is not difficult to continue the utilization of STEM as the NGS standards have been adopted by NM. In meeting the demands of our state's adopted standards and practices, ADS will excel at delivering the NGS standards in a meaningful and purposeful way during the life-span of the CSI funding and beyond.

ADS already uses project based learning (PBL) as the means to providing meaningful learning experiences to its students. ADS will benefit from expanding this delivery mechanism by connecting

the PBL to more rigorous expectation and CCSS. Teachers will professionally benefit from the professional development and training, and the students will reap those meaningful benefits year after year.

Clearly describe and justify any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period.

Normal indirect cost may also be claimed at the PED-approved rate for the district.

LEA level administration and support expenses will be pursuant to the major activities of the funding proposal. All supplies and materials and expenses are no more than 10% and the indirect cost rate is allowable by PED.

The LEA and schools must demonstrate how they will align other available federal, state, and local resources to support the chosen evidence-based intervention.

Title 1 and 2 Federal funds support all chosen evidence-based interventions for at risk student populations and professional development as required by teachers. All major activities will fall into allowable costs from these funds.

District technology funds will support the technology needs beyond the life of the grant and will be subject scrutiny from district administration through the budgetary process conducted annually.

## **B. Budget Forms**

A complete Budget Summary Chart for the entire project period (planning period and two-years of implementation) (as an attachment). SEE ATTACHED

The budget items must be clear and obvious as to how the proposed activities are directly impacting the school-level implementation of the evidence-based intervention(s) proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals/objectives. Grant funding must supplement, not supplant, existing funding sources.

**ALAMOGORDO PUBLIC SCHOOLS**  
P.O. Box 650  
Alamogordo, NM 88311-0650



**OFFICE OF THE SUPERINTENDENT**  
Adrienne Salas  
1211 Hawaii Avenue  
Alamogordo, NM 88310

Office: 575.812.6000  
Fax: 575.812.6003  
E-Mail: [adrienne.salas@aps4kids.org](mailto:adrienne.salas@aps4kids.org)

12-15-17

Secretary-Designate Christopher N. Ruskowski  
Public Education Department  
300 Don Gaspar Avenue  
Santa Fe, NM, 87501

Dear Secretary Ruskowski:

The Alamogordo Public School District commits to implementing activities and projects that support the Comprehensive Support and Improvement Schools Title 1 Sec. 1003 [a] for the 2018-2020 school years at Academy Del Sol and will apply for available funds. An explicit Intervention model will be selected to support the goal of increasing the graduation rate at Academy Del Sol.

Sincerely,

A handwritten signature in cursive script that reads 'Adrienne Salas'.

Adrienne Salas  
Superintendent  
Alamogordo Public Schools

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation**.

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

**LEA:**

**The Board of Education commits to the following:**

1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
  - a. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.
  - b. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
  - c. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
  - d. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent's progress toward LEA proficiency targets.
  - e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

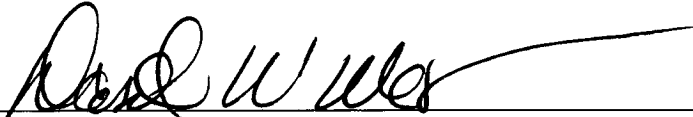
**The LEA commits to the following:**

1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
  - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
  - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
  - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
  - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
  - e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA
3. Ensure that conditions are in place at the school level to support turnaround, including:
  - a. Rigorous aligned interim assessments 3-4 times per year
  - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
  - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
  - d. Structured weekly collaboration time for ongoing data analysis by PLCs

- e. Student and staff culture of learning
- f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
- 4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
- 5. Develop a sustainability plan prior to the end of Year 3

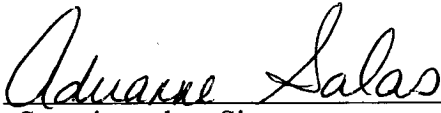
**School Leadership Commits to the Following:**

- 1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
  - a. Rigorous aligned interim assessments 3-4 times per year
  - b. Timely dissemination of interim assessment data to teachers
  - c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
  - d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
  - e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
  - f. Student and staff culture of learning
  - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
- 2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention



President, Board of Education Signature

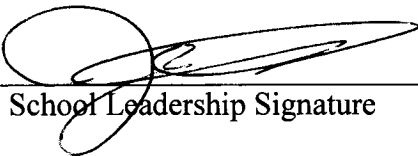
Date



Superintendent Signature

2-20-18

Date



School Leadership Signature

Date

2-20-18

**Appendix B: Certification and Approval**

I hereby certify that I am the applicant's Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

<u>Adrienne Salas</u>	<u>2-20-18</u>
Superintendent/Charter Director Printed Name	Date

<u>Adrienne Salas</u>	<u>2-20-18</u>
Superintendent/Charter Director Signature (blue ink)	Date

**Certification and Approval**

I hereby certify that I am the applicant's School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

<u>David Weaver</u>	
Board President Printed Name	Date

<u>David Weaver</u>	
Board President Signature (blue ink)	Date



## Appendix C: Scoring Guide

<b>CSI RFA Title I Sec. 1003[a] Scoring Guide</b>	<b>Points</b>	<b>Percent</b>
<b>I. LEA Organizational Culture</b>	<b>30</b>	<b>30%</b>
A. LEA Overview	10	
B: Instructional Infrastructure	10	
C. LEA Support and Accountability	10	
<b>II School Level Context</b>	<b>15</b>	<b>15%</b>
A. School Overview	5	
B. NM DASH Plans	5	
D. Collaboration Structures	5	
<b>III Evidence-Based Interventions</b>	<b>40</b>	<b>40%</b>
A. Root Cause and Focus Areas	10	
B. Choice of Evidence-Based Interventions	20	
C. Sources of Evidence	5	
D. Theory of Action	5	
<b>IV. Budget</b>	<b>15</b>	<b>15%</b>
A. Budget Narrative	10	
B. Budget (Excel Files)	5	
<b>Total</b>	<b>100</b>	<b>100%</b>

<b>I. LEA Organizational Culture:</b> <b>A: LEA Overview</b>			<b>Points: 10 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching (5 points)</b>	<b>Meets Expectations (10 points)</b>	
<ul style="list-style-type: none"> <li>Does not describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.</li> <li>Does <b>not</b> describe a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, <b>or</b> assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a <b>partial or somewhat convincing</b> description of the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.</li> <li>Provides a <b>partial or somewhat convincing</b> description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, <b>and/or</b> assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a <b>clear and convincing</b> description of the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.</li> <li>Provides a <b>clear and convincing</b> description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, <b>and</b> assessment.</li> </ul>	
<b>I. LEA Organizational Culture:</b> <b>B: Instructional Infrastructure</b>			<b>Points: 10 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching (5 points)</b>	<b>Meets Expectations (10 points)</b>	
<ul style="list-style-type: none"> <li>Does <b>not</b> describe the process used to ensure alignment between grade level scope and sequence and the CCSS for ELA/Reading <b>or</b> math.</li> <li>Does <b>not</b> describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.</li> <li>Does <b>not</b> describe the LEA’s cycle of data-driven instruction <b>or</b> identify interim assessments being used.</li> <li>Does <b>not</b> describe the process used to ensure interim assessment alignment with CCSS at each grade level’s scope and sequence.</li> <li>Does <b>not</b> describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data.</li> <li>Does <b>not</b> provide a schedule for administering common interim assessments in ELA and Math</li> </ul>	<ul style="list-style-type: none"> <li>Provides a <b>partial/somewhat convincing</b> description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading <b>and/or</b> math.</li> <li>Provides a <b>partial/somewhat convincing</b> description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.</li> <li>Provides a <b>partial/somewhat convincing</b> description of the LEA’s cycle of data-driven instruction <b>and/or</b> identification of interim assessments being used.</li> <li>Provides a <b>partial/somewhat convincing</b> description of the process used to ensure interim assessment alignment with CCSS at each grade level’s scope and sequence.</li> <li>Provides a <b>partial/somewhat convincing</b> description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a <b>clear and convincing</b> description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading <b>and</b> math.</li> <li>Provides a <b>clear and convincing</b> description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.</li> <li>Provides a <b>clear and convincing</b> description of the LEA’s cycle of data-driven instruction <b>including</b> identification of interim assessments being used.</li> <li>Provides a <b>clear and convincing</b> description of the process used to ensure interim assessments alignment with CCSS at each grade level’s scope and sequence.</li> <li>Provides a <b>clear and convincing</b> description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data.</li> <li>Provides a <b>comprehensive</b> schedule for administering</li> </ul>	

	<ul style="list-style-type: none"> <li>● Provides a <b>partial/incomplete</b> schedule for administering common interim assessments in ELA and Math</li> </ul>	<p>common interim assessments in ELA and Math</p>
<p><b>I. LEA Organizational Culture:</b>  <b>C: LEA Support and Accountability</b> <span style="float: right;"><b>Points: 10 max</b></span></p>		
<p><b>Insufficient (0 points)</b></p>	<p><b>Approaching (5 points)</b></p>	<p><b>Meets Expectations (10 points)</b></p>
<ul style="list-style-type: none"> <li>● Does <b>not</b> identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school.</li> <li>● Does <b>not</b> provide an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools.</li> <li>● Does <b>not</b> describe/discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership.</li> <li>● Does <b>not</b> describe the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (<b>No</b> analyses of evidence and leading indicator data to determine the impact of key strategies <b>or</b> planned/approved course-corrections as applicable)</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies <b>only one or two</b> specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school.</li> <li>● Provides a <b>partial/incomplete</b> organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools.</li> <li>● Provides a <b>partial/somewhat convincing</b> description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership.</li> <li>● Provides a <b>partial/somewhat convincing</b> description of the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (<b>May</b> include analyses of evidence and leading indicator data to determine the impact of key strategies <b>and/or</b> planned/approved course-corrections as applicable)</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly identifies <b>all</b> specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school.</li> <li>● Provides a <b>comprehensive</b> organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools.</li> <li>● Provides a <b>clear and convincing</b> description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership.</li> <li>● Provides a <b>clear and convincing</b> description of the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (<b>Includes</b> analyses of evidence and leading indicator data to determine the impact of key strategies <b>and</b> planned/approved course-corrections as applicable)</li> </ul>

<b>II. School Level Context:</b> <b>A. School Overview</b> <span style="float: right;"><b>Points: 5 max</b></span>		
<b>Insufficient (0 points)</b>	<b>Approaching (3 points)</b>	<b>Meets Expectations (5 points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC <b>or</b> Istation (if applicable).</li> <li>Does <b>not</b> describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, <b>or</b> ineffective as identified by the most recently released NM TEACH data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>partial/somewhat convincing</b> description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC <b>and/or</b> Istation (if applicable).</li> <li>Provides <b>partial/somewhat convincing</b> description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, <b>and/or</b> ineffective as identified by the most recently released NM TEACH data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>clear and convincing</b> description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable).</li> <li>Provides <b>clear and convincing</b> description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.</li> </ul>
<b>II. School Level Context:</b> <b>B. NM DASH Plans</b> <span style="float: right;"><b>Points: 5 max</b></span>		
<b>Insufficient (0 points)</b>	<b>Approaching (3 points)</b>	<b>Meets Expectations (5 points)</b>
<ul style="list-style-type: none"> <li>Did <b>not</b> submit a NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout.</li> <li>Did <b>not</b> submit a NM DASH Feedback Tool.</li> </ul>	<ul style="list-style-type: none"> <li>Submitted a <b>partial/incomplete</b> NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout.</li> <li>Submitted a <b>partial/incomplete</b> NM DASH Feedback Tool.</li> </ul>	<ul style="list-style-type: none"> <li>Submitted a <b>completed</b> NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout.</li> <li>Submitted a <b>completed</b> NM DASH Feedback Tool.</li> </ul>
<b>II. School Level Context:</b> <b>C. Collaboration Structures</b> <span style="float: right;"><b>Points: 5 max</b></span>		
<b>Insufficient (0 points)</b>	<b>Approaching (3 points)</b>	<b>Meets Expectations (5 points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> describe the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length <b>or</b> a process and procedures utilized during collaboration meetings.</li> <li>Does <b>not</b> describe the systems in place for principal and/or other instructional leaders to support <b>or</b> hold teachers accountable for meeting effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>partial/somewhat convincing</b> description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length <b>and/or</b> a process and procedures utilized during collaboration meetings.</li> <li>Provides <b>partial/somewhat convincing</b> description of the systems in place for principal and/or other instructional leaders to support <b>and/or</b> hold teachers accountable for meeting effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>clear and convincing</b> description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length <b>and</b> a process and procedures utilized during collaboration meetings.</li> <li>Provides <b>clear and convincing</b> description of the systems in place for principal and/or other instructional leaders to support <b>and</b> hold teachers accountable for meeting effectiveness.</li> </ul>

<b>III. Evidence-Based Interventions</b>		
<b>A. Root Cause and Focus Areas</b>		<b>Points: 10 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching (5 points)</b>	<b>Meets Expectations (10 points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, <b>or</b> identify focus area(s).</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>partial/somewhat convincing</b> description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, <b>and/or</b> identify focus area(s).</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>clear and convincing</b> description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, <b>and</b> identify focus area(s).</li> </ul>

<b>III. Evidence-Based Interventions</b>		
<b>B. Choice of Evidence-Based Interventions</b>		<b>Points: 20 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching 10 points)</b>	<b>Meets Expectations (20 points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> identify interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.</li> <li>Does <b>not</b> determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.</li> <li>Does <b>not</b> identify the school’s chosen intervention(s).</li> </ul>	<ul style="list-style-type: none"> <li>Identifies <b>only one or two</b> interventions that <b>may or may not</b> meet the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.</li> <li>Provides <b>partial/somewhat convincing</b> determination of the interventions meeting the top three tiers of evidence that <b>may be</b> relevant and appropriate to the needs of the school.</li> <li>Provides <b>partial/incomplete</b> identification of the school’s chosen intervention(s).</li> </ul>	<ul style="list-style-type: none"> <li><b>Clearly and convincingly</b> identifies interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.</li> <li>Provides <b>clear and convincing</b> determination of the interventions meeting the top three tiers of evidence that <b>are</b> relevant and appropriate to the needs of the school.</li> <li>Provides <b>clear and complete</b> identification of the school’s chosen intervention(s).</li> </ul>

<b>III. Evidence-Based Interventions</b>		
<b>C. Sources of Evidence</b>		<b>Points: 5 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching (3 points)</b>	<b>Meets Expectations (5points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> identify <b>any</b> sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies <b>unvetted or obscure</b> sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies <b>well vetted and reputable</b> sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.</li> </ul>

<b>III. Evidence-Based Interventions</b>		
<b>D. Theory of Action</b>		<b>Points: 10 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching (5 points)</b>	<b>Meets Expectations (10 points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> detail a Theory of Action that will support implementation of the evidence-based intervention.</li> </ul>	<ul style="list-style-type: none"> <li><b>Somewhat/partially</b> details a Theory of Action that <b>may</b> support implementation of the evidence-based intervention.</li> </ul>	<ul style="list-style-type: none"> <li><b>Clearly and convincingly</b> details a Theory of Action that will support implementation of the evidence-based intervention.</li> </ul>

<b>IV. Budget:</b>	<b>Points: 10max</b>
--------------------	----------------------

<b>A. Budget Narrative</b>		
<b>Insufficient (0 points)</b>	<b>Approaching (5 points)</b>	<b>Meets Expectations (10 points)</b>
<ul style="list-style-type: none"> <li>Does <b>not</b> provide a budget narrative <b>and/or</b> does <b>not</b> identify and explain proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation).</li> <li>Does <b>not</b> identify <b>any</b> other sources of income that will support and sustain the whole-school change described in this application.</li> <li>Does <b>not</b> describe the strategies for why <b>or</b> how the LEA/school will sustain these actions past the whole project period of the grant.</li> <li>Does <b>not</b> provide description or justification of <b>any</b> specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district.</li> <li>Does <b>not</b> provide a demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a <b>partial/incomplete</b> budget narrative that identifies and explains <b>some</b> proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation).</li> <li>Identifies <b>only one or two</b> other sources of income that will support and sustain the whole-school change described in this application.</li> <li>For each major activity, provides <b>partial/incomplete</b> description of the strategies for why <b>and/or</b> how the LEA/school will sustain these actions past the whole project period of the grant.</li> <li>Provides <b>partial/somewhat convincing</b> description <b>and/or</b> justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district.</li> <li>Provides <b>partial/somewhat convincing</b> demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Provides an <b>appropriate and complete</b> budget narrative that identifies and explains <b>all</b> proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation).</li> <li><b>Clearly and convincingly</b> identifies <b>all</b> other sources of income that will support and sustain the whole-school change described in this application.</li> <li>For each major activity, provides <b>clear and convincing</b> description of the strategies for why <b>and</b> how the LEA/school will sustain these actions past the whole project period of the grant.</li> <li>Provides <b>clear and convincing</b> description and justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district.</li> <li>Provides <b>clear and convincing</b> demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention.</li> </ul>
<b>IV. Budget:</b>		
<b>B. Budget Forms (Excel File)</b>		<b>Points: 5 max</b>
<b>Insufficient (0 points)</b>	<b>Approaching (3 points)</b>	<b>Meets Expectations (5 points)</b>
<ul style="list-style-type: none"> <li>Did <b>not</b> submit a Budget Summary Chart for the project period (six months of planning and two-years of implementation).</li> </ul>	<ul style="list-style-type: none"> <li>Submitted a <b>partial/incomplete</b> Budget Summary Chart for <b>less than</b> the entire project period (six months of planning and two-years of implementation).</li> </ul>	<ul style="list-style-type: none"> <li>Submitted a <b>complete and detailed</b> Budget Summary Chart for the <b>entire</b> project period (six months of planning and two-years of implementation).</li> </ul>