

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

| LEA Information  |                  |   |
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| <b>LEA/State Charter Name:</b> Media Arts Collaborative Charter School (MACCS) |                  | <b>LEA NCES ID #:</b> 350010901030  |
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| LEA will Apply for the Following Eligible School(s)                            |                  |   |
| Name of School   | School NCES ID # | Proposed Intervention Model   |
| Media Arts Collaborative Charter School (MACCS)                                | 350010901030     | Pathway 1 (NM_DASH Plus) and 4 (CSI Grant) <u>adding</u> evidence-based interventions of Check & Connect, AVID-like programming, and <u>Summer Bridge programing and continuing</u> evidence-based interventions of Cognitive Tutor, Dual Credit, and Career Technical Education. |
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## **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

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| <b>LEA Name:</b>                                 | Media Arts Collaborative Charter School (MACCS) |
| <b>Submitting on Behalf of (name of school):</b> | Media Arts Collaborative Charter School (MACCS) |
| <b>Number of Students Served:</b>                | 247   |
| <b>Number of Certified Licensed Staff:</b>       | 24  |

### 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.**

#### **ORGANIZATION AND PROJECT BACKGROUND**

Media Arts Collaborative Charter School (MACCS) is a state-chartered school in Albuquerque, New Mexico, and therefore acts as its own district and Local Education Agency (LEA). The school does, however, meet with PED for its charter renewal processes and the Governing Council (school board) to discuss ongoing progress.

MACCS opened in 2008 and currently serves 247 students in grades 6-12. MACCS' focus is rigorous high school academics wrapped with electives exclusively in the Media Arts, as well as content courses that meet high school graduation requirements and entrance into colleges and universities. MACCS is proud to offer a vibrant Dual Credit enrollment program with Central New Mexico Community College (CNM) and the University of New Mexico (UNM), as well as unique internship opportunities with the media industry. The school has the 2017-2020 Comprehensive Support and Improvement Schools (CSI) designation based on having a four-year cohort graduation rate under than 67% for the past three years. MACCS is applying to pathways 1 – NM DASH-Plus and 4 – Competitive Grants for School Improvement. As detailed in the following pages and enclosed attachments, MACCS proposes to increase and improve student recruitment; develop a freshmen boot camp and freshmen small-class academic year focus; expand math supports and student supports to graduate; and expand Professional Development.

#### **NEEDS ASSESSMENT PROCESS**

**PHASE 1 – TRAINING AND INITIAL DATA COLLECTION:** In June of 2017, MACCS began its charter school renewal process with the New Mexico Public Education Department (PED). This launched an intensive and comprehensive process of performance evaluation, needs assessment, and process design to strengthen use and ongoing improvement of evidence-based practices. Principal (and LEA leader) Jonathan Dooley attended the PED courses on charter renewal held over several months. Through a series of four Charter School Division meetings over the summer, he learned recommended and required processes for putting together evidence for renewal, completing each part of the application, using Web EPSS, gathering data and evidence moving forward to support material terms of the contract, and what to do with evidence once it is collected in order to improve work. Through this

process and in the months following, Principal Dooley began identifying, collecting, and consolidating school performance data.

This formed the basis for showing evidence, evaluating needs, setting goals, and creating data discipline and infrastructure for MACCS. The process revealed duplicative tracking across documents and systems, data that was not readily available (e.g., NWEA scores), the need to pull key data together, and gaps in collection of useful data. Principal Dooley cleaned up the data systems, created shared, single online tracking documents for staff, and created graphs, charts, and other summary representations of what the data revealed about MACCS students and school needs. Concurrently, staff worked on a record digitization project for student files and other documents, further strengthening the availability of key information.

PHASE 2 – TEAM STRATEGIZING: Principal Dooley then engaged school staff, sharing the process and findings and moving on to identification of problems, needs, and strategies. He consulted with MACCS teachers to determine: What is the school doing to raise proficiency rates? What can the school do to prevent proficiency rates from decreasing? Where is the evidence that methods are working? What the data is telling us? What's next? Principal Dooley brought these questions to the school's staff in August 2017 and grouped them into three collaborative teams to examine potential improvement in the three areas the school struggles with most: math, media experience, and literacy. Importantly, teams were heterogeneous with both new and experienced staff included.

For example, math was a big focus based on lagging proficiencies and a testing pattern showing low achievement one year, a jump in achievement the next, then a decline in the most recent data year. The team looked at math performance scores, discussed what teaching practices and content were tried, discussed what worked and didn't work (especially what was different during the higher performing year), and formulated strategies for incorporating (and testing) successful approaches.

PHASE 3 – ENGAGING LEADERSHIP: During the August 2017 Professional Development session, the three groups that worked on math, media experience, and literacy areas then re-engaged the whole staff and explored findings and recommendations with the Leadership Council at the end of August and in September of 2017. The Leadership Council then discussed findings and honed priorities. Through an iterative process, the Leadership Council then engaged the staff in September around “big picture questions” for MACCS, leading the discussion with “Tell us three things you like about our school.” Responses distilled to three mission oriented areas: Who we are, Where we are, and Where we are going. These areas then informed the strategic direction – for example, “Who we are” involved a strong focus on media arts<sup>1</sup> that has not necessarily been translating into interest areas of enrolling students.

Principal Dooley met with the PED Charter School Division in October of 2017 and the Division sent their preliminary analysis in November. Principal Dooley reflected on areas for improvement to strengthen MACCS' case for charter renewal and to continue improving

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<sup>1</sup> Media arts describes industries and art forms that use electronic, digital, film, and other technology. For example, film and television is significant media arts sector in New Mexico.

practices for evidence-based review and planning. He met with the Leadership Council and the Governing Council to discuss plans for ongoing data and practice information collection. Among other actions, Principal Dooley assembled an end-of-year binder to keep reams of hardcopy results in one place (with binders to be compiled annually) and staff uploaded all gathered evidence to the Charter School Division. He also met with the MACCS Foundation Board of Directors to review results, discuss plans and progress, and better include and align Foundation work with school improvement efforts.

In December, the Public Education Commission renewed the school's charter; MACCS was the only LEA to receive a five-year approval.

PHASE 4 – CSI PLANNING: The 2018 comprehensive needs assessment process has been led by Principal Dooley. The Core Team identified in the attached 90-Day Plan has taken the findings and priorities developed in 2017 and discussed near-term and specific needs to advance on school improvement priorities, including interventions addressing root causes, capacity issues and professional development gaps, and considerations in evaluating evidence-based practices. Additionally, an intensive working group (consisting of the Principal, High School Counselor, and Business Manager) has met a number of times to distill Core Team recommendations, research and assess interventions, and align needs with the proposed three-year project.

ONGOING PRACTICES FOR NEEDS ASSESSMENT: Through this process, MACCS developed a system for effectively collecting and analyzing data to inform future action. Educators review the evidence, develop specific actions to achieve desired outcomes, and keep real-time documents to share their processes. Data collected includes test scores, GPA, referrals, and attendance.

MACCS has Goals Teams, which are organized by grade level; high school has combined 9<sup>th</sup> and 10<sup>th</sup> grades and 11<sup>th</sup> and 12<sup>th</sup> grade teams, with middle school (grades 6-8) forming one single team. These teams meet twice every month, with a third week of advisory collaboration and a fourth week for teachers to firm collaborative plans. The administrative team evaluates and fine-tunes data each month to inform these Goal Team sessions.

MACCS holds a biannual needs assessment that involves all school staff and administration. The goal is to identify performance challenges at each grade level. From this, staff and administration work together to identify possible root causes and create action plans to improve outcomes for students. The Fall Semester needs assessment informs the shaping of the school year, including both coursework and interventions. The Spring Semester assessment is used to determine what's working and where changes need to be made to the Fall Semester action plan.

Interim needs assessments occur throughout the year through weekly Kid Talks and Team Tiger meetings. During these meetings staff review student data, look for patterns, and discuss student group performance at each grade level. This supports ongoing identification of problem areas and key leverage points for intervention. A designated note taker is present to keep meeting minutes and post them on a shared online document at the conclusion of

each meeting to keep staff and administration informed of each grade level's discussion. Another instructor looks through data systems for each meeting to identify current academic and behavioral needs at the class level and for individual students.

## **PERFORMANCE CHALLENGES**

On its 2017 PED School Grading Report Card, MACCS received an F grade for Improvement of Lowest Performing Students and an F grade for Graduation. The school's four-year graduation rate for its 2016 cohort was only 37%, compared to 71% for the State of New Mexico as a whole. Additionally, MACCS students are largely not achieving proficiency in Math and ELA/Reading on interim assessments and state standardized tests (see detailed PARCC results in Section II.A.). MACCS also faces a high rate of student attrition, credit deficits, a consistent fifth-year cohort, and a high rate of failed core classes (especially English 9, Algebra I, Biology, and Spanish, which are MACCS' freshman core classes). During the fall of 2017 school year, 40% of MACCS' freshman class failed at least one of their core classes.

## **ROOT CAUSES**

As detailed in the attached Offline Planning Process Workbook and III. A. Root Cause, MACCS determined the Root Causes of the above Performance Challenges to include: struggling among ninth grade students to adapt to high school level work and embrace the media arts culture and opportunities of MACCS early on; late detection and limited intervention capacity for students who are having issues academically, behaviorally, and/or with attendance; and insufficient math supports, especially in early high school leading to poor proficiency scores, difficulty mastering later content, and students unable to catch up through credit recovery. Key contributing factors and barriers include a lack of comprehensive recruitment, onboarding, subject matter exposure, and supports for freshman; large math class sizes, limited teaching staff, and online only summer math recovery options; and lack of an integrated and robust system to detect struggling students early and offer support from a dedicated staff person.

## **PRIORITIES FOR FUTURE ACTION**

In order to address the above Needs, Performance Challenges, and Root Causes comprehensively and effectively, MACCS will implement a three-pronged approach: freshmen summer boot camp and academic year focus; expanded credit recovery options; and targeted student recruitment.

- Targeted student recruitment – MACCS' Leadership Council (comprised of department heads and in charge of Professional Development) will increase recruitment efforts by distributing informational materials to schools and educational organizations to change the public perception of the school, informing the community of its media arts focus and strong dual credit program in order to attract a focused and enthusiastic student body. The Leadership Council will implement pre-admission interviews for students interested in coming to MACCS to inform them of the mission and vision of the school, and ensure they are driven by an interest in media arts. Additionally, instructional staff will attend student/educational/community events outside of normal school days and times to promote the school and meet with potential students. By recruiting a higher number of students at MACCS with a media arts education and career focus, the school can both

improve graduation rates and qualify for increased funding from the state, allowing the school to better allocate resources to support its mission.

- Freshmen boot camp and academic year focus - MACCS' freshmen boot camp will focus on preparing freshmen to be successful in their first year of high school. Research has shown that "GPA, number of course failures, and number of absences during the student's freshmen year [are] all highly predictive of graduation, as poor student performances in any of these three factors often led to grade retention" (Allensworth and Easton, 2005). Freshmen summer boot camp will occur in the summer prior to students' freshman year, and will include advisement to set students up for success through their first year of high school; athletics/game play/field trips for teambuilding and mind/body exercise; team competitions, including robotics to enhance learning of STEM topics; and math activities to instill early learning of concepts covered throughout high school and on interim assessments. All aspects will focus on a project based, team building approach that is heavily aligned with MACCS' Rigor and Engagement rubric. Freshmen summer boot camp will emphasize math concepts, as MACCS students, especially freshmen, struggle significantly in this area, which leads to difficulty with math throughout high school. Students participating in the boot camp will be grouped based on performance and needs, with a designated Student Intervention Specialist (SIS) analyzing student data and creating pathways for individual student interventions to be implemented as quickly as possible. During the academic year, MACCS will decrease freshmen core class sizes to a ratio not to exceed 1:17 PTR by hiring an additional certified teacher. This will ensure that struggling students receive the ongoing individualized attention they need to pass their core classes and prepare for the years ahead. To directly address low math proficiency, MACCS will utilize the MATHia and "Cognitive Tutor" tools, developed by the Carnegie Math Program. The U.S. Department of Education found the program nearly doubled growth in performance on standardized tests relative to typical students. The MATHia tool is designed to adapt to individual students' struggles by assessing skill level and assigning math problems on an individual basis. "Cognitive Tutor" has been identified by the What Works Clearinghouse (WWC) as research based and utilizing best practices with an estimated impact in math, particularly Algebra, of "positive and statistically significant in one study, positive and substantially important in a second study."
- Expanded credit recovery – MACCS' current credit recovery program is offered during the summer and is internet-based (Edgenuity), with no face-to-face instruction available for students who have fallen behind. Edgenuity provides ELA, math, science, social studies, world languages, Advanced Placement, CTE, and elective courses designed to help students in grades 9–12 meet the rigor of Common Core state standards, and New Mexico graduation requirements. While this content is valuable to MACCS, the structure of the program (all online, self-guided, no face-to-face instruction) presents significant issues, especially for special needs students (nearly 50% of MACCS' student body), and students who struggle with self-guided learning (including freshmen, who are new to the high school environment). Additionally, each year at MACCS, one-fourth of seniors enter their senior year requiring credit recovery, leading to an inevitable fifth year cohort. Expanding credit recovery offerings will help to alleviate the fifth-year cohort that has become the norm at MACCS, improving graduation rates by assisting students in completing high school in four years. In order to expand credit recovery programming to

serve more students who have fallen behind, especially those who struggle with math and learning disabilities, MACCS will hire a teacher trained in working with high need student populations or expand an existing teacher's FTE to support six hours of credit recovery programming each day during summer school, which runs for six weeks during the summer.

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

**CAPACITY**

MACCS current schedule of weekly Kid Talks and Team Tiger meetings, ongoing Professional Development trainings and workshops, monthly Rigor and Engagement alignment (an instructor/classroom performance assessment process that includes classroom walk-throughs and meetings with Principal Dooley), and monthly Goal Team meetings provides a strong foundation for the school to take concerted action to implement focused programming designed to increase student performance, leading to increased student retention and graduation rate. MACCS possesses the capacity and school design to oversee a CSI grant from PED and implement programming successfully during the three-year implementation period, with high level curriculum and instruction, and ongoing interim assessment of students (NWEA MAP three times/year, and PARCC once/year) and teachers (walk-throughs, occurring at least monthly) to ensure quality.

MACCS' key capacity issues include:

1. A lack of staff to monitor individual student performance across subjects, along with behavioral and engagement issues
2. A lack of staff capacity to connect a large number of struggling students with resources, adapt their schedules, and develop individualized student action plans to get them back on track academically and lessen their risk of dropping out
3. A lack of staffing and options for summer credit recovery – for example, math is problem area for most students, but their only credit recovery option during summer school is computer-based and self-driven; many students would improve using a blended format or face-to-face math tutoring for online content
4. Continued Professional Development for teachers to implement evidence based instructional approaches, to plan content, to develop individual student action plans, etc.

**STRENGTHS**

MACCS has the communication, instruction, and assessment systems in place to develop and implement quality programming as detailed in this proposal. Through its PED charter renewal process in 2017, the school modified its data collection and analysis efforts to ensure seamless, informed, and actionable data collection into the future, and determined the school's problem areas and plans for improvement. This newly designed data review process and implementation of reflective cycles of discussing what works provides a powerful combination to implement evidence based practices with fidelity. The school's regular, comprehensive assessments of student needs and performance allow for a system of constant communication and delegation of tasks. In order to inform instructional practices, MACCS has implemented the Winter NWEA MAP assessment to ensure that students are on track to

meet their projected goals. Spreadsheets charting student needs and adult actions that will help to meet student outcomes are regularly updated and evaluated. Each fall, teachers create curriculum maps for the school year; inclusion of the Winter NWEA MAP assessment will assist teachers in making necessary modifications to their curricular decisions.

MACCS is in its third year of collaborating with the Southern Regional Education Board on regular Professional Development frameworks for high quality instruction. This includes leadership capacity, school organizational culture, observation processes, planning tools, math and literacy improvement support, college and career readiness, and enhancing rigor.

MACCS operates one of the most robust dual credit programs in the state of New Mexico. The dual credit program allows students to earn college credits from CNM or UNM while in high school, with tuition and books provided free for students. Each student at MACCS takes at least one dual credit class and is provided with opportunities for internships and elective credit opportunities in the media arts industry. All of MACCS' Career Technical Education (CTE) teachers are approved CNM instructors, enabling the school to offer dual credit classes on-campus, embedded in the regular school schedule.

Additionally, according to MACCS' 2017 PED School Grading Report Card, the school exceeded state benchmarks in Improvement of Higher Performing Students, Opportunity to Learn, and College and Career Readiness (with especially high marks on Career Technical Education, Dual Credit, and percentage of students taking the PSAT). The school has increased Math and Reading proficiencies year over year since 2015 (Math – 11% in 2015; 17% in 2016; 20% in 2017; ELA/Reading – 30% in 2015; 53% in 2016; 48% in 2017).

## **NEEDS**

MACCS conducts a comprehensive student needs assessment at the start of each semester (biannually), as well as regular, weekly meetings throughout the school year to determine progress and priorities for immediate and future action. MACCS assessments shift the focus from what instructors are teaching to what students are learning. The school takes a multi-level approach that utilizes multiple vantage points, from test-in-hand analysis of student performance on standardized assessments, to advisor-led, one-one-on conversations with individual students, to peer-to-peer instructor or administrative assessments of grade level and classroom performance.

Through a systematic review of the school's needs, MACCS teachers, counselors and administration determined that the greatest needs related to curriculum, instruction, and assessment are: a lower student to teacher ratio for our freshmen classes; face-to-face credit recovery curriculum and instruction; earlier introduction to math and mathematical concepts curriculum to improve student math proficiency rates, with opportunities for individualized assistance; and additional supports to improve ELA/reading proficiency at all levels. From overarching needs, the following specific operational needs were identified: additional teaching staff and supplies to facilitate a freshmen bridge-to-high-school boot camp, expanded summer credit recovery formats, and smaller freshmen core class sizes. MACCS also requires a designated Student Intervention Specialist (SIS) to address student needs,

assessment results, and interventions at the individual level. Finally, MACCS must continue professional development to support these programs and ensure success.

Kid Talks meetings are designed to act as an ongoing needs assessment to identify problem areas, performance challenges, and action items immediately as they arise. For example, the designated data researcher might inform the grade level group that a student is failing his or her math class and has three behavioral referrals for the week. The group will then share ideas to determine the best course of action to get the student back on track immediately. This might involve multiple check-ins with the student to determine root causes, and applying interventions such as tutoring or increased advisement.

A second level of assessment is provided by MACCS' weekly Team Tiger meetings. Team Tiger is MACCS' risk review team, consisting of school administration, counselors, the special education team, and the school's social worker. Team Tiger reviews Kid Talks notes and priorities and assigns specific interventions to individual staff members to ensure that student needs are followed up on, and the appropriate interventions are initiated and evaluated.

## **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.**

MACCS teachers must submit a curriculum map at the beginning of each school year, reviewed by Principal Jonathan Dooley and assessed according to New Mexico Common Core State Standards (Common Core) for ELA/Reading and Math (provided by PED). Upon request, teachers must also submit written lesson plans to Mr. Dooley, who ensures that all lesson plans align with Common Core and offers high-level feedback. Conferences, more frequent classroom walk-throughs, or additional evaluations are scheduled if adjustments are needed.

Teachers and administration work together to align curricula to Common Core by collaborating during weekly Kid Talks and Team Tiger meetings; utilizing online resources, including sample lesson plans, PED, etc.; accessing materials that are pre-aligned to Common Core; and frequently reviewing Common Core State Standards and adjusting lesson plans and curricula accordingly. As discussed in greater detail in later sections, MACCS uses several resources for pre-aligned content such as materials provided by publishers, lessons used in computer-based instruction, and online resource hubs from training partner Southern Regional Educational Board and from instructional planning frameworks used by MACCS. MACCS administration shapes numerous Professional Development sessions throughout the year around Common Core State Standards requirements to provide meaningful opportunities for educators to stay current. For summer credit recovery, all subjects available on the Edgenuity online courseware platform are pre-vetted for alignment with New Mexico Common Core standards.

Specific to ELA/Reading: MACCS uses the Literacy Design Collaborative (LDC), a Tier 3 evidence intervention. LDC is a curriculum alignment framework to support the transition to Common Core State Standards and to create meaningful assignments advancing college and career readiness. Teachers and administration identify texts worth reading that are relevant to the mission and vision of the school, as well as student interests. They then connect these texts to ELA Common Core State Standards, pairing texts together to help students progress from simpler texts to more complex and advanced texts, and align these texts with their curriculum and student-centered learning.

Specific to Math: Teachers and administration develop meaningful math problems in order to pull out key concepts and establish the many ways there are to learn. They then review what standards are being measured, as well as the content and practices students need to know to be successful in completing the problems correctly. This informs their curriculum development and instructional approaches. For the ninth graders, which are a focus of proposed work, MACCS uses Cognitive Tutor® Algebra I, an evidenced-based and Common Core aligned curriculum from Carnegie Learning. The curriculum consists of a textbook and MATHia adaptive software.

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

In order to support teachers and hold them accountable for implementing rigorous standards-aligned instruction, Principal Dooley conducts at least monthly walk-throughs of all classrooms using the school's Rigor and Engagement Template, developed by MACCS teachers. The purpose of the Rigor and Engagement process is to analyze the level of Rigor (in assignments) and Engagement (in activities) through 20-25 minute observations. The process is designed around Bloom's taxonomy, a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity, as well as Common Core State Standards. The Rigor and Engagement rubric asks that students exhibit skills in three categories: Remember and Understand, Apply and Analyze, and Evaluate and Create, through curriculum, lesson plans, and instruction:

Remember and Understand - Students remember information; make simple explanations, and/or interpretations; answer who, what, when, and where; demonstrate an understanding of terminology, concepts, and principles; recognize relationships presented in verbal, algebraic, or graphic forms; process from recall and observation; order and classify text; identify patterns, relationships, and main points; and construct accurate summaries.

Apply and Analyze - Students apply and analyze information learned; demonstrate ability to go beyond the text and explain, generalize, connect ideas, make predictions, inferences, draw conclusions, manipulate concepts, and apply to new uses; use analytical skills, draw reasonable conclusions, or make appropriate conjectures or inferences by applying logical reasoning on the basis of partial or incomplete information; defend ideas and give supporting examples; apply principles to everyday situations; judge and defend the reasonableness of answers or solutions to problems that routinely occur in the real world or chosen technical field.

Evaluate and Create - Students formulate generalizations, synthesize ideas, and create models through probing examples and counterexamples; communicate ideas and reasoning through the use of concepts, symbolism, and logical thinking; design and apply procedures to test or solve complex, real-world problems; make written responses that are thorough, thoughtful, and extensive; evaluate work of one's self and peers; demonstrate higher order processing by taking information from one source and applying to a new task, generating hypotheses, and performing complex analyses; and explain and evaluate alternative perspectives across sources.

The Rigor and Engagement Template is filled out each session with Student Behavior observations, Teacher Behavior observations, Rigor observations, and Engagement observations to inform future interventions or needed adjustments. Principal Dooley collects data from the observations and shares the results with MACCS teachers on a monthly basis. Results reflect the school as a whole; individual teacher results are also available and shared during post-observation conferences with each teacher. Teachers analyze the data and reflect on instructional modifications to enable students to reach the higher levels of Bloom's taxonomy.

Principal Dooley also follows NM Teach Observation Rubrics Domains 1-4 to evaluate teachers' lesson plans, classroom interactions, communication and delivery of expectations with students, and communication and engagement with families:

Domain 1: Planning and Preparation

Domain 2: Creating an Environment for Learning

Domain 3: Teaching for Learning

Domain 4: Professionalism

In order to support teachers where more intervention is needed, Principal Dooley schedules more frequent walk-throughs to determine teachers' needs, and conferences with other teachers to collaborate in utilizing best practices and identifying what works.

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

MACCS follow a cycle of gathering data, assessing, analyzing, acting, and reassessing. Each stage of the process occurs at multiple levels throughout the school year. At the system-wide, macro level, there are bi-annual assessments of key testing and scoring data that allows leaders and teachers to assess overall school performance and develop school-wide strategies for enhancing strengths and addressing deficits. Interim assessments of the effectiveness of these methods at the grade, classroom, instructor, and individual student levels include regular weekly meetings (Kid Talks, Team Tiger, Goals Teams, and the Leadership Council), monthly classroom walkthroughs, and Rigor and Engagement evaluations. This multi-level approach yields holistic, data-driven solutions in the form of professional development, staffing, in-class instruction strategies, curriculum and program development, and approaches to student advisement.

Professional Development sessions introduce teachers to data-driven instruction in the classroom by examining how rigor is defined and assessed. These sessions move instructors through the process of analyzing results and adapting instruction based on those results. Through these discussions, MACCS teachers and administration developed the above-mentioned Rigor and Engagement Template to analyze levels of rigor and engagement in teachers' lesson plans and curricula.

Each school year begins with developing a schedule for assessments, data analysis, planning, implementation, and discussion/further planning/adjustments. MACCS administers NWEA MAP testing for ELA and Math three times each school year. During the 2017-2018 school year, NWEA MAP was administered on August 18th, 2017 and January 5th, 2018, and will be administered once more on May 5th, 2018. MACCS administers the PSAT in October and the SAT School Day in April each year. MACCS also administers the PARCC exam for ELA and Math, and the SBA Science for 7<sup>th</sup> and 11<sup>th</sup> graders, once during the school year during the window set by PED. All students in grades 6-11 take these tests on the same day. This standardized assessment schedule allows for regular analysis of results and reshaping of instruction based on those results. Once assessment results are available, the Leadership Council meets to facilitate data analysis and set the focus for teachers and administration. Teachers and administration meet, through Kid Talks and Team Tiger meetings, to share best practices and realign lesson plans, curricula, and plan future Professional Development trainings to address student needs and problem areas. Acting as data researcher during Kids Talk sessions allows every teacher the opportunity to familiarize themselves with system-wide data and use and refine their analysis skills. This provides invaluable support to the team meeting but also represents an ongoing professional development opportunity for every instructor that impacts the lens they use in analyzing their own classroom data.

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

MACCS utilizes Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Partnership for Assessment of Readiness for College and Careers (PARCC) testing. NWEA MAP is administered three times during the school year, and PARCC is administered once.

NWEA MAP's Common Core State Standards Interim Assessment (CCSSIA) was approved by the New Mexico Public Education Department for use in all public schools statewide for grades 4-10 in 2013. As it is delivered three times each school year, NWEA MAP empowers teachers and administration at MACCS to make lesson plan and curriculum changes throughout the year to keep students on track and ultimately successful. Principal Dooley regularly assesses the NWEA MAP test before each delivery to ensure it is still approved by PED as aligned with Common Core State Standards. Principal Dooley also consults with teachers during each monthly walk-through prior to NWEA MAP testing to confirm that the test serves each grade's scope and sequence.

PARCC is a set of K-12 assessments in Math and ELA that is based on Common Core State Standards. New Mexico is a member state and current user of the PARCC assessment.

Principal Dooley regularly assesses the PARCC test before delivery near the end of each school year to ensure it maintains alignment with Common Core State Standards. Principal Dooley also consults with teachers during each monthly walk-through prior to PARCC testing to confirm that the test serves each grade's scope and sequence.

**☒ Provide the schedule for administering common interim assessments in ELA and Math (as an attachment).**

**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).**

Common Planning Time: The weekly Kid Talks and Team Tiger meetings include test-in-hand assessment. Kid Talks meetings are divided by grade level and involve looking through testing data to identify current academic needs and instructional adjustments. Kid Talks meetings are designed to act as an ongoing student needs assessment at the school, grade, and individual student levels and they use short cycle assessment to identify lags in learning and content mastery so that teachers may realign classroom instruction.

Team Tiger members perform a test-in-hand analysis by examining NWEA MAP and PARCC test scores to assign specific interventions to individual staff members and adapt instructional plans to ensure that students' needs are followed up on, and the appropriate interventions are initiated.

MACCS also holds Goal Team meetings each month, divided by grade level, to thoroughly analyze student data and develop grade-level goals for the month.

Teams upload findings to shared online documents for real-time information and knowledge sharing and analysis. Teachers and support staff utilize these results when meeting with parents and families regarding student progress. If a student moves forward into Tier II, this level of documentation is valuable in assessing specific needs for the student.

Teacher-Administrator Meetings: Principal Dooley conducts at least monthly walk-throughs of all classrooms using the school's Rigor and Engagement Template to analyze the level of rigor in assignments and engagement in activities, as well as alignment with Common Core State Standards, through 20-minute observations. If interventions are needed, Principal Dooley will schedule one-on-one meetings with teachers to realign their lesson plans and curricula to best support student needs and academic success.

Group Professional Development: Teachers hold monthly staff meetings where they present current student data, including grades, standardized test scores, and performance challenges. MACCS also holds monthly Leadership Council meetings, comprised of middle school and high school department heads, to assess school data and determine future Professional Development needs and scheduling. The goal of the Leadership Council is to determine risk factors for students and align Professional Development with addressing those risk factors

and devising plans to best address them, as well as creating a climate of learning, community, and respect.

MACCS holds 15 Professional Development days each year, which far surpasses the average for public schools (schools within the Albuquerque Public Schools District hold an average of 3-4 professional development days each year), managed by the Leadership Council.

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

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

Jonathon Dooley, Principal: Mr. Dooley holds a master's degree in Educational Leadership and brings 30 years of educational experience to the MACCS community. He started his career on the Navajo Reservation in northern Arizona where he began developing the dynamics of Project-Based Learning, home and school communication, and Media Literacy. Mr. Dooley's philosophy embraces democracy in education and the art of building relationships. In the school community, this includes the empowerment of ideas to establish caring classrooms that support a student's natural ability to learn, and the teacher as a practitioner of learning. As a result, students and teachers engage in a larger mission of community empowerment and democracy. Specific to this proposal, Mr. Dooley will oversee all aspects of program implementation, as well as adherence to contract requirements, including budget, programming, and reporting. He will oversee the Core Team that was instrumental in the 90-day planning process to ensure that all grade levels and subjects are represented.

Pat Kelly, Business Manager: Mr. Kelly received his Bachelor of Business Administration from the University of New Mexico in 2002 and has been a licensed Business Manager for over 10 years working in an education setting. Mr. Kelly feels it is part of his job to enhance each student's experience at MACCS. He is the current sponsor of the MACCS Student Government Association and served on the New Mexico Association of School Business Officials Executive Board as the Charter School Representative. Specific to this proposal, Mr. Kelly will oversee all budget expenditures and ensure they are with the agreed upon budget with PED. He will also manage the contract with professional development provider, Southern Regional Education Board, facilitating any payments, alterations, or extensions.

Alicia Faulds, School Counselor: Ms. Faulds is a Licensed School Counselor and Mental Health Counselor, and is MACCS' High Schools That Work grant coordinator. At MACCS, she collaborates with the principal, school social worker, SPED coordinator, and student advisors on a regular basis to identify and meet student needs. The driving purpose of the counseling program at MACCS is to promote a school culture that fosters every student's attainment of the knowledge, skills, and attitude needed to be successful academically, personally, socially, and in career confidence. Ms. Faulds aligns her counseling program with the American School Counseling Association's model, using both a prevention-focused, school-wide guidance curriculum and individualized, responsive services with the goal of meeting the diverse needs of all students. In addition, she supports students in career exploration and the college admissions process to ensure they are well informed and prepared

to continue their education and pursue a career. Specific to this proposal, Ms. Faulds will oversee implementation of a freshmen summer boot camp, as well as ongoing advisement and support to ensure the success of these students. She will be integral in the coordination and development of Student Intervention Specialist (SIS) programming and student action plan development.

MACCS Leadership Council: The MACCS Leadership Council consists of MACCS Department Chairs Vary Coats (Middle School Science), Michael Dolce (Middle School Humanities), Ryan Salway (Animation, Game, and Graphic Design), and Jessica Vierra (High School Humanities). The Leadership Council will oversee the design of Professional Development, aligning it with current school/student needs and problem areas. The Leadership Council will coordinate with the Southern Regional Education Board through regular communication to develop thoughtful Professional Development sessions addressing student needs related to the proposed programming.

**☒ 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)).**

**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.**

As a state-chartered school, MACCS operates as its own LEA. Therefore, all planning, action, evaluation, feedback, and adaptation of programming and assessments is determined and carried out by the school itself, as described in various sections throughout this proposal.

MACCS coordinates regularly with the Governing Council to discuss data collection and information sharing, as well as ongoing school progress. See Section I.A. for details regarding nature and frequency of interaction between MACCS and the PED Governing Council.

### **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.**

Upon award notification from PED, MACCS will update parents and families on the implementation status of the scoped interventions through the school's newsletter, which is distributed monthly, as well as through direct e-mails. Communications will inform them of the programming to be implemented, timelines for implementation and status, key dates/times for families (e.g., summer boot camp times, credit recovery summer school sessions), and outcomes the interventions are designed to advance.

MACCS will also update parents and families at Parent Advisory Council (PAC) meetings on processes for identifying the root cause of some of our most persistent challenges as an academic community and the evidentiary basis for the key interventions supported by the PED grant. PAC meetings are held on the first Tuesday of every month for one hour to support student activities on and off campus. PAC officers determine the agenda of each meeting and share it with the school community in advance of all meetings. These regular interactions with parents will allow MACCS administration and teachers to update families immediately as changes are made and progress is evident.

Finally, parents and families of targeted student groups (interested or newly recruited students, freshmen, and students requiring credit recovery) will be contacted directly by advisory/counseling staff to set up meetings to go over programmatic changes and student needs to be addressed, ensuring students, parents, and administration are working toward the same goals and understand the key steps for success. The MACCS Parent Advisory Council plays a strong part in enlisting parent and family participation throughout the school year. Parents and families have been involved in policy overview and changes, as well as in curricular decisions and internships.

MACCS will update the community and other stakeholders via the school's website and informational materials, including direct e-mails, data and progress reports, and school newsletters.

## 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).**

During the 2016-2017 school year, PARCC revealed the following results for MACCS students:

| Grade                        | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations |
|------------------------------|-------------------------------|----------------------------|-------------------------|------------------|-----------------------|
| 6th Grade Math               | 7%                            | 30%                        | 30%                     | 33%              | 0%                    |
| 6th Grade ELA                | 0%                            | 30%                        | 30%                     | 33%              | 7%                    |
| 7th Grade Math               | 13%                           | 34%                        | 32%                     | 21%              | 0%                    |
| 7th Grade ELA                | 10%                           | 15%                        | 31%                     | 41%              | 3%                    |
| 8th Grade Math               | 30%                           | 23%                        | 27%                     | 20%              | 0%                    |
| 8th Grade ELA                | 9%                            | 16%                        | 25%                     | 44%              | 6%                    |
| 9th Grade Math (Algebra I)   | 11%                           | 30%                        | 48%                     | 11%              | 0%                    |
| 9th Grade ELA                | 11%                           | 19%                        | 30%                     | 33%              | 7%                    |
| 10th Grade Math (Geometry I) | 5%                            | 35%                        | 37%                     | 23%              | 0%                    |

|                              |     |     |     |     |     |
|------------------------------|-----|-----|-----|-----|-----|
| 10th Grade ELA               | 0%  | 17% | 20% | 45% | 18% |
| 11th Grade Math (Algebra II) | 42% | 21% | 21% | 11% | 5%  |
| 11th Grade ELA               | 4%  | 12% | 38% | 38% | 8%  |

Importantly, PARCC test results for the 2016-2017 school year showed students in Algebra I (9th grade) fell behind New Mexico results as a whole, with low proficiency rates in math throughout 10th (Geometry I) and 11th (Algebra II) grades.

MACCS does not use Istation.

**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 NM Teach data.**

The most recent NM Teach data analysis showed that MACCS teachers, overall:<sup>2</sup>

- Are rated higher for Educator Effectiveness than state medians (140.44 versus 134.38)
- Have a teacher attendance record with higher mean absences than the state (6.87 days versus 5.27)
- Exceed scores on Domains 1 (Preparation & Planning) and 4 (Professionalism), averaging 50.5 points out of 60 versus a state average of 44.52 points.
- Exceed scores on Domains 2 (Creating and Environment for Learning) and 3 (Teaching for Learning), averaging 38.67 points out of 50 versus a state average of 36.34 points
- Value-Added Scores (VAS) for teachers with at MACCS showed the following breakdowns:
  - Total VAS less than 0: 8 teachers
  - Total VAS greater than 0: 9 teachers
  - No VAS score: 3 teachers

The total number of instructional staff in-building at MACCS is 21. NM Teach summative evaluations for the 2016-2017 academic year (most recent) determined the following:

- 2 of MACCS teachers were identified as EXEMPLARY
- 7 of MACCS teachers were identified as HIGHLY EFFECTIVE
- 10 of MACCS teachers were identified as EFFECTIVE
- 1 of MACCS teachers were identified as MINIMALLY EFFECTIVE
- 1 of MACCS teachers were identified as INEFFECTIVE

## **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).**
- Completed NM DASH Feedback Tool (as an attachment).**

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<sup>2</sup> NM TEACH District Educator Effectiveness Summative Teacher's Report 2016-2017.

### **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.**

Schedule of collaboration meetings: See: Section I.B. for a description of grade-level and schoolwide collaboration meetings.

Systems in place to hold teachers accountable: In order to support teachers and hold them accountable for meeting effectiveness, Principal Dooley conducts at least monthly walk-throughs of all classrooms using the school's Rigor and Engagement Template, developed by MACCS teachers (see: Section I.B.). Teachers who are not meeting effectiveness are engaged in more regular, one-on-one meetings with Principal Dooley to realign lesson plans and curriculum to be effective. Weekly meetings support a culture of peer-to-peer support and accountability.

Principal Dooley also follows NM Teach Observation Rubrics Domains 1-4 to evaluate teachers' lesson plans, classroom interactions, communication and delivery of expectations with students, and communication and engagement with families (see: Section I.B.). Teachers who are rated MINIMALLY EFFECTIVE or INEFFECTIVE are engaged in one-on-one curriculum redesign with Principal Dooley, and Professional Development session referrals to align their instruction with best practices and what works (including Southern Regional Education Board offerings and consultation with other teachers).

### **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).**

As detailed in Section I.A. LEA Overview and the attached 90-Day plan documents, analysis of performance challenges, root cause analysis, and identification of focus areas has been a project spanning six months and braiding together analysis and improvement efforts associated with MACCS' charter renewal, continued and new cycles of regular analysis and reflection, and planning for proposed work. Key parts of this process were:

- Compilation of various data sets on student performance, teacher performance, and school performance and production of summary and trend data.
- Engagement of administrative and instructional staff, the Leadership Council, the Governing Council, and the Foundation Board through iterative discussions of the context of school performance, root causes for areas of poor performance, challenges and barriers, and focus areas for root cause intervention.

- Deep dive discussions into instructional practices (What’s not working? What is working? What does the data tell us)
- Advisement from the PED Charter School Division and the Southern Regional Education Board and use of planning concepts and frameworks gained through prior professional and leadership development training and advisement from the Southern Regional Education Board.<sup>3</sup>

In discussing Root Causes, MACCS discussed several issue areas leading to school Performance Challenges:

- A recruitment disconnect whereby 1) MACCS entering students are often not clear about the school’s focus on media arts, 2) the school has a disproportionate number of special education students (very few of which are gifted), and 3) the school is under capacity.
- Difficulty among new and matriculating 9<sup>th</sup> graders to “hit the ground running” and lay a sound academic foundation for high school. These factors result students leaving the school due to mismatches in interests, a lag in taking up career technical education and dual credit courses while struggling with basic core class mastery, not performing at grade level, risk of drop-out. Ninth grade is a critical transition period for students and sets the academic foundation and engagement and tone for success in the high school years and direction following graduation.
- Lack of systems for early detection, support, and intervention for students at risk of falling behind and dropping out. Regular meetings can identify struggling students when noticed by multiple teachers but there isn’t a data-driven system or central person focused on seeking at-risk students, looking at their needs versus services and schedules, making adjustments to support their progress, and tracking their progress through attendance, grades, short-cycle testing, and referrals.
- Difficulties of students in mathematics and limited options for credit recovery when they do fall behind. MACCS has been implementing instructional improvements but large class sizes and reliance on computer based credit recovery limit the gains that can be made. While MACCS students perform better on English, there is a need to increase students' proficiency

As shown in the attached New Mexico 90-day Plan Offline Planning Process Workbook, Root Cause analysis focuses on related capacity issues to make gains in the areas critical to freshman success, mathematics achievement, and individualized supports.

## **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 MACCS team looked at a number of interventions for fit and evidence basis. Below are results from the What Works Clearinghouse Find What Works tool. Results were filtered by

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<sup>3</sup> Training from the Southern Regional Education Board has focused on leadership capacity and developing common vision for school transformation, creating school organizational culture emphasizing continuous improvement and collaboration, developing process for school leaders to support teachers in improving their instruction through effective planning and feedback, and alignment of teaching practices with common Core State Standards.

grade, urban setting, western region, and race and ethnicity filters. Results shown match: 1) the student population strongly or moderately (two or three out of three ratings), 2) include 9<sup>th</sup> grade in research; 3) meet the top three tiers of evidence for design; 4) Show one or more statistically significant positive outcome.

**MATHEMATICS:**

| <b>Intervention</b>               | <b>Effectiveness Rating(s)</b>   | <b>Grades</b> | <b>Student Similarity</b> | <b>Comments</b>   |
|-----------------------------------|----------------------------------|---------------|---------------------------|---|
| Knowledge is Power Program (KIPP) | Positive Effects                 | 5-12          | 2 of 3                    | N/A, proprietary model for charter network schools.   |
| Cognitive Tutor® Algebra          | Positive Effects, No Discernable | 8-PS          | 2 of 3                    | Used at MACCS. Statistically significant positive outcomes shown in a Tier 3 study. No negative or mixed outcome studies. Several settings and large student populations studied. |
| Green Dot Public Schools          | Potentially Positive             | 9-12          | 2 of 3                    | N/A, proprietary model for charter network schools.   |
| Teach for America (TFA)           | Positive Effects                 | K-12          | 2 of 3                    | N/A Teach For America is a teacher placement/service corps with New Mexico placement focused on four-corners area.  |

**ENGLISH LITERACY:**

| <b>Intervention</b>               | <b>Effectiveness Rating(s)</b>                             | <b>Grades</b> | <b>Student Similarity</b> | <b>Comments</b>   |
|-----------------------------------|--|---------------|---------------------------|---|
| READ 180®                         | No Discernable Effects, Potentially Positive, and Positive | 4-10          | 2 of 3                    | Good results and strong research design but programming geared towards struggling readers who are two or more years below grade level.  |
| Knowledge is Power Program (KIPP) | Positive Effects   | 5-12          | 2 of 3                    | N/A, proprietary model for charter network schools.   |
| Fast ForWord®                     | No discernable, Potentially Positive                       | K-10          | 2 of 3                    | There were adolescent literacy 8 studies meeting WWC design standards. WWC found no discernible effects for alphabetics and potentially positive effects for reading and comprehension. Studies include a number of states and large student population. Program is a computer-based reading program, which would be instruction model redesign in a non-priority area for MACCS. |

**TEACHER EXCELLENCE:**

| <b>Intervention</b>     | <b>Effectiveness Rating(s)</b> | <b>Grades</b> | <b>Student Similarity</b> | <b>Comments</b>  |
|-------------------------|--------------------------------|---------------|---------------------------|--|
| Teach for America (TFA) | Positive Effects               | K-12          | 2 of 3                    | N/A Teach For America is a teacher placement/service corps with New Mexico placement focused on four-corners area. |

|                              |                      |      |        |   |
|------------------------------|----------------------|------|--------|---|
| MyTeaching-Partner-Secondary | Potentially Positive | 6-12 | 2 of 3 | Statistically significant outcome in Standards of Learning (SOL), 1,267 students in Virginia. High cost to implement (\$5,000+ per teacher, plus \$4,000-\$8,000) |
|------------------------------|----------------------|------|--------|---|

### PATH TO GRADUATION:

| Intervention             | Effectiveness Rating(s) | Grades | Student Similarity | Comments  |
|--------------------------|-------------------------|--------|--------------------|---|
| Dual Enrollment Programs | Positive                | 9-12   | 2 of 3             | Used at MACCS. Several studies meet WWC design standards, large number of students included in studies, statistically significant positive results across several studies for outcomes of completing high school, high school attendance, credit accumulation, college readiness, and college enrollment. |
| Green Dot Public Schools | Potentially Positive    | 9-12   | 2 of 3             | N/A, proprietary model for charter network schools.   |
| Career Academies         | Potentially Positive    | 9-12   | 2 of 3             | Three studies meeting design standards, with two showing no discernible effects and one showing potentially positive. Model is OJT work linked school-within-a-school structure rather than MACCS integrated digital media approach.  |
| High School Redirection  |                         | 9-12   | 2 of 3             | Studies meeting design standards included more showing mixed or no discernable positive effect than those showing positive effect. Designed for subset of students needing intensive remedial alternative education.  |

### WWC CHARTER SCHOOL INTERVENTIONS

| Intervention                      | Effectiveness Rating(s) | Grades | Student Similarity | Comments  |
|-----------------------------------|-------------------------|--------|--------------------|---|
| Knowledge is Power Program (KIPP) | Positive Effects        | 5-12   | 2 of 3             | N/A, proprietary model for charter network schools. |
| Green Dot Public Schools          | Potentially Positive    | 9-12   | 2 of 3             | N/A, proprietary model for charter network schools. |

In addition to performing searches through the Find What Works area of WCC, MACCS performed literature searches for interventions and frameworks in use at and of interest to MACCS.

| Intervention                        | Research and Meeting of Tier 1-3 of Evidence  |
|-------------------------------------|---|
| Literacy Design Collaborative (LDC) | WWC reviewed one qualified design study, which showed a statistically significant positive outcome for KPREP reading scores, meeting Tier 3 evidence thresholds. The study used a Quasi-Experimental Design examining 19,962 Students, grade 8 in Kentucky. Additionally, the model has been implemented and researched in urban and rural sites in states across the southwest, south, and southeast (including New Mexico, Colorado, and Texas) and is adopted at the state level by three departments of education as the official Common Core strategy. In New Mexico, 23 districts have implemented LDC. |

|   |  |
|---|--|
|   | <p>MACCS training partners, Southern Regional Education Board with My Student Survey, conducted its own high-quality and large-scale comparative design research on instructional experiences of students in LDC and non-LDC classrooms. The study surveyed 25,820 students using a 31-question tool with questions along five categories of effective instruction. Results found statistically significant differences with LDC trained teachers rated across all five categories: Objectives and Learning Targets, Reading Strategies, Student Ownership of Learning, Writing Strategies, and Assessments. Importantly, the scores increased for teachers with more years of LDC training for all five categories when comparing one year versus three years of training.</p>  |
| Career and Technical Education (CTE)            | <p>CTE has 11 several studies listed in WWC with 3 meeting review standards and 2 being at the high school level.<sup>4,5</sup> One study (Rorie 2017) meets WWC Standards with Reservations and has two statistically significant positive findings for academic outcomes. The study was in an urban setting, grades 9-12, with 3,692 students. The positive outcomes were measures of 4-year high school graduation rate and total credits earned at end of year 4. A second study (Pearson 2008) used a small set of students (N=137) in grades 9-12 within a randomized control trial design. The WWC listing shows the analysis as having statistically significant negative outcomes; however, there is not an explanation/detail page and the Improvement Index indicators are set at 0. The study itself shows statistically significant positive effects, specifically improved performance on two of three standardized tests of math ability (TerraNova and ACCUPLACER) for CTE students in a model integrating mathematics into technical courses. While the second study as far less similar as an application of CTE in relation to MACCS use given its focus on integrating math into CTE courses rather than examining CTE as a general approach, the school submitted a query to WWC to find out more about whether the listing is in error or if there are additional details to explain the findings.</p>           |
| Advancement Via Individual Determination (AVID) | <p>In 2010, WWC reviewed 66 AVID studies with just 1 study meeting design standards.<sup>6</sup> The study was small scale (N=96) and reviewed under the domain of Adolescent Literacy, reading comprehension. It found no statistically significant positive results on the narrow student outcome of scores on the Colorado Student Assessment Program (CSAP): Reading subtest. Specifically, the study did not look at more core aims like alphabetic, reading fluency, general literacy achievement domains, or broader lenses of persistence, graduation, etc.</p> <p>Many published studies have come out on AVID since 2010. More recent research has includes Tier compliant correlational design, such as Monachino (2012), a study of 239 suburban students, which showed statistically significant increases in students' self-efficacy, academic achievement outcome measures in reading and math, and active classroom engagement. Another study (Bleakley, 2013) used a quasi-experimental research design with matched 67 intervention and 69 control high school students (comparison control for prior GPA and standardized test performance, ethnicity, gender, and household income). This study found statistically significant positive effects on the strength students' sourcework schedules, performance on 11<sup>th</sup> grade Language Arts section of the HSPA, and participation rates for the PSAT.</p> |
| Check & Connect                                 | <p>Check &amp; Connect is a drop-out prevention program with two WWC reviewed studies (Sinclair, 1998; Sinclair, 2005) that meet group design standards without reservations. The studies were for urban settings with 9-12 and 9<sup>th</sup> grade focus. Research found a statistically</p>   |

<sup>4</sup> Neild, R. C., Boccanfuso, C., & Byrnes, V. (2015). Academic impacts of career and technical schools. *Career and Technical Education Research*, 40(1), 28–47.

<sup>5</sup> Rigor and relevance: Enhancing high school students' math skills through career and technical education. Stone, J. R., Alfeld, C., & Pearson, D. (2008). *American Educational Research Journal*, 45(3), 767–795. Retrieved from: <https://eric.ed.gov/?id=EJ807311>.

<sup>6</sup> Rorie, L. B. (2007). An investigation of achievement in the AVID (Advancement Via Individual Determination) program at the high school level. *Dissertation Abstracts International*, 68 (11A), 168–4657.

|                        |  |
|------------------------|--|
|                        | significant positive effect on staying in school and a potentially positive effect on progressing in school.   |
| Summer Bridge Programs | WWC has only looked at bridge programs from high school to college but has one study meeting research standards that shows Potentially Positive results (Murphy, 2010). This was a college bridge program but was for all students, generally, rather than just a special subgroup like first-generation college students or minority students. From 2,222 students 770 freshmen elected to participate using a quasi-experimental design. The bridge program included academic subject exposure, peer coaching, Baseline equivalence of the intervention and control groups was established for GPS and household income. A statistically significant and large positive result was persistence, specifically degree attainment (70% versus 67%). |

MACCS selected to add and continue the following interventions.

**Cognitive Tutor® Algebra**

MACCS has been making steady gains in student math achievement (11% proficient in 2015, 17% proficient in 2016, 20% proficient in 2017) in part because of use of quality evidence based interventions like Cognitive Tutor from Carnegie Learning. The Common Core aligned curriculum includes group instruction lessons, write-in textbooks, and MATHia adaptive math tutoring software. Cognitive Tutor® Algebra focuses on the ways students think about and learn math as they used new information and discuss work.

**Literacy Design Collaborative (LDC)**

MACCS has been using LDC for English, Social Studies, and Science with teachers and school leaders receiving training and mentoring from Southern Regional Education Board. This framework was developed by The Bill and Melinda Gates Foundation and has been highly successful with MACCS Reading progress increasing from 30% of students testing proficient or better in 2015 to 48% in 2017. LDC supports the transition to Common Core State Standards in English Language Arts; emphasizes creating assignment that engage reading, writing, and thinking skills and are based on effective strategies for advancing academic achievement; and allows freedom and flexibility for teachers to design their own lessons or use guaranteed curriculum. The model combines planning of implementation strategies, collaboration through online and virtual courses, monitoring of progress and adjustment of supports with data analytics (through LDC Learning Report, an interactive data dashboard for student performance and activities), peer review processes to calibrate and validate content with national standards, and student production of high-quality work. The collaborative aspect of the model is strongly shown through LDC CoreTools, which is a large collection of peer-reviewed modules (available to practitioners online) that are identified as Common Core aligned and Exemplary and Good to Go through a jurying process created by the Stanford Center for Assessment, Learning and Equity (which includes a research-validated Curriculum Alignment Rubric). LDC partners like Southern Regional Education Board deliver high quality in person training and offer ongoing model implementation mentoring and support.

**Check & Connect**

This is an intervention from University of Minnesota and is the only dropout prevention intervention in WWC found to have statistically significant positive effects on youth staying in school. With Check & Connect, schools check for students showing warning signs of disengagement (e.g., poor attendance, behavioral issues and referrals, low grades) and connect with them through a trusting relationship with a trained mentor who advocates for the student

while challenging them to stay engaged. The mentor regularly and systematically monitors performance outcomes (e.g., tardiness, behavioral issues, short cycle test results). Demonstrated results include improved attendance, persistence, access to support services, behavioral referrals, dropout rates, credits accrued, and literacy testing results. In addition to CCW, Check & Connect is listed in several other clearinghouses of effective practices including Attendance Works, National Dropout Prevention Center, Coalition for Evidence Based Practice, and others.

### **Career Technical Education**

CTE is integral to the MACCS model and will continue through proposed work with an emphasis on earlier exposure to CTE and CTE planning beginning with projects in the summer bridge Boot Camp and planning discussions about CTE stands of interest by teachers and the Student Intervention Specialist. There are three CTE pathways at MACCS that will continue during the CSI period:

- 1) *The Programming and Design Pathway* encompasses courses that concern the design, development and implementation of computer technology. Students will gain artistic and technical skills in: 1) creation of computer-based artworks with digital painting, Graphic Design and 3-D Design, 2) the fundamentals of computer programming for the purposes of web and game design, 3) software and operating system navigation and 4) the manipulation, processing and transmission of data in multiple formats. This program of study is intended to prepare students for further post-secondary study in Network Administration, Programming, Animation and Game Design. Students will be working towards careers in the Entertainment, Software Development and IT Technical Support industries.
- 2) *The Post-Production Film Pathway* is designed to prepare students to enter careers in many areas of developing visual media production across a wide variety of delivery platforms and formats. The courses offered in this pathway are designed to acquaint students with the major components of film production with emphasis on the IATSE supported skills such as gripping, electrical, lighting camera, sound design, editing and special effects. By completing the suggested program of study, students have the opportunity to earn 28 college credits through the MACCS dual credit program and our partnership with CNM. Upon completion of the required 28 college credits, a student will earn a post-secondary certification as a Post-Production Technician. The Post-Production Pathway is designed to prepare students to enter the growing film industry in New Mexico. Students may also choose to continue their post-secondary skill development as a CNM student completing a certificate program or earning an A.A. degree through the Film Technician Program.
- 3) *The Visual Arts Pathway* is designed to prepare students who wish to pursue an associates and/ or bachelor's degree in Fine Arts after graduating from MACCS. Courses offered are designed to acquaint students with fundamentals of visual arts including painting & drawing, photography, 2-D design, mixed media, the history of art, as well as the important role which art plays in society. This pathway is geared towards students wishing to pursue a career in the fine arts or related fields. Sample job titles include: Professional Artist/ Craftsman, Museum Curator or Preparator, Professional Photographer, Art Educator, Gallery Director, Graphic Designer, Art Administration, Illustrator or Muralist.

**Dual Credit Courses and Career Technical Education**

MACCS has one of the most robust dual credit programs in the state. The dual credit program allows students to earn college credits from CNM or UNM while in high school. The tuition and books for the dual credit classes are free to students. Every student at MACCS will take at least one dual credit class, with options available the summer after freshman year. MACCS provides students with incredible opportunities through the dual credit program in the media arts field and encompasses other student career interests. All three media arts career pathways contain dual credit courses. All of the Career Technical Education (CTE Elective) teachers are also approved CNM instructors allowing MACCS to offer dual credit classes on campus, embedded in the regular school schedule. Through the dual credit program students can customize a high school plan that meets their particular career goals such as a three-year high school plan or earning a post-secondary certification or associates’ degree upon high school graduation. Students may enter college having one to two years of college already completed. The majority of dual credit classes that students take will be for high school elective credit. However, MACCS is unique in allowing for the following college courses to be taken to replace high school core credits.

College course(s) completed at UNM or CNM: Will replace high school CORE credit:

| <b>College course(s) completed at UNM or CNM:</b>                                | <b>Will replace high school CORE credit:</b>    |
|--|---|
| ENG 1101 AND ENG 1102, 6 college credits earned (both courses must be completed) | English 12, 1 high school credit                |
| Intermediate College Algebra, 3 college credits                                  | Algebra II, 1 high school credit                |
| College Algebra, 4 college credits   | Senior Year Math Ready, I high school credit    |
| Foreign Language, 3-6 college credits  | Spanish I and Spanish II, 2 high school credits |

**AVID-Like Strategies**

Full implementation of AVID is not appropriate for MACCS; however, several specific practices will compliment other proposed interventions and existing teaching methodologies. These include a WICOR approach to learning: Writing, Inquiry, Collaboration, Organizing & Reading, which will be incorporated into lesson planning; two-column note taking; Tutorials (tutors for collaborative problem solving), goal setting, Socratic Seminars, and “marking the text.” Southern Regional Aducation Board will help train teachers on these methods as part of their professional development contract.

**Summer Bridge to High School**

MACCS will implement bridge programming for incoming freshmen in the form of a boot camp to acclimate students into the MACCS way of learning, including but not limited to project-based learning and media collaboration with core classes. Students have a two-week immersion with presentation and celebration at the end of the experience.

**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.**

Below are the strategies and interventions proposed for addition and to be continued at MACCS. Items preceded with **WWC** are studies included in the What Works Clearinghouse and classified as meeting the design requirements and positive outcome requirements for Tier 1 to 3.

### **AVID**

**WWC** Rorie, L. B. (2007). An investigation of achievement in the AVID (Advancement Via Individual Determination) program at the high school level. *Dissertation Abstracts International*, 68 (11A), 168–4657.

Bleakley, D. (2013). An analysis of the efficacy of the advancement via individual determination (AVID) intervention program. Dissertation to Graduate School-New Brunswick Rutgers. October 2013.

Monachino, K. (2012). A study of the advancement via individual determination (AVID) program and student self-efficacy and academic achievement: An exploration with middle and high school students. Dissertation to Graduate Faculty of The University of Akron.

### **Cognitive Tutor® Algebra**

**WWC** Koedinger, K. R., Anderson, J. R., Hadley, W. H., & Mark, M. A. (1997). Intelligent tutoring goes to school in the big city. *International Journal of Artificial Intelligence in Education*, 8(1), 30–43.

**WWC** Carnegie Learning, Inc. (2001). Report of results from Pittsburgh, Pennsylvania (Cognitive Tutor research report PA-91-01). Pittsburgh, PA: Author.

### **Career Technical Education (CTE)**

**WWC** Curran Neild, R., Boccanfuso, C., Byrnes, V. (2013). The Academic Impacts of Career and Technical Schools: A Case Study of a Large Urban School District. Johns Hopkins University, Center for Social Organization of Schools. January 2013.

**WWC** Stone, J. R., Alfeld, C., & Pearson, D. (2008). Rigor and relevance: Enhancing high school students' math skills through career and technical education. *American Educational Research Journal*, 45(3), 767–795. Retrieved from: <https://eric.ed.gov/?id=EJ807311>

### **Check and Connect Evidence**

**WWC** Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7–21.

**WWC** Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.

Allensworth, E.M., Gwynne, J.A., Moore, P., and de la Torre, M. (2014). Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public School. University of Chicago Consortium on Chicago School Research (CCSR).

*This study discusses Check & Connect's positive outcomes and also has the key finding that "Most students who are off-track in ninth-grade courses did not show signs of academic trouble in the middle grades. Ninth-grade early warning monitoring systems, based on course grades and attendance in high school, are*

*critical to keep all students on-track to graduate—for many students, academic problems start when they enter high school.”*

### **Dual Credit Courses**

- WWC** Berger, A., Garet, M., Hoshen, G., Knudson, J., & Turk-Bicakci, L. (2014). Early college, early success: Early College High School Initiative impact study. Washington, DC: American Institutes for Research.
- WWC** Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015). Smoothing the transition to postsecondary education: The impact of the Early College Model. Retrieved from the SERVE website: <http://www.serve.org/>
- WWC** An, B. P. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Educational Evaluation and Policy Analysis, 35, 57–75. doi:10.3102/0162373712461933
- WWC** Giani, M., Alexander, C., & Reyes, P. (2014). Exploring variation in the impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students. High School Journal, 97(4), 200–218.
- WWC** Struhl, B., & Vargas, J. (2012). Taking college courses in high school: A strategy guide for college readiness: The college outcomes of dual enrollment in Texas. Washington, DC: Jobs for the Future. Retrieved from <http://eric.ed.gov/?&id=ED537253>

### **Literacy Design Collaborative (LDC)**

- WWC** Herman, J., & Epstein, S. (2014). New York: Learning Design Collaborative. Supporting middle school content teachers transition to the Common Core: The implementation and effects of LDC. California: UCLA CRESST. 2014.
- Bottoms, G., Tadlock, J. (2017). Engaging Students in Deeper Learning Through Powerful Literacy and Mathematics Assignments. Atlanta: Southern Regional Education Board. February 2018.
- Herman, J. L., Epstein, S., Leon, S., Dai, Y., La Torre Matrondola, D., Reber, S., Choi, K. (2015a). The implementation and effects of the Literacy Design Collaborative (LDC): Early findings in eighth-grade history/social studies and science courses (CRESST Report No. 848). Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Chung Wei, R. (2014). Literacy Design Collaborative – Module Jurying: Innovating for High Quality Design. Stanford Center for Assessment, Learning and Equity. Stanford University. April 2014.

Additionally, Research for Action has been contracted for by The Bill and Melinda Gates Foundations for long-term model research on LDC effectiveness. Research for Action has looked at sites across the nation, developed interview and observation protocol, analyzed student outcome data, and develop implementation briefs to guide and strengthen LDC training and use. Resulting briefs important to MACCS context include:

- Duffy, M. Park, E. (2012). Brief One: LDC and MDC Theory of Action and the Landscape of Implementation. Research For Action. September 2012.

Reumann-Moore, R, Sanders, F. (2012). Research for Action. Brief Two: Robust Implementation of LDC: Teacher Perceptions of Tool Use and Outcomes. Research For Action. September 2012.

Stephanie Levin, S., Duffy, M., Dever, K. (2012). Brief Four: Conditions for Scale and Sustainability. Research For Action. September 2012.

### **Summer Bridge Programing**

**WWC** Murphy, T. E., Gaughan, M., Hume, R., & Moore, S. G. Jr. (2010). College graduation rates for minority students in a selective technical university: Will participation in a summer bridge program contribute to success? *Educational Evaluation and Policy Analysis*, 32(1), 70–83. doi: 10.3102/0162373709360064

### **Additional Evidence**

Check and Connect, Dual Credit, and Career Technical Education strategies and interventions support three of four evidence-based recommendations in What Works Clearinghouse’s *Preventing Dropout in Secondary Schools Practice Guide*:<sup>7</sup>

- a. *Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.*
- b. *Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.*
- c. *Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.*

Use of Carnegie Learning Cognitive Tutor® and MATHia software in combination with smaller freshman math class sizes, the addition of a teacher to support summer math credit recovery supports, and the Southern Regional Education Board provided professional development in lesson design in mathematics supports three of three evidence-based recommendations in What Works Clearinghouse’s *Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students Practice Guide*:<sup>8</sup>

1. *Use solved problems to engage students in analyzing algebraic reasoning and strategies.*
2. *Teach students to utilize the structure of algebraic representations.*
3. *Teach students to intentionally choose from alternative algebraic strategies when solving problems.*

### **D. Theory of Action**

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

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<sup>7</sup> What Works Clearinghouse (2017). *Preventing Dropout in Secondary Schools Practice Guide: Educator’ Practice Guide* -

A set of recommendations to address challenges in classrooms and school. Institute of Education Sciences. NCEE 2017-4028 US Department of Education. September 2017. Pages 2-3.

<sup>8</sup> What Works Clearinghouse (2015). *Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students Practice Guide Summary*. US Department of Education. April 2015.

MACCS Theory of Action is summarized below:

- If we clearly communicate what our school is about and what our focus on media arts means through Summer Boot Camps and recruitment efforts, we will improve the match between incoming students and MACCS' model.
- If we help students to transition from middle school to high school and from other schools to MACCS through focused summer orientation, team building, exposure to project based learning and media arts topics, we will start students with better engagement, confidence, and enthusiasm for MACCS curricula.
- If we focus on improving core academic performance of freshman and on improved mathematics instruction, we will improve student outcomes, set students up for success in high school and beyond, reduce student disengagement and drop-out, and provide the foundational skills necessary to succeed in across all subjects.
- If we identify students who are struggling early and intervene with expanded credit recovery options, student supports, changes to schedules, and mentoring followed by monitoring and continued check-ins, we will help performance of lowest quartile students, reduce drop-out risk, and support student wellness, growth, and development.
- If we continue to strengthen our successful college and career readiness model through dual credit core and elective courses, AVID-like approaches, and best practices in Career and Technical Education we will improve student engagement and persistence, set students up to succeed in college, and further support recruitment efforts through the success of students in media arts industries.

Conditions for quality implementation of interventions include:

- High quality professional development support for MACCS leadership and instructional staff.
- Continued regular, embedded, and quality monitoring and discussion of student and school data and use in continuous improvement.
- Additional staff capacity to reduce freshman student-to-teacher ratios, staff summer school math credit recovery, and provide a Check & Connect mentor.

#### **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).**

In order to implement the above evidence-based intervention through MACCS' four-pronged strategy (increased student recruitment; freshmen boot camp and academic year focus; and expanded credit recovery options), PED funding will support the following expenses. All costs will support the school; there are no LEA-level funding costs requested, as MACCS is a state-chartered school and therefore operates as its own LEA.

##### **PLANNING PERIOD**

- Meetings over the summer and after school to plan for four-pronged approach (\$6,000 for staff time planning stipends) = \$6,000

- Trainings by Southern Regional Education Board for four teachers on Literacy Design Collaborative instructional framework, AVID-type interventions, and other professional development to learn strategies for good learning habits and helping students increase math and literacy proficiency (\$2,000 in stipends for trainings) = \$2,000
- Student Intervention Specialist Manuals (six manuals x \$500/each) = \$3,000

PLANNING PERIOD TOTAL = \$11,000

### **YEAR ONE**

- Stipends for school staff to attend student/educational/community events outside of normal school days and times to promote the school and meet with potential students = \$3,000
- Freshmen boot camp coordinators to plan sessions, facilitate registration, and execute two weeks of programming with estimated time commitment of 6 hours/day x 10 days or 600 hours each (3 staff x \$4,000 stipends per coordinator) = \$12,000
- Freshmen boot camp team t-shirts (60 students x \$10/shirt) = \$600
- Freshmen boot camp project budget to facilitate project-based learning workshops (including robotics, etc.) (\$1,000 project stipend per coordinator x 3 coordinators) = \$3,000
- Freshmen boot camp transportation costs for field trips to local outdoor spaces and colleges/universities (2 field trips per boot camp x 2 buses x \$400/bus) = \$1,600
- Freshmen boot camp field trip entry costs (2 trips x \$10/trip x 60 students) = \$1,200
- Needed meal costs to support full-day attendance of 60 students for freshmen summer boot camp. These expenses are not feasibly covered through USDA summer meal program but are expenses at the USDA reimbursement rate (\$2.63 USDA meal rate x 2 meals/day x 60 students) = \$315.60
- Contract with Southern Regional Education Board to deliver coaching support, professional development, and literacy and math improvement support = \$20,000
- Adding one certified teacher to support freshmen core classes, reducing class sizes to a 1:17 teacher to student ratio = \$30,000
- Adding a certified teacher to credit recovery summer school to expand the program to include face-to-face support (6 hours/day x 5 days/week x 6 weeks x \$24/hour) = \$4,320
- Adding a .50 FTE Student Intervention Specialist (SIS) to ensure that all student support initiatives are properly implemented and managed with data collection. The SIS will focus on the success of the freshmen class initiatives named in this proposal. In addition, the SIS will manage other student support systems that affect all students, including the Early Warning System and the SAT process = \$40,000

YEAR ONE TOTAL = \$116,035.60

### **YEAR TWO**

- Stipends for school staff to attend student/educational/community events outside of normal school days and times to promote the school and meet with potential students = \$3,000
- Freshmen boot camp coordinators to plan sessions, facilitate registration, and execute two weeks of programming with estimated time commitment of 6 hours/day x 10 days or 600 hours each (3 staff x \$4,000 stipends per coordinator) = \$12,000
- Freshmen boot camp team t-shirts (60 students x \$10/shirt) = \$600

- Freshmen boot camp project budget to facilitate project-based learning workshops (including robotics, etc.) (\$1,000 project stipend per coordinator x 3 coordinators) = \$3,000
- Freshmen boot camp transportation costs for field trips to local outdoor spaces and colleges/universities (2 field trips per boot camp x 2 buses/trip x \$400/bus) = \$1,600
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- Needed meal costs to support full-day attendance of 60 students for freshmen summer boot camp. These expenses are not feasibly covered through USDA summer meal program but are expenses at the USDA reimbursement rate (\$2.63 USDA meal rate x 2 meals/day x 60 students) = \$315.60
- Contract with Southern Regional Education Board to deliver coaching support, professional development, and literacy and math improvement support = \$20,000
- Maintaining contract with one certified teacher to support freshmen core classes, reducing class sizes to a 1:17 teacher to student ratio = \$30,000
- Maintaining contract with a certified teacher for credit recovery summer school to expand the program to include face-to-face support (6 hours/day x 5 days/week x 6 weeks x \$24/hour) = \$4,320
- Maintaining contract with a .50 FTE Student Intervention Specialist (SIS) = \$40,000

YEAR TWO TOTAL = \$116,035.60

### **YEAR THREE**

- Stipends for school staff to attend student/educational/community events outside of normal school days and times to promote the school and meet with potential students = \$3,000
- Freshmen boot camp coordinators to plan sessions, facilitate registration, and execute two weeks of programming with estimated time commitment of 6 hours/day x 10 days or 600 hours each (3 staff x \$4,000 stipends per coordinator) = \$12,000
- Freshmen boot camp team t-shirts (60 students x \$10/shirt) = \$600
- Freshmen boot camp project budget to facilitate project-based learning workshops (including robotics, etc.) (\$1,000 project stipend per coordinator x 3 coordinators) = \$3,000
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- Maintaining contract with one certified teacher to support freshmen core classes, reducing class sizes to a 1:17 teacher to student ratio = \$30,000
- Maintaining contract with a certified teacher for credit recovery summer school to expand the program to include face-to-face support (6 hours/day x 5 days/week x 6 weeks x \$24/hour) = \$4,320
- Maintaining contract with a .50 FTE Student Intervention Specialist (SIS) = \$40,000

YEAR THREE TOTAL = \$116,035.60

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

MACCS will utilize general school funding from PED to support freshmen students. Additionally, MACCS received a High Schools That Work grant for the last three years from PED, which aligns with professional development from Southern Regional Education Board and targeted student improvements. Because MACCS has built a strong professional relationship with SREB, the school will continue to utilize this funding to support and sustain the programming described in this proposal.

**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.**

### **INCREASED AND IMPROVED STUDENT RECRUITMENT**

MACCS' Leadership Council will increase recruitment efforts by distributing informational materials to schools and educational organizations to change the public perception of the school, informing the community of its media arts focus and strong dual credit program in order to attract a focused and enthusiastic student body. The Leadership Council will implement pre-admission interviews for students interested in coming to MACCS to inform them of the mission and vision of the school, and ensure they are driven by an interest in media arts. Additionally, instructional staff will attend student/educational/community events outside of normal school days and times to promote the school and meet with potential students.

### **FRESHMEN BOOT CAMP AND FRESHMEN SMALL-CLASS ACADEMIC YEAR FOCUS**

By retaining more students from year to year through targeted supports during their freshman year, MACCS will increase its per-student funding from the state. Additionally, student retention, improved Math and ELA/Reading scores, and a higher graduation rate (and a lower number of fifth year students) will qualify MACCS for further funding opportunities in order to sustain the boot camp and smaller freshmen class sizes in perpetuity.

### **EXPANDED MATH SUPPORTS**

MACCS already uses Cognitive Tutor Algebra, therefore it is not a cost for which sustaining funds need to be identified. MACCS will supplement its summer Edgenuity program with teacher support for students who require additional instruction in addition to online classes.

### **STUDENT SUPPORTS TO GRADUATE**

Catch and Connect does not include annual fees or other costs. If MACCS elects to send the SIS to a conference or schedule training, that will come out of existing operational funds. Dual credit courses are already embedded into MACCS' model and the ongoing efforts to train teachers, counselors, summer boot camp staff, and the SIS to encourage and support students in pursuing dual enrollment will be part of ongoing responsibilities and will not require sustaining funding.

### **PROFESSIONAL DEVELOPMENT (PD)**

Training from the Southern Regional Education Board, like modules on Literacy Design Collaborative, are designed as three-year PD courses. The training need for AVID is likewise expected to diminish over time as MACCS builds the structure to support its own professional development.

**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.**

Not applicable; MACCS is not requesting any administrative support expenses.

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

MACCS will pursue further funding at the federal, state, and local level to support the chosen evidence-based intervention. MACCS received a High Schools That Work grant for the last three years from PED, which aligns with implementation of SREB and targeted student improvements. MACCS will continue to seek this funding each year. Furthermore, as teachers take ownership of their Professional Development goals as encouraged through the NM Teach PDP, funds will be used to support teachers' individual Professional Development opportunities, with the intention of teachers returning to facilitate trainings with the entire faculty.

#### **B. Budget Forms**

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

**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.**