



**Request for Application (RFA) for
More Rigorous Intervention (MRI) Schools
Significantly Restructure & Redesign**

Title I Sec.1003 [a]

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

**Deadline to Submit RFA:
February 26, 2018**

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

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

I. Background

Under New Mexico's previously-approved ESEA waiver, the state committed to the following plan for chronically failing schools:

"If after four years of intervention there is not consistent and sustainable growth within a Priority School, or school with an overall grade of F, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school."

At present, New Mexico has schools that fall under this legacy policy: Five elementary schools have earned four straight failing (F) ratings while another thirteen have earned three failing ratings (F) in the last four years. It cannot be ignored that schools in this category have failed generations of children¹.

New Mexico has identified a total of four schools for More Rigorous Interventions (MRI), two schools that are chronically failing and have earned six continuous "F" grades since 2012 and two schools that have earned five continuous "F" grades since 2013. LEAs with identified chronically failing schools are required to select one of the following more rigorous interventions:

1. **Closure:** Close the school and enroll the students who attended that school in other schools in the surrounding area that are higher performing.
2. **Restart:** Close the school and reopen it under a charter school operator that has been selected through a rigorous state or local authorizer review process.
3. **Champion & Provide Choice:** Champion a range of choices in an open system that focuses on new approaches to learning; one that keeps the individual student(s) at the center of accessing options that best support their learning path. There must be clear evidence that choice has been championed for the impacted students.
Choices may include:
 - public charter schools
 - magnet schools
 - private schools
 - online learning
 - homeschooling
4. **Significantly restructure and redesign the vision and systems at a school** including extending instructional time, significantly changing staffing to include only educators earning highly effective ratings and above, state-selected curriculum approaches, and/or personalized learning models for all students.

¹ New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, pg. 107 (2017). New Mexico Public Education Department, Santa Fe, NM.

This option may also include a hybrid approach of the three options outlined above. The PED will approve all elements and sub-elements of the school’s plan.

II. Purpose

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

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

III. Eligibility

Grant funding is available to LEAs with state identified MRI Schools. LEAs are to submit **separate and complete applications for each MRI school in response to this RFA.**

A full list of MRI schools is available on the NM PED ESSA in New Mexico page: <http://www.ped.state.nm.us/ped/ESSA.html>

IV. Project Period

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

Project Period Timeline	
Applications Released by PED	December 5, 2017
Letter of Intent Commitment due to PED (Appendix A)	January 26, 2018
Applications Due to PED	February 26, 2018
Announcement of Awards	March 2018
Planning Period for LEA/Schools	March 2018 to June 30, 2018
Year-One Implementation Period	July 1, 2018 to June 30, 2019
Year-Two Implementation Period	July 1, 2019 to June 30, 2020
Year-Three Implementation Period	July 1, 2020 to June 30, 2021

V. Review and Approval

PED will review the proposed MRI and either approve or deny the plan. If the plan is denied, PED reserves the right to select the MRI for the school.

If the district refuses to identify an MRI to participate in, the PED will select the MRI for the school.

Proposal Requirements: Significantly Restructure and Redesign

If the LEA selects the Significantly Restructure and Redesign the vision and systems at the school, they commit to:

1. School Leadership

Recruiting and Sustaining High-Quality Personnel

The LEA must develop and increase school leader effectiveness.

- a. The LEA describes where and how they will recruit school leaders and how the LEA will differ from its standard recruitment practices to ensure the school is led by an effective leader with a track record of success in changing outcomes for students in struggling schools.
- b. The LEA utilizes evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment.
- c. The LEA describes the incentive plan for recruitment and timeline for hiring a school leader.
- d. The LEAs plan includes a sequence of event and decision-making that is likely to produce a strong leader within the appropriate timeline.

Leadership Hiring

The LEA has a comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience, knowledge, and skills, capacity to do the work, and alignment with the vision for exceptional student achievement and success for all children in the school community.

The LEA describes:

- a. The leadership competencies that are most important for the school to improve outcomes for students.
- b. How the LEA will use competency-based interviews as a component of hiring.

The LEA must indicate its plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i-iii) cannot be placed at the school.

2. Human Capital

Staff Hiring

Provide additional compensation to attract and retain instructional staff with the skills necessary to meet the needs of the students in a transformation school.

The LEA describes:

- a. The comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience, knowledge and skills, capacity to do the work, and alignment with the vision of exceptional student achievement and success for all children in the school community.
- b. The hiring process that is based on the competencies critical to achieving the mission and vision of the school.

- c. The compensation structure to attract and retain staff.
- d. The process used to ensure that 100% of the staff are identified as Effective, Highly Effective, or Exemplary on NM TEACH.

Professional Development

The LEA describes:

- a. How it will provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- b. The frequency and duration of such professional development, including professional development on lesson study.
- c. How common planning time has been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study.

If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

Incentives

The LEA describes how it will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school.

The LEA describes:

- a. How it will include information on stipends for professional development, signing bonuses, and/or performance pay as a part of recruitment activities.
- b. How they will implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 12 based on PARCC learning gains.
- c. A system for measuring changes in instructional practices resulting from professional development.
- d. The monitoring and measurement system and how the LEA will work with the union (if applicable) to implement such a system.
- e. The process the LEA will use to work with the union (if applicable) and the anticipated timelines for such negotiations.

3. School Program

The LEA details a comprehensive, explicit theory of action that supports a culture of achievement and will lead to greater results for children and provides a clearly

articulated summary of the school's plan that meaningfully links the work of staff, program, and community towards a common mission and vision.

Mission, Vision, and Theory of Action

The LEA must:

- a. Develop a mission and vision that identifies the goals of the school community as well as the way in which those goals will be achieved.
- b. Ensure that the philosophical and visionary components of the school plan are clearly identified in a condensed (no more than two pages) and accessible format that can be easily reviewed and communicated by school stakeholders.
- c. Clear emphasis is placed on students throughout the mission and the vision, in a way that drives a student-centered, achievement-oriented culture.
- d. Ensure there is an emphasis on change and growth that clearly highlights the results from the current system and the ways in which the school will make changes to those approaches to drive student outcomes.
- e. A theory of action that clearly addresses the methods and philosophy by which it will grow student achievement, improve school culture, and build sustainability for continued performance.

Equity

The LEA must:

- a. Detail a specific plan for how it will address the needs of subgroups, using strategies that are more likely to be successful and that align with the mission, vision, and Theory of Action.
- b. Ensure that all students are included an aligned, comprehensive, and interwoven plan of how the school will achieve its goals.
- c. Considers the performance (proficiency, growth, and trend data) for all of the ethnic, racial, gender, language, and special needs groups at the school, and develops a strategy that will promote gains for each of them and is aligned to the Theory of Action.
- d. Addresses the needs of any subgroup that has a population of more than 10 students at the school. Subgroups to consider include those listed above, as well as special populations of students (e.g. foster, homeless, migrant).
 - i. How will the school address an engagement plan for each subgroup?
 - ii. How will the school know if each subgroup is learning the skills, concepts, and habits of mind deemed the most essential?
 - iii. How will the school respond if a specific subgroup is not showing the intended or desired progress?
 - iv. How will the school enrich and extend the learning for subgroups when they meet and exceed the stated targets?

Curriculum, Instruction, and Assessment

Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:

- a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.
- b. Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program and the use of High Quality Instructional Materials.
- c. Promote the continuous use of individualized student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet individual needs.
- d. Describe how the school will use data (formative, interim, and summative assessments), the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.
- e. Describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.
- f. Conduct reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.
- g. Implement a school wide Multi-Tiered System of Support (MTSS). Describe how the MTSS will be implemented and the professional development that will be provided to school staff to include new teacher's year over year.
- h. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
- i. Use and integrate technology-based supports and interventions as part of the instructional program.

Instructional Time

The LEA must provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education.

The LEA must describe:

- a. How it will provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- b. How they identified the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.
- c. The specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

- d. How the school will provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Include the frequency and duration of such collaboration.

4. Budget and Operations

The LEA drafts a three-year budget that aligned to the programmatic initiatives and priorities outlined in the Significantly Restructure & Redesign Plan. To demonstrate alignment, the budget allocates sufficient funding towards the priorities and programs identified in the plan.

- a. The budget allocates sufficient funding towards the priorities and evidence-based interventions (based on data analysis) identified in the plan.
- b. The budget clearly utilizes all available funding, in alignment with the priorities of the plan, over the course of three years.
- c. Priorities in the plan are linked to specific financial requirements and then prioritized to clarify what can and cannot be included in the final budget, and plan.
- d. The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.
- e. The plan clearly outlines the management structure, both within the school and related to the school.

5. Evidence-based Interventions

LEAs are charged with implementing ESSA, including utilizing evidence-based strategies, activities, and interventions in schools in need of significant improvement. While some ESSA programs allow the use of all four levels of evidence, Section 1003a of New Mexico's ESSA Plan requires that MRI, Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

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

It is incumbent upon the LEA to demonstrate that the selected provider and the supporting intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table1).

Table 1: Tiers of Evidence in ESSA

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

I. Full Application Submission

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

In addition, one original application plus one hardcopy **must** be mailed by postal service to:
 New Mexico Public Education Department
 Attn: Debbie M. Rael
 Deputy Cabinet Secretary, School Transformation
 Room 123
 300 Don Gaspar Avenue
 Santa Fe, New Mexico 85701

Complete hardcopy applications **must** be postmarked by February 12, 2018 and complete electronic copies must be submitted through the Priority Schools email portal (ped.psb@state.nm.us.) no later than 4:00 p.m. on February 26, 2018.

II. Review and Approval

PED will review the proposed MRI and either approve or deny the plan. If the plan is denied, PED reserves the right to select the MRI for the school.

If the district refuses to identify a MRI to participate in, the PED will select the MRI for the school.

Project Period

For MRI proposals the full project period is three years with the first year of implementation the 2018-2019 SY.

Project Period Timeline	
Applications Released by PED	December 5, 2017
Commitment Letter to PED (Example Appendix B)	January 26, 2018
Applications Due to PED	February 26, 2018
Announcement of Awards	March 2018
Planning Period for LEA/Schools	March 2018 to June 30, 2018
Year-One Implementation	July 1, 2018 to June 30, 2019
Year-Two Implementation Period	July 1, 2019 to June 30, 2020
Year-Three Implementation Period	July 1, 2020 to June 30, 2021

III. Reporting Requirements

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the MRI School are required to participate in progress site visits and monitoring telephone calls with PED. In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress that may include, but are not limited to:

NM DASH

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

Leading Indicators

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

Lagging indicators

- Student achievement rates
- State assessment data disaggregated by sub-group
- Student achievement rates compared to the State

- Student achievement rates compared to the LEA
- Student growth data
- College readiness data
- Graduation and transition data

Behavioral and Academic Data

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

VI. Review and Ranking of Applications

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

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

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

VII. Continuation or Redistribution of Funding

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

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

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

- a) Temporarily withhold cash payments pending correction of the deficiency by the subgrantee or more severe enforcement action by the SEA.
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the award.
- d) Recommend the USED initiate suspension or department proceedings as authorized under 2 CFR part 180.
- e) Withhold further Federal awards to the project or program².

The SEA may impose additional award conditions³ as needed, which may include the following:

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

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

² 2 CFR Part 200 §200.338 Remedies for Noncompliance

³ §200.207 Special Conditions

**Significantly Restructure and Redesign
Application Cover Sheet**

LEA Information	
LEA Name	Dulce Independent Schools
LEA NCES ID #	054
Superintendent	Pamela Montoya
Superintendent email	pmontoya@dulceschools.com
Mailing Address	P.O. Box 547 Dulce, New Mexico 87528

Amount the LEA is requesting from Title I School Improvement 1003[a] funds	
March 2018 to June 30, 2018	\$ 290,600.00
July 1, 2018 to June 30, 2019	\$ 2,378,900.00
July 1, 2019 to June 30, 2020	\$ 1,629,900.00
July 1, 2020 to June 30, 2021	\$ 1,498,900.00
Total Funds	\$ 5,798,300.00

LEA MRI Significantly Restructure & Redesign Competitive Grants Application

LEA Name:	Dulce Independent Schools
Submitting on Behalf of (name of school):	Dulce Elementary School
Number of Students Served:	327
Number of Certified Licensed Staff:	Certified Teachers: 27 Educational Assistants: 19 Principal: 1 School Counselor: 1 Nurse Assistant: 1

1. School Leadership

A. Recruiting and Sustaining High-Quality Personnel

Describe the process for the recruitment of the school’s leaders to include a timeline and where and how the LEA will differ from its standard recruitment practices to ensure the school is led by an effective leader with a track record of success in changing outcomes for students in struggling schools.

The current recruitment process for Dulce Independent School District for school leaders is:

- The position is posted internally/locally and outside of the school such as NM REAP, AppliTrack, district/school website, numerous newspapers, job fairs and other recruitment opportunities
- Interested applicants submit required paperwork
- The district reviews and screens the applications for required credentials
- Time from advertisement to placement and final selection is 30-60 days
- The hiring committee will select applicants who meet the criteria to receive an interview
- The district has an interview committee of varying stakeholders that conduct the interviews and recommends to the superintendent for hiring
- Confirm licensure, background check, references, and other pertinent personnel information
- Written offer of employment to candidate

Opportunity for change: (differ from its standard recruitment practices)

Presently, the hiring process does not always include necessary items such as:

- Pertinent questions for the position related to school improvement and turnaround initiatives with a demonstrated track record of success in reforming a school for improved student performance at the Dulce Elementary School (evidenced by their portfolio, resume, PPE experience, and other credentials identified by the candidate)

- An improvement is needed in the screening process to verify the viability of the candidates. Human Resources will screen applicants by looking at background and credentials. Human Resources will contact the hiring committee for training of the interview process.
- It will differ from the standard recruitment process by ensuring that a systematic and consistent approach is followed that specifically addresses the requirements for school reform.
- The current Human Resources needs support/training in school law, school and employment regulations, requirements for hiring, and training on the interview process.
- Lack of communication between departments/schools hinder the progress of establishing effective and efficient hiring standards and timelines.
- Provide community knowledge and housing information. This information will be displayed on the district website.

Resources Needed:

- Newly developed interview rubric including a screening rubric based on the effective leader position, or other vacant positions
- Additional training for Human Resources in school law, school and employment regulations, requirements for hiring, and training on the interview process.
- Standardized recruitment process/policy
- Updated and improved website, aggressive advertising (i.e. job fairs, university contacts, newspaper ads, professional organizations)

Describe the process to use evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment.

The process to use evidence-based practices for identifying strong leaders, proof of turning around a low performing school, HOUSSE Competencies, rejuvenate interview process, proof of turnaround initiative, align interview questions with HOUSSE competencies, expectations for current principal, strong/bold, knowledgeable, accountability, proven data analysis/data-driven instruction practices demonstrates evidence of student performance in prior schools, and past employment history.

Describe where and how the LEA will recruit effective school leaders.

The Dulce Independent School District will recruit effective and qualified school leaders through the school website, NM REAP, AppliTrack, newspapers, job fairs, networking (standard protocol), Universities and College of Education Departments, social media, Workforce Solutions, Troops to Teachers, AmeriCorps, and other entities aligned with educational leadership.

Describe the incentive plan for recruitment and timeline for hiring a school leader.

Currently, there is not an incentive plan for recruitment to hire school leaders in the Dulce Independent School District. Our intent is to create a plan to benefit the school programs such as multi-year contract, competitive and benefit package competitive with rural school settings and surrounding school districts. To retain effective school leaders, we will develop incentives, not limited to, a move-in package that might include first month's rent, tribal resource staff directory, internet package, welcome committee and community tour, and endorsement stipends. This is contingent on approval from the Dulce Independent School Board. A recruitment and hiring timeline of 30 days minimum and 60 days maximum.

Describe the sequence of events and decision-making that is likely to produce a strong leader within the appropriate timeline.

- Recruitment and Hiring Timeline (30 days minimum, 60 days maximum)
- Communication of expectations and strategic plan is upon orientation or the first 30 days
- Regular observations, administrative bi-weekly meetings, progress monitoring throughout the school year, feedback from staff and a comprehensive climate survey results shared with stakeholders
- Data to measure leadership effectiveness (reference multiple sources of data, short cycle assessments, PARCC, climate surveys, evaluations, reference reviews or professional development plan)
- Data collected to ensure continuous improvement at restructured school site
- Result of a qualified leader is reflected in student growth and high achievement

B. Leadership Hiring

The LEA has a comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience knowledge and skills, capacity to do the work, and alignment with the vision for exceptional student achievement and success for all children in the school community.

Describe the leadership competencies that are most important for the school to improve outcomes for students.

The leadership competencies that are most important are:

- Instructional Leadership
- Communication with all stakeholders
- Professional Development (securing and facilitating meaningful professional development for staff, as well as personally participating in additional professional development as required by district/NMPED)
- Operations/Facilities Management
- Parent/Community Engagement
- Budget
- Data analysis aligned to state mandated assessments
- Knowledge of CCSS – Common Core State Standards
- Knowledge of curricular/co-curricular activities
- Knowledge of culturally and linguistically appropriate instruction
- Positive relationships and mentoring opportunities
- Scope of Responsibility in Elementary Schools

Describe how the LEA will use competency based interviews as a component of hiring.

HOUSSE-P (Form A)- competencies will be used during the screening, interview, and scoring process. A scoring rubric will be developed so there is a consistent and aligned process in place for everyone participating in the hiring process, to include professional development that focuses on usage of the competency based rubric.

- The LEA will replace the current principal
- The LEA will retain the current principal

2. Human Capital

A. Staff Hiring

Describe the hiring process that is used based on the competencies critical to achieving the mission and vision of the school.

An aligned hiring process is being developed with support and training. When hiring staff, interview questions will incorporate the competencies that include the four domains of NM TEACH, as well as address key words in the mission statement. These words include: student centered, data driven instruction, high expectations, safe learning environment, collaboration, and cultural sensitivity.

Describe the compensation structure to attract and retain staff.

A benefit package for teachers will be developed that is competitive with rural school settings and surrounding school districts. To retain staff, we will develop a move-in package including but not limited to first month's rent, tribal resource staff directory, internet package, welcome committee and community tour, and endorsement stipends. This is contingent on approval from the Dulce Independent School Board.

Describe the process used to ensure that 100% of the staff are identified as Effective, Highly Effective, or Exemplary on NM TEACH.

- Review summative evaluations with returning and newly hired staff, upon receipt of data from NMPED
- Request summative evaluations from former employers for new staff that have taught in a New Mexico school district or other equivalent documents from schools outside of New Mexico
- Ensure NM TEACH Professional Development Plan(PDPs) are monitored and implemented successfully
- Create Professional Growth Plans(PGPs) that are focused on individual areas for improvement, and are monitored and implemented successfully
- Provide professional development, strong mentorship program, Professional Learning Communities(PLCs), peer classroom observations, instructional coaching through a turnaround team model approach and district leadership
- Additional staff: three permanent instructional coaches that will be trained by the turnaround team, and an elementary assistant principal
- Celebrations of success and growth will be communicated to all stakeholders through the district website, local newspaper, radio, school assemblies, and various forms of social media, flyers, and notes to parents, School Messenger (automated phone calls) or other forms of communication.
- NM TEACH platform (Frontline) provides on going conferencing to support professional growth and continuous improvement

B. Professional Development

Describe how the LEA will provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- a. The MRI Task Force Committee has elected to contract a team of consultants (See Appendix H) to support the development of sustainable systems, to implement the MRI plan with an emphasis on data analysis, data informed instructional practices, and interventions. Professional development will

prepare staff to facilitate effective teaching with a high emphasis on reading and math; individualize instruction based on current student achievement data, prescribe specific learning plans for intervention and monitor staff implementation of these reforms in three to four-week cycles. Professional development opportunities will target subject-specific pedagogy and a multi-tiered system of (evidence-based) support that includes differentiated Tier 1 core instruction, and Tier 2 and Tier 3 interventions. On-going professional development will be planned through the development of a strategic calendar that targets specific focused areas of need as determined by data and root cause analysis. High-quality professional development will utilize specialized training and professionals. Job-embedded professional development will occur through a contracted team of specialists that support turnaround initiatives. A coaching model that includes: Instructional Leadership feedback, Instructional Coaching, Mentoring Program, and Professional Learning Communities (PLC) for peer collaboration will be utilized. Additionally, self-directed professional development opportunities will be from self-paced webinars (NM TEACH), NMPED teacher liaison participation and professional reading and research in conjunction with PLCs. In consideration of the rural tribal community and tribal government, additional professional development will be offered on culturally relevant topics such as: parent and community engagement opportunities, parent education programs, and family literacy. Culturally relevant professional development will include invited elders, artists and speakers. These opportunities will be planned to make school-community connections using evidence-based models (Including but not limited to: U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships, Joyce Epstein, 40 Developmental Assets, and Placed-based Learning Model). There will be a planned summer Boot Camp for all staff to jumpstart professional development, providing extensive and thorough information and training for implementation of school reform strategies for school turnaround and student performance. Lesson study will be ongoing during specified Professional Learning Communities, curriculum development/mapping/pacing, and staff curriculum training. Weekly early release days and monthly professional development days will ensure continuous improvement and site based communication can occur for all staff.

Describe how common planning time has been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level.

It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation.

If the master schedule prevents this from occurring, the district must lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.

Common planning time will continue to be deliberately scheduled during grade-level meetings occurring 30 minutes daily and utilizing critical data for vertical and horizontal planning. Additional common planning time may occur during weekly early release days and monthly professional development days. (See Appendix I - Tentative Master Schedule)

Incentives

How is the LEAs leveraging stipends for professional development, signing bonuses, performance pay, or other recruitment activities to build an effective team for the school?

The Dulce Independent School District will utilize requested MRI funds and Title funds to provide funding for stipends and future incentives. Final funding determination will be based on approval from Dulce Independent School Board of Education.

Opportunities for Incentives:

- Stipends for off contract days: flat rate per day \$300
- Licensure Endorsement stipend, as applied to the current elementary assignment, supporting School Reform: (TESOL, Bilingual Education, Reading, Math, Early Childhood, Gifted) flat rate per year, per endorsement: \$1,000
- Support acquiring Licensure Endorsement process through required (one time) testing and endorsement application fee with a contingent contractual agreement to remain in the district for one year and contingent upon contract renewal.
- Additional Licensure stipend, as applied to the current elementary assignment, supporting School Reform: (Administration, Special Education) flat rate per year, per licensure: \$1,000
- Salary Schedule will reflect geographical competitive salaries
- As stated above, to retain staff, we will develop a move-in package including but not limited to first month's rent, tribal resource staff directory, internet package, welcome committee and community tour, and endorsement stipends. This is contingent on approval from the Dulce Independent School Board.

By attracting and retaining highly qualified staff with endorsements and additional licensures specific to meeting student needs identified through root cause analysis, we will raise student achievement.

At this time, our Dulce Independent School District is not considering provision of signing bonuses, as this would be an inequitable practice while the school focuses on restructuring and retaining quality staff.

How will the LEA implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 12 based on PARCC learning gains?

At this time, our Dulce Independent School District is not considering the performance pay option. Primarily, we are focusing on attracting and retaining highly qualified and effective staff while implementing reform and restructuring to increase student achievement. During this transition time it would not be equitable to staff if performance pay was implemented.

Describe the system for measuring changes in instructional practices resulting from professional development.

A contracted Turnaround Team (Appendix H) will assist school leadership with developing a monitoring system and tools to measure instructional practices that support professional development initiatives. Staff incentives will not be utilized for this process.

How will the LEA monitor this system and how will the LEA work with the union (if applicable) to implement such a system?

The LEA will work in partnership with the local union to inform and communicate reform initiatives that may occur outside of the CBA with a primary goal of increasing student achievement at Dulce Elementary School.

Describe the process the LEA will use to work with the union (if applicable) and the anticipated timelines for such negotiations.

Upon notice of award for MRI funding, the LEA will commence negotiations with the union in March 2018 and anticipate that negotiations should be completed by June 30, 2018.

3. School Program

A. Mission, Vision, and Theory of Action

Describe the school's mission and vision that identifies the goals of the school community as well as the way in which those goals will be achieved with a clear emphasis on students throughout the mission and the vision, in a way that drives a student-centered, achievement-oriented culture.

Dulce Elementary School Mission Statement: We at Dulce Elementary School are here to educate, nurture, and provide a safe learning environment for our students, to instill a love of learning while producing life-long learners. We will accomplish this by using data driven instruction, consistency, and collaboration among all stakeholders. We will set high expectations while developing student potential in today's changing world. Our students will be well-informed contributing members of society.

Dulce Elementary School Vision Statement:

W.A.R.R.I.O.R.S = Working Alongside Respectable Responsible Individuals Open Ready Student Centered

P.R.I.D.E = Place Requiring Integrative Developing Education

How has the LEA ensured that the philosophical and visionary components of the school plan are clearly identified in a condensed (no more than two pages) and accessible format that can be easily reviewed and communicated by school stakeholders?

Develop a school brochure that highlights the necessary changes that will occur at the school for the next three years, (The brochure will be developed and published on the school's webpage upon approval of the MRI application).

Provide a copy and link to where this can be found on the school's webpage.

http://www.edline.net/pages/Dulce_Elementary_School

In conjunction with the school leadership, develop a theory of action that clearly addresses the methods and philosophy by which it will grow student achievement, improve school culture, and build sustainability for continued performance.

Dulce Elementary School will develop systems of data analysis to drive our instructional methodology. Our elementary school will deliver more targeted instruction focused on reading and math. By increasing student and family engagement, our elementary school will improve school culture and effective family-school partnerships. Identification and support of critical student needs will inform

and enhance the quality of learning opportunities to raise achievement for all students. These efforts will contribute toward student growth so they become well-informed contributing members of society. The school's mission and vision statement may be accessed at [http://www.edline.net/pages/Dulce Elementary School](http://www.edline.net/pages/Dulce_Elementary_School).

B. Equity

Detail a specific plan for how the LEA and school will address the needs of subgroups, regardless of current performance, using strategies that are more likely to be successful and that align with the mission, vision, and Theory of Action.

The Dulce Elementary School will address the needs of all students by developing a plan that is specific to all identified subgroups defined in our 2017 School Report Card (SEE APPENDIX D). The plan is designed to support the subgroups as follows:

- Subgroup – Female - Male
- Subgroup – Ethnicity: Hispanic, American Indian
- Subgroup – Economically Disadvantaged
- Subgroup – Students with Disabilities
- Subgroup – English Language Learners

Included below are the current reports from IStation Data, PARCC Data, ACCESS for ELLs 2.0 data, which includes information for the designated subgroups.

SEE APPENDIX D – SCHOOL GRADING REPORT CARD 2017

SEE APPENDIX E – ISTATION DATA

SEE APPENDIX F – ACCESS FOR ELLs 2.0

SEE APPENDIX G – PARCC DATA (DISTRICT SUMMARY REPORTS)

How will the LEA ensure that all students are included in the aligned, comprehensive, and interwoven plan for how the school will achieve its goals?

When developing the academic plan, every sub-group and every student will be included to achieve our overall goal for student success by using a comprehensive checklist aligned to include all subgroups. The NM DASH 90-day plan considers the subgroups identified in the NM School Grade Report Card for 2017, and upcoming school years. The lesson plans for the Dulce Elementary School site will reflect instruction and support for Tier I, Tier II, Tier III and all sub-groups. When developing the comprehensive school plan, the elementary school will partner with the turnaround team to analyze existing data for identification of subgroups not captured through the school grade report, including students experiencing unstable housing, students in foster care, student truancy, and students impacted by adverse childhood experiences.

How has the LEA considered the performance (proficiency, growth, and trend data) for all of the ethnic, racial, gender, language, and special needs groups at the school, and developed a strategy that will promote gains for each of them and is aligned to the Theory of Action?

Assessment based data analysis findings have been incorporated into the NM DASH 90-day plan. Progress monitoring currently occurs through the NM DASH 90-day plan monitoring tool and other assessments. Our Theory of Action will incorporate more accurate reporting and efficient use of existing data sources such as Early Warning Dashboard in Power School to collect truancy data, and student discipline data as reported in STARS. Progress monitoring and assessment reports for BOY, MOY, EOY are available through the assessment portals. Our Theory of Action supports the implementation of improved student achievement.

How will the school address an engagement plan for each subgroup?

The school will address the engagement plan for each subgroup by initially disaggregating data for each subgroup. A strategic framework of Morning Meetings, Early Warning Systems to prevent high school drop-out rates will be integrated at the Dulce Elementary School to address attendance, behavior and core performance. Interventions will be developed for each subgroup. A Morning Meeting Program will be used in all K-5 classrooms daily. This program will support emotional climate and connectiveness to school. A community presentation of the school's engagement plan will highlight expectations for the school reform initiatives, as well as expectations for the stakeholders to support raised student achievement for all subgroups.

How will the school know if each subgroup is learning the skills, concepts, and habits of mind deemed the most essential?

The LEA will know that each subgroup is making progress toward proficiency in the skills and concepts deemed essential for each specific grade level through data from Northwest Evaluation Association (NWEA - MAPS) a NMPED state approved interim assessment, which will be conducted three times a year: BOY-Beginning of Year, MOY-Middle of Year, EOY-End of Year to identify skills specific needs and individualized support. We will analyze attendance and behavior data through STARS Reporting and Power School weekly. The LEA will encourage persistence, commitment, and flexibility from all stakeholders as we build our new academic plan.

How will the school respond if a specific subgroup is not showing the intended or desired progress?

The Dulce Elementary School will conduct a data analysis and determine a root cause to develop a revised intervention plan designed to support continuous student progress.

How will the school enrich and extend the learning for subgroups when they meet and exceed the stated targets?

When students within subgroups meet the exceeded stated targets, the school will use the Project Based Learning Program to enrich, extend the learning, and incorporate learning modalities focused on more individualized and challenging educational opportunities for diverse, high ability learners.

C. Curriculum, Instruction, and Assessment

Describe how the LEA and school will use data to identify and implement an instructional program that is evidence-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

The initiative taken was to adopt a core reading and math program compatible for all grade-levels. The current core instructional programs (reading and math) were implemented and selected from a pool of New Mexico PED approved instructional programs to provide evidence-based, vertically aligned, CCSS aligned instruction. The decision to implement each program was determined by a variety of teacher groups across the state and their alignment of the following: NMPED standards, regional information (diversity of students, culturally sensitive), as well as potential for significant growth. The program selection process involved grade level teachers who reviewed the program rubrics and the highest rated programs from select publishers were contacted. Samples received were reviewed by each grade level to determine if these materials would align vertically to benefit the students at all grade-levels. Final determination was based on the highest rated reading and math program, as determined by the teachers' ratings. During the MRI grant-cycle, a decision to adopt a new core math program will be determined. The LEA will take the initiative to monitor the fidelity of implementation of the core curriculum.

Describe the evidence base that supports the program the school will implement and the effectiveness with high-poverty, at-risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program and the use of High Quality Instructional Materials.

Due to high poverty and at-risk student population, we visited the New Mexico PED website (Instructional Materials Page) to determine the best selection of evidence base materials to implement with our student population. Through this process, placement testing, benchmark points and on-going assessment are charted, reported, and will demonstrate student learning growth. The school staff will be involved with the vertical and horizontal alignment of the

instructional program through professional learning communities (PLC) for every stage of student development. The PARCC item plot analysis/blueprint will be correlated to grade-level curriculum maps and pacing guides; which will be developed by each grade level and shared horizontally during staff boot camps to be held annually prior to school commencement, along with regularly scheduled grade level meetings and professional development days.

Describe the process for the continuous use of individualized student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual.

The Student Data Portfolio is managed by students, and includes pre-and post-results of CCSS assessments, data charts and individual student charting. The Student Data Portfolio is a snapshot report for teachers, students, and parents and demonstrates growth of Common Core State Standards (CCSS) for each student. The Student Data Portfolio is organized by subjects, such as: reading, math, writing, science and are regularly reviewed by teachers and students to encourage ownership of the learning process. IStation reports are included along with goal-setting and prescriptive opportunities. Teachers will provide and display the class averages on weekly data dashboards for reading and math. Multi-tiered support will differentiate and occur at Tier 1, Tier 2, and Tier 3 and other identified subgroups. Student Data Portfolios are available for review by student, parent, administrator, or teacher at any time.

Describe how the school will use data (formative, interim, and summative assessments), the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.

The LEA will consistently conduct and review formative, interim, and summative assessments (i.e., PARCC, IStation, NWEA-MAPS, CBMs-Curriculum Based Measures, ACCESS for ELLs 2.0). PLCs will analyze data weekly/monthly/annually to determine best decisions regarding multi-tiered instruction to address specific needs of students. Learning objectives including ELL objectives will be posted by the teacher in student-friendly “I Can” format visible to students in the classroom. Changes in instruction will be monitored by the administrative team using walk-through observations, instructional coaching, and immediate reflective feedback. Curriculum based measures (i.e., chapter tests, Check My Progress, weekly selection tests) will occur once a week for reading and math; monthly measures will occur on the short-cycle for IStation. Learning styles for each student are a strong consideration for strategies on best practices for learning style self-assessments to benefit each students’ preferred modality (visual, auditory, kinesthetic). Professional development will be scheduled to build teacher tool boxes for addressing reading and math competencies.

Describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.

Instruction will be differentiated to meet the individual needs of students by using a multi-tiered support strategy model, such as, WIN (What I Need) to differentiate learning for

diverse student groups. Use of ancillary staff, an all-hands approach to implement the importance of everyone wins at WIN. Uninterrupted time schedule designed for core reading, core math, and ELL instruction. Administrative team, including instructional coaches, will monitor and provide feedback to support teachers and students as they progress in the multi-tiered support strategy model. School schedule and length of day will be revisited to reflect the individual needs of students and integration of reading and math as the CCSS.

For multi-tiered individualized support, the MRI Team reviewed the What Works Clearinghouse Compendium where upon, several highly rated Tier 2 reading intervention programs have been tentatively selected as: Success for All, Read Naturally, Reading Recovery, Earobics (K-3), Ladders to Literacy Beginning Reading, and Tier 2 math intervention programs have been tentatively selected as: Odyssey Math, Dream Box Learning, Investigations in Number, Data, and Space. The Tier 3 reading and math intervention has been tentatively selected as: Lindamood Phoneme Sequencing. A final decision will need to be made through the current district curriculum selection process.

(SEE APPENDIX J)

How will LEA leadership and school leadership conduct reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective?

Leadership will provide orientation/training of the CCSS reading and math for the current and new teachers. The Administrative Team along with the Instructional Coaches will conduct on-going and active monitoring and implementation of reading and math programs. Reviewing student growth through posted data and grouping of students through Tier 1, Tier 2 and Tier 3, informal walk-throughs, will be conducted as well as observations, and evaluations according to state statute from NM TEACH. If achievement is not evident, professional development and mentoring will be provided for teachers who require specific support.

Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

The Administrative Team along with the Instructional Coaches and MRI Turnaround Team will monitor core program implementation on a weekly basis by reviewing and working with teachers to ensure understanding and the effective use of data to inform instruction and intervention. Data analysis will be conducted at the classroom level, grade level, and school level to ensure horizontal and vertical alignment and growth. The frequency of the data analysis reviews will take place weekly, monthly, or as appropriate.

Describe the process to implement a school wide Multi-Tiered System of Support (MTSS). Describe how the MTSS will be implemented and the professional

development that will be provided to school staff to include new teacher's year over year.

The school district will adopt a culturally relevant, school-wide Social Skills /classroom management program. Teachers will be provided intensive training and professional development around interventions for Tier 2 and Tier 3 support, SAT team process, and behavior intervention support. The LEA will train staff at all levels on frequently and effectively interpreting individual, sub-population, grade-level and school-wide student achievement data, selecting and implementing interventions with fidelity, and utilizing best practices for trauma-informed schools through implementation of a pre-service "boot camp," which will include the development of the school master schedule, as well as ongoing professional development and continued use of teacher mentoring program for new hires.

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

Dulce Elementary School's master schedule (APPENDIX I) is designed to maximize grade level collaboration and common planning time to incorporate special education teachers and ancillary service providers. The LEA will develop systemic practices for training new hires with emphasis on training special education educational assistants. The use and training of both General Education and Special Education staff in the use of Tier 3 curriculums in reading and math, along with an in-house TESOL endorsement process and incentives, will maximize staff competencies to deliver services within the least restrictive environment. A proposed contract with a school improvement turnaround team will ensure instructional coaching and systems development to ensure sustainability in reading and math strategies, differentiated instruction, and communication among teachers and providers of specialized supports.

Use and integrate technology-based supports and interventions as part of the instructional program.

Technology based supports and blended learning models for interventions that will be a part of the instructional programs but are not limited to IStation, Imagine Learning for ELL student support, Connect Ed for Reading and Math core programs. This includes: video connections, teacher editions, leveled readers and specific formative assessment tools. In addition to our blended learning model we have tablets that support the Jicarilla Language instructional component. Each classroom has a laptop cart with a laptop computer for each student, a document camera, LCD Projector to support the instructional program.

D. Instructional Time

How will the LEA/school provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science?

Tentative Schedule contingent upon calendar approval:

Extending the school day by 45 minutes. This schedule change will provide more time for specialized instruction and will be clearly communicated and implemented and/or monitored for best practice.

Current Program Hours: 8:00a.m.-3:30p.m. Monday thru Friday

Teacher Day: 7:30-4:00

Educational Assistant Day: 7:45-3:45

Proposed Program Hour change:

Common Planning Time: 30 minutes/day

Reading Time: goal is 90 minutes

Math Time: goal is 90 minutes

of educational service days: 173 days

of in-service days: 12 days

of teacher work days: 185

Core instruction is consistent for fidelity and mindful of labor laws

Review model of ELL for interventions: 60 minutes

Jicarilla Apache language: 60 minutes

(SEE APPENDIX I)

How will the LEA/school identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased?

The LEA will plan a master school calendar with input from each school site and final approval by the School Board.

Identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

The LEA will facilitate contract negotiations with the bargaining unit through the utilization of a Chief Negotiator. The School Board makes the final decision on the calendar.

Identify the specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

After School Tutoring/Enrichment Program K-5, Summer Program, K-3 Plus, and 4-5 Plus Program to support increased academic student achievement. The enrichment activities provided through these programs supports curriculum offered

to narrow the achievement gap between at risk students and other students. The expected outcomes are to increase cognitive skills and higher test scores.

How will the school provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects? Include the frequency and duration of such collaboration.

The LEA will provide more time for teachers to collaborate, plan, and engage in PLCs by scheduling a daily 30-minute block of time during the student 60-minute lunch period. With the 30-minute allotted time every teacher will have an opportunity to align the NM DASH 90-day plan and the selected Dulce Elementary School focus areas to allow for horizontal and vertical collaboration with all stakeholders.

How has common planning time been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level? It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

Common planning time will be established within the master schedule (SEE APPENDIX I) to reflect a daily 30-minute block of time during the student 60-minute lunch period at the Dulce Elementary School. This time will allow the teachers to incorporate lesson studies that support classroom inquires to discuss lesson delivery, instructional strategies, and reflective analysis of the lesson outcome. This opportunity for time is an ideal venue to support teacher improvement.

4. Budget and Operations

The LEA must attach a detailed budget worksheet that meets the criteria below.

- The budget allocates sufficient funding towards the priorities and evidence-based interventions (based on data analysis) identified in the plan.
- The budget clearly utilizes all available funding, in alignment with the priorities of the plan, over the course of three years.
- Priorities in the plan are linked to specific financial requirements and then prioritized to clarify what can and cannot be included in the final budget, and plan.
- The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.
- The plan clearly outlines the management structure, both within the school and related to the school.

(SEE APPENDIX K)

5. Evidence-based Interventions

A. Root Cause

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

The process used by the LEA in collaboration with the school to identify needs and performance challenges was initiated by the Superintendent and Associate Superintendent in conjunction with the school staff, which was to conduct a Root Cause Analysis. The staff identified multiple root causes:

1. Teacher, superintendent, administrative turn-over
2. Need for improved parent engagement and support in the schools and at home
3. Student attendance
4. Instruction and curriculum
5. Teacher training
6. Need for Memorandum of Understanding for Tribal support
7. Academic Rigor
8. Scheduling challenges (i.e., lack of time to collaborate, limited time for core instruction)
9. Home life challenges for students
10. Sustainability for qualified teachers and support staff.

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.

LEA has identified the following key focus areas and tentative responses to address the root cause for MRI and tentative solutions: Parent/Community Engagement (Partners in Education: A Dual Capacity-building Framework for Family/School Partnerships), Diverse Student Population (Positive Behavior Interventions and Support Program, Project/Place- Based Learning), Teacher Excellence (Professional Learning Communities, Professional Development aligned to NMTEACH Competencies), Teacher/Staff Recruitment, Development and Retention (Professional Learning Communities, Incentives for professional development through application and testing fees for additional endorsements/licensures and a strong mentorship program), Curriculum (Quality, evidenced-based, multi-tiered interventions according to What Works Clearinghouse and that is culturally-responsive).

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

Strong Evidence – Stepping Stones to Literacy; Moderate Evidence – Sound Partners; Promising Evidence- REWARDS

Identify the school’s chosen intervention(s).

Dulce Elementary School has selected Tier 1 following requirements for strong evidence from at least one well-designed and well-implemented experimental study: Stepping Stones to Literacy (K), Sound Partners (K-3), REWARDS (4-6), IStation state-endorsed for literacy and math, Dream Box Learning for Math (K-5), Odyssey Math (K-8); teacher excellence cohorts will be established through professional learning communities to reflect the Teach for America schools approach for grade-level cohorts. Programs or programs equivalent to those referenced above are under consideration. Evidence-based and identified in What Works Clearinghouse. (SEE APPENDIX J)

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.

The LEA utilized What Works Clearinghouse compendium of evidenced-based intervention programs. West Ed has a similar compendium as well as an evidence-based improvement guide. Habits of Mind is under consideration due to a positive and developmental series targeting staff professional development designed to increase student motivation and achievement.

Appendix A
Dulce Elementary School MRI Commitment Letter



Telephone (505) 759-3225
Fax (505) 759-3533

DULCE INDEPENDENT SCHOOL

DISTRICT NO. 21
Administrative Offices
DULCE, NEW MEXICO 87528



Post Office Box 547
Hawk Drive

January 9, 2018

To: Ms. Debbie Montoya, Deputy Secretary, School Transformation
Re: Dulce Elementary School "More Rigorous Interventions" Selection

Dear Deputy Secretary Montoya,

This letter of intent is to inform you that Dulce Independent Schools has selected option four to improve performance for Dulce Elementary School. Option four allows us the most educational advantage to address the unique needs and diverse population present in our district.

Option Four:

Significantly restructure and redesign the vision and systems at a school including extending instructional time, significantly changing staffing to include only educators earning highly effective rating and above, state-selected curriculum approaches, and/or personalized learning models for all students. This option may also include a hybrid approach of the three options outlined above. The PED will approve all elements and sub-elements of the school's plan.

We have identified the appropriate stakeholders as part of our planning committee, which also includes NMPED personnel. Our committee met on Monday, January 8, 2018 to begin strategic planning for option four. I have attached a copy of the sign-in sheet, which identifies the team members. We look forward to working with you and the NMPED staff as we move forward to support the improvement needed at Dulce Elementary School.

Please contact me if you should have any questions or concerns.

Respectfully,

A handwritten signature in black ink, appearing to read "P. Montoya", written over a horizontal line.

Mrs. Pamela Montoya
Interim Superintendent

Cc: Committee Members, Levi Pesata, Board President

Appendix B: More Rigorous Intervention (MRI) Assurances

New Mexico Public Education Department LEA More Rigorous Intervention Competitive Grants Application 2017-2018

Appendix B: More Rigorous Intervention (MRI) Assurances

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

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

LEA:

The Board of Education commits to the following:

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

The LEA commits to the following:

1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
 - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
 - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
 - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
 - e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA

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3. Ensure that conditions are in place at the school level to support turnaround, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
 - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
 - d. Structured weekly collaboration time for ongoing data analysis by PLCs
 - e. Student and staff culture of learning
 - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3

School Leadership Commits to the Following:

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



President, Board of Education Signature

2/21/18

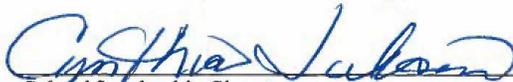
Date



Superintendent Signature

2/22/18

Date



School Leadership Signature

2/22/18

Date

Appendix C: Certification and Approval

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

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

Pamela Jean Montoya | 2/22/18
Superintendent/Charter Director Printed Name | Date

 | 2/22/18
Superintendent/Charter Director Signature (blue ink) | Date

Certification and Approval

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

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

Levi Pesata | 2/21/18
Board President Printed Name | Date

 | 2/21/18
Board President Signature (blue ink) | Date

APPENDIX D SCHOOL GRADING REPORT CARD 2017



School Grading Report Card 2017 *Certified*

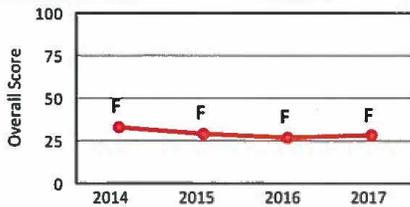
Final Grade 2017
F
Overall Score 28.41

Dulce Elementary

District: Dulce Independent Schools
Grade Range: PK - 6 Code: 54044

Current Standing	C - State benchmark established in 2012	Possible Points	This School Earned
Are students performing on grade level? Did they improve more or less than expected?		40	F
Is the school as a whole making academic progress?		10	F
Are higher-performing students improving more or less than expected?		20	D
Are the lowest-performing students improving more or less than expected?		20	F
Do students and families believe their school is a good place to attend and learn?		10	B
Bonus Points			
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.		+ 4.38	

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

APPENDIX D- Continued

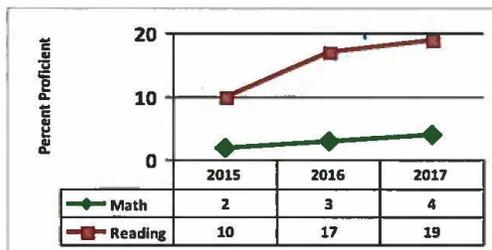
Final Points	Elementary and Middle Schools	Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.	
	75.0 to 100.0		A
	60.0 to 74.9		B
	50.0 to 59.9		C
	37.5 to 49.9		D
0.0 to 37.4	F		

Tests				School Grading draws on student performance from these state assessments:	Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11		
SBA	Standards Based Assessment - Spanish	Reading	3-11		
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11		
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2		
IStation	IStation (beginning 2017)	Early Literacy	KN-2		

Details of Each Grade Indicator

Current Standing Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Proficient (%)	19	25	13	-	-	24	-	18	19	≤ 10	9
	Points Proficiency	2.35										
	Points Student Growth	0.59										
Math	Proficient (%)	4	3	5	-	-	-	-	4	4	≤ 10	≤ 5
	Points Proficiency	0.47										
	Points Student Growth	1.65										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

APPENDIX D- Continued

School Improvement School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	-0.67	-0.72
Points	1.25	1.18

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

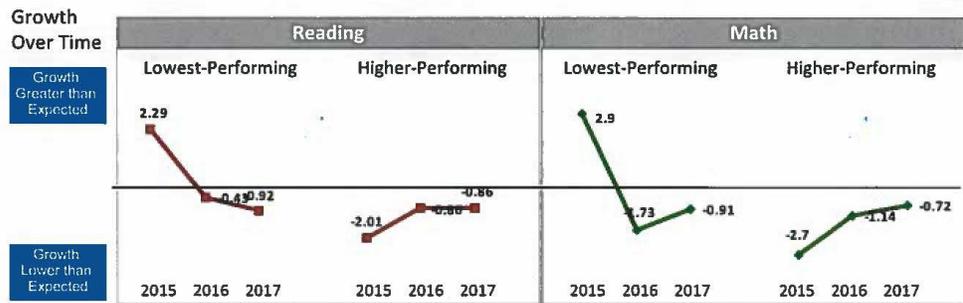
Student Growth Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero This group performed higher than expected.

Near Zero This group performed as expected based on their academic history.

Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	-0.86 1.94	-0.25	-0.32	-	-	-0.34	-	-0.28	-0.29	-0.28	-0.26
Lowest-Performing Points	-0.92 1.78	-0.19	-0.14	-	-	-	-	-0.16	-0.12	-0.03	0.05
Math Growth											
Higher-Performing Points	-0.72 2.36	-0.21	-0.43	-	-	-	-	-0.32	-0.30	-0.40	-0.10
Lowest-Performing Points	-0.91 1.82	-0.06	-0.33	-	-	-	-	-0.21	-0.20	0.01	-0.17



APPENDIX D- Continued

Opportunity to Learn Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance	All Students	Gender		Race / Ethnicity				Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian				Am Indian
Average (%)	84	82	84	-	>98	85	-	82	81	69	78
Points	4.41										

Surveys
 Score (Average) 37.88
 Points 4.21
 Number of Surveys 631

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

Student and Parent Engagement Truancy Improvement
 Extracurricular Activities Using Technology

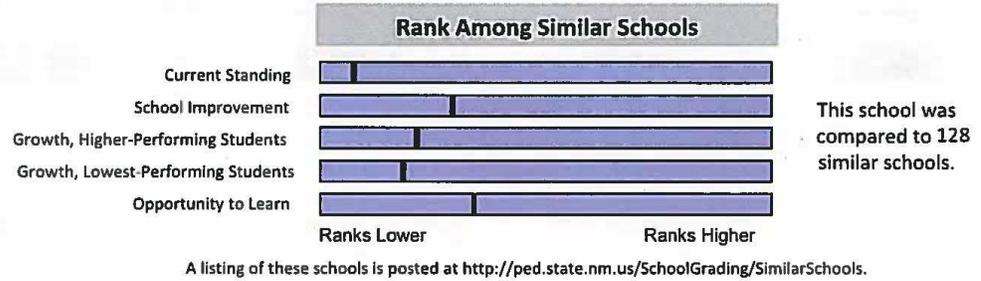
Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 100
 Math (%) 100

Additional Information

Similar Schools This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



APPENDIX D- Continued

School History		Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.										
		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	19	25	13	-	-	24	-	18	19	≤10	9
	2016 (%)	17	21	13	-	-	27	-	17	17	8	10
	2015 (%)	10	13	8	-	-	-	-	10	10	<2	<2
<i>Math Proficiency</i>	2017 (%)	4	3	5	-	-	-	-	4	4	≤10	≤5
	2016 (%)	3	1	5	-	-	-	-	3	3	11	4
	2015 (%)	2	3	<2	-	-	-	-	<2	2	<2	3

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

APPENDIX E

ISTATION DATA EXECUTIVE SUMMARY

May 2017-February 2018

2/3/2018

Executive Summary | Istation

Executive Summary

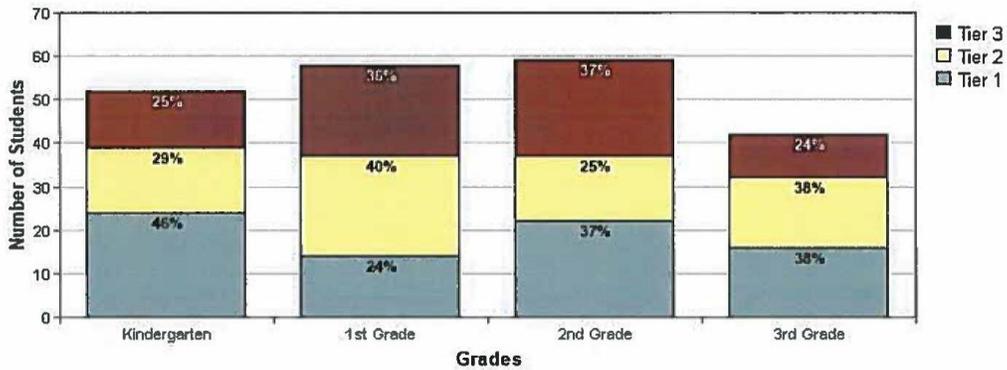
in May for Dulce Elementary School

at Dulce Ind School District - 2016/2017 School Year
as of Sat Feb 03 2018 03:23:11 PM (-07:00)



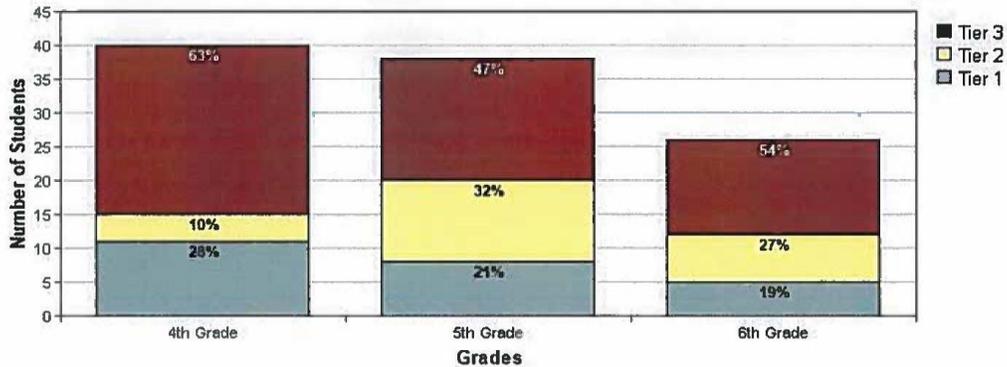
Below you will find ISIP™ data from Dulce Elementary School that has been collected for May. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (May 2017)



Total number of students who have been assessed using ISIP Early Reading in May: 211

ISIP Advanced Reading Summary (May 2017)



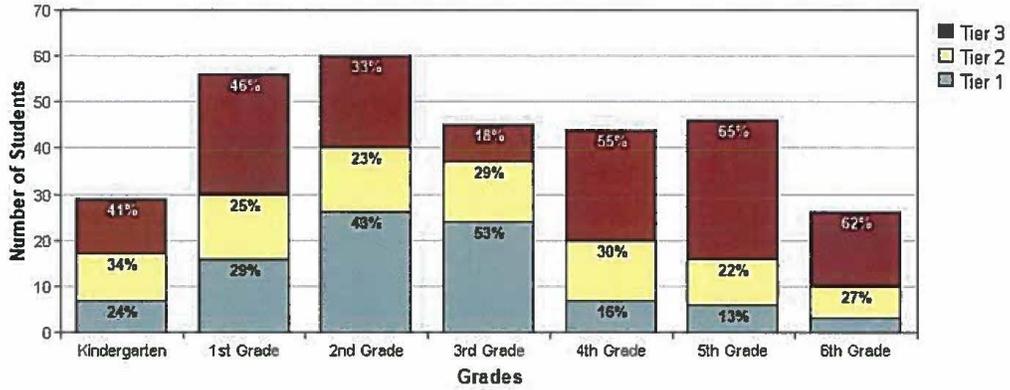
Total number of students who have been assessed using ISIP Advanced Reading in May: 104

ISTATION May 2017-Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (May 2017)



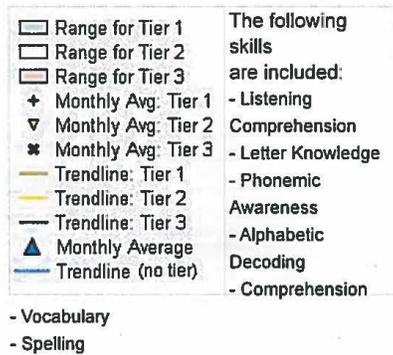
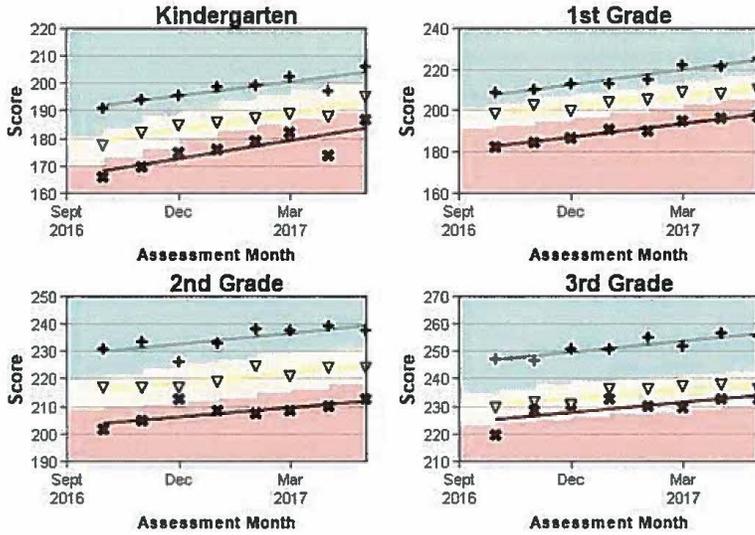
Total number of students who have been assessed using ISIP Math in May: 306

ISTATION MAY 2017-Continued

2/3/2018

Executive Summary | Istation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading

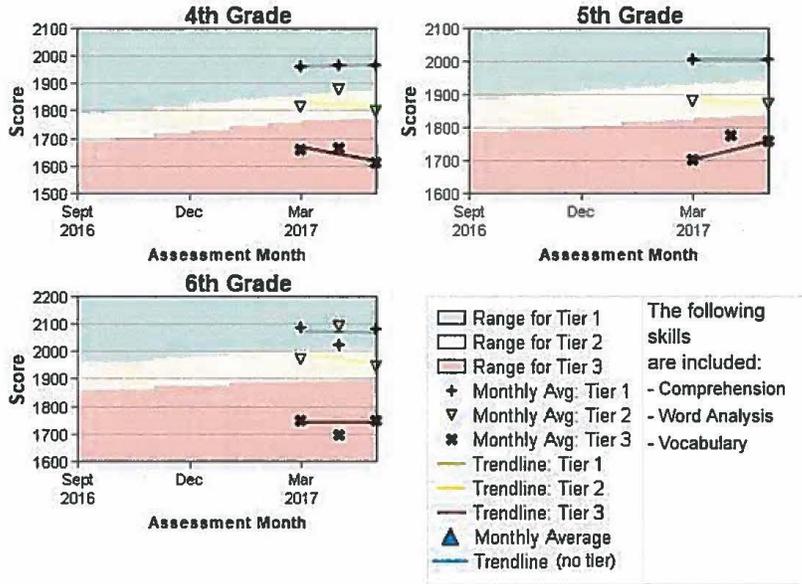


ISTATION MAY 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading

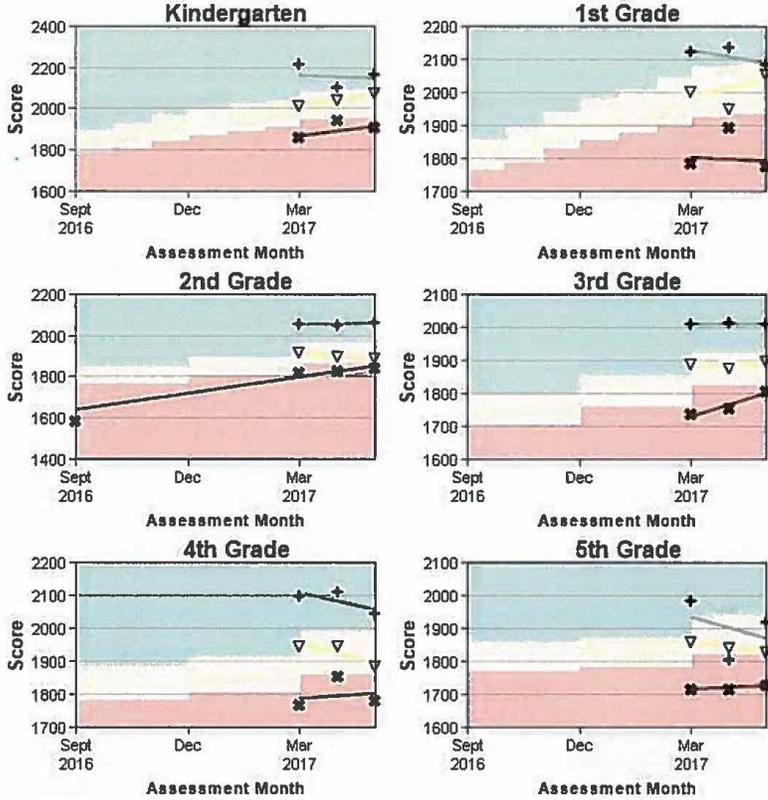


ISTATION MAY 2017- Continued

2/3/2018

Executive Summary | Istation

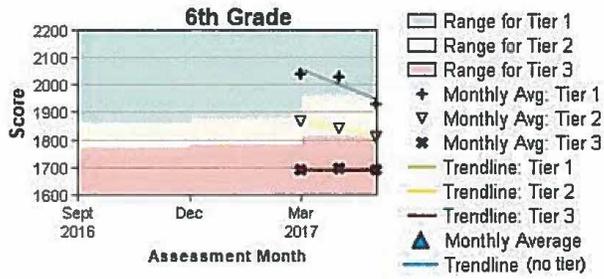
ISIP Math - Ability Growth by Tier Level



ISTATION MAY 2017- Continued

2/3/2018

Executive Summary | Istation



ISTATION SEPTEMBER 2017

2/3/2018

Executive Summary | Istation

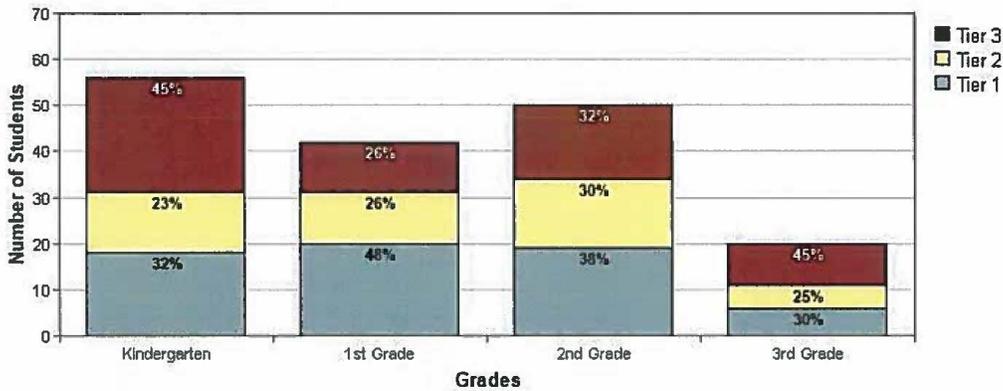
Executive Summary in September for Dulce Elementary School



at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 01:29:31 PM (-07:00)

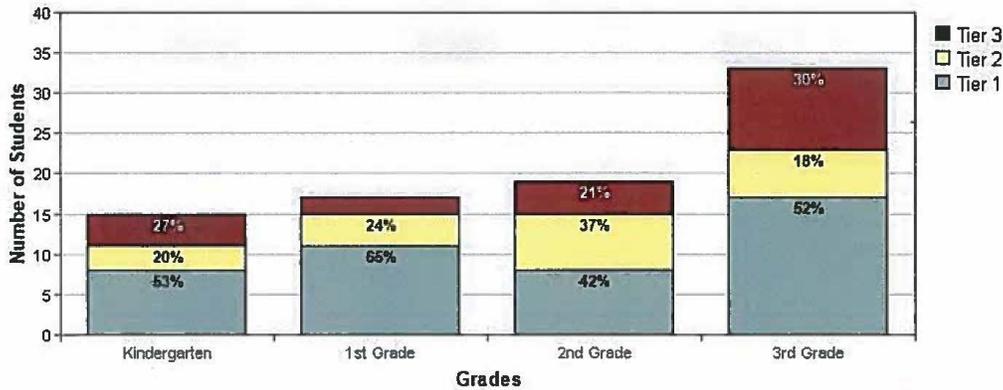
Below you will find ISIP™ data from Dulce Elementary School that has been collected for September. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (September 2017)



Total number of students who have been assessed using ISIP Early Reading in September: 168

ISIP Math Summary (September 2017)



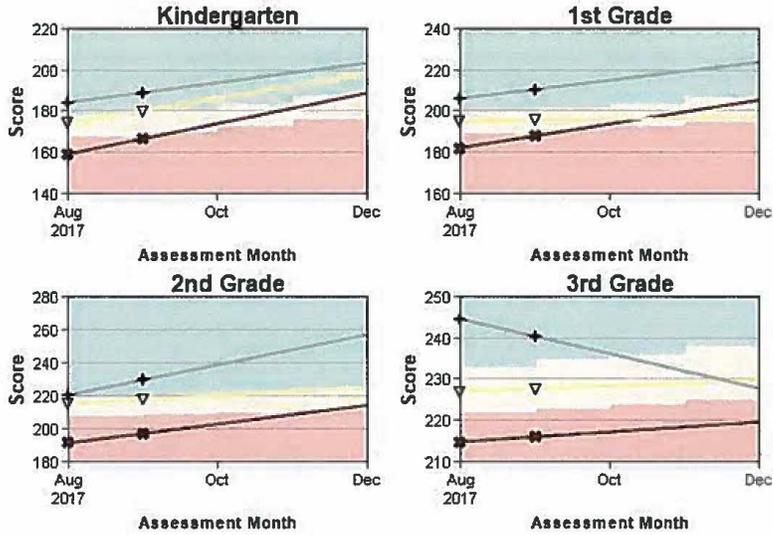
Total number of students who have been assessed using ISIP Math in September: 84

ISTATION SEPTEMBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



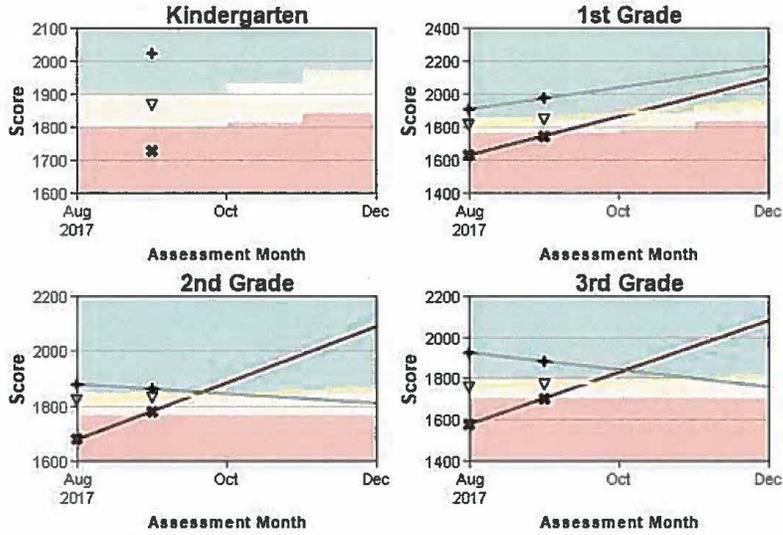
	Range for Tier 1	The following skills are included: - Listening Comprehension - Letter Knowledge - Phonemic Awareness - Alphabetic Decoding - Comprehension - Vocabulary - Spelling
	Range for Tier 2	
	Range for Tier 3	
	Monthly Avg: Tier 1	
	Monthly Avg: Tier 2	
	Monthly Avg: Tier 3	
	Trendline: Tier 1	
	Trendline: Tier 2	
	Trendline: Tier 3	
	Trendline (no tier)	

ISTATION SEPTEMBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- + Monthly Avg: Tier 1
- ▽ Monthly Avg: Tier 2
- * Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 3
- ▲ Monthly Average
- Trendline (no tier)

ISTATION OCTOBER 2017

2/3/2018

Executive Summary | Istation

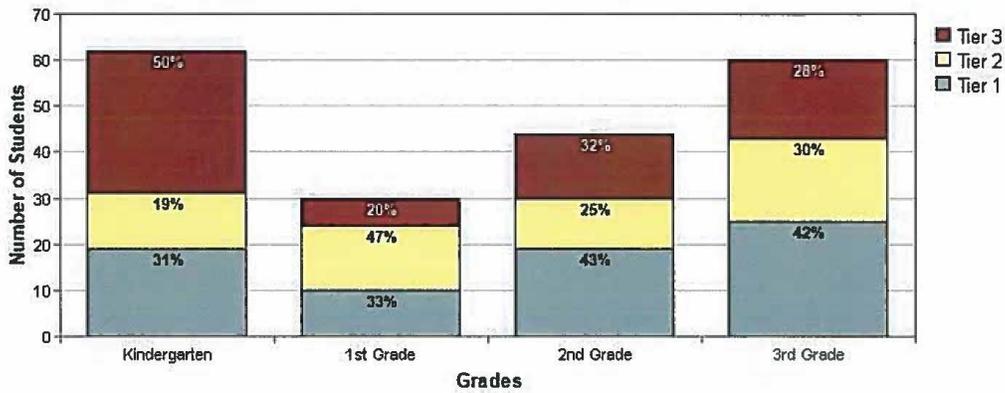
Executive Summary in October for Dulce Elementary School

at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 01:36:50 PM (-07:00)



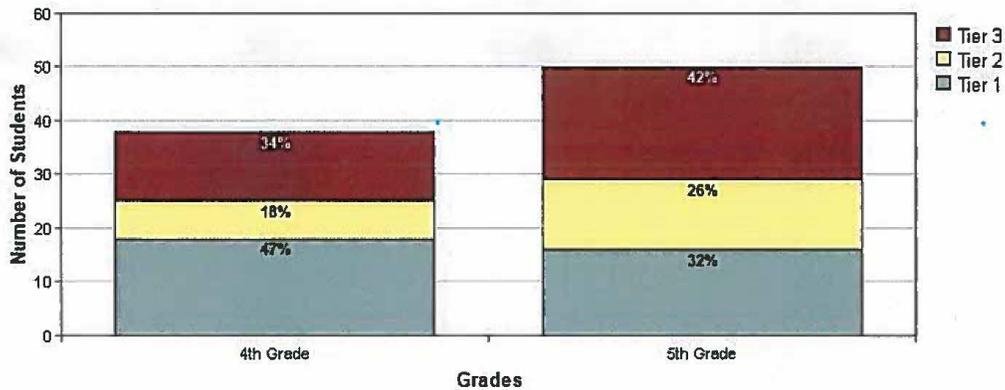
Below you will find ISIP™ data from Dulce Elementary School that has been collected for October. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (October 2017)



Total number of students who have been assessed using ISIP Early Reading in October: 196

ISIP Advanced Reading Summary (October 2017)



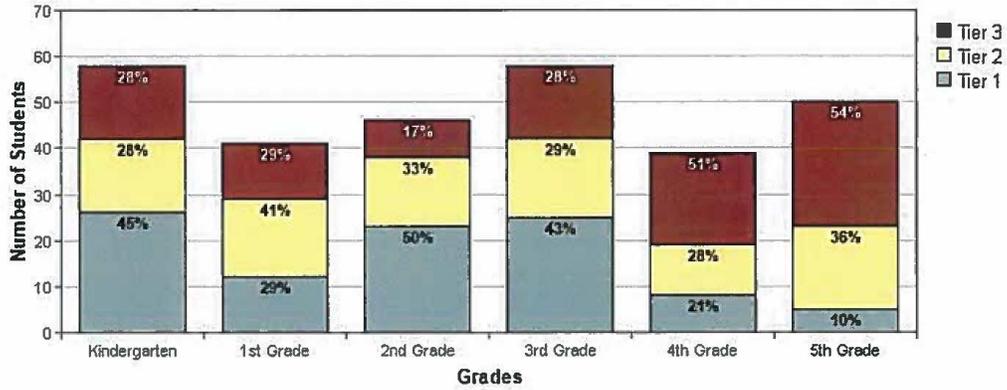
Total number of students who have been assessed using ISIP Advanced Reading in October: 88

ISTATION OCTOBER 2017-Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (October 2017)



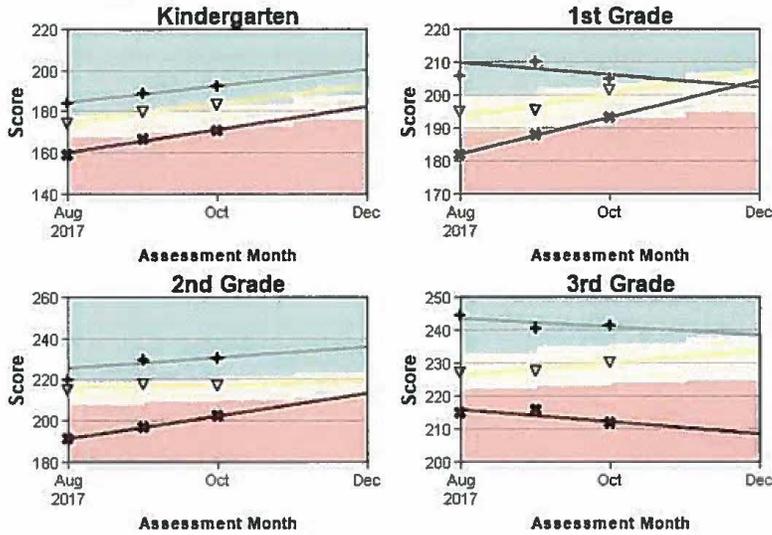
Total number of students who have been assessed using ISIP Math in October: 292

ISTATION OCTOBER 2017-Continued

2/3/2018

Executive Summary | Istation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



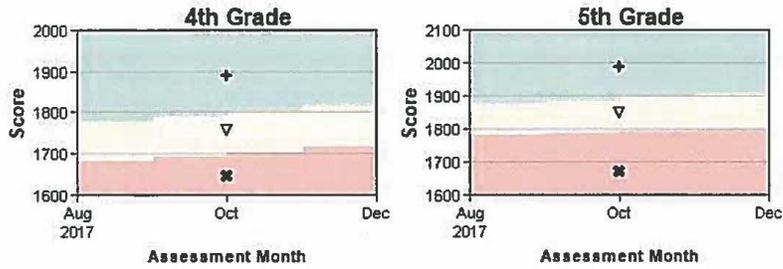
<ul style="list-style-type: none"> Range for Tier 1 Range for Tier 2 Range for Tier 3 + Monthly Avg: Tier 1 v Monthly Avg: Tier 2 * Monthly Avg: Tier 3 Trendline: Tier 1 Trendline: Tier 2 Trendline: Tier 3 ▲ Monthly Average Trendline (no tier) 	<p>The following skills are included:</p> <ul style="list-style-type: none"> - Listening Comprehension - Letter Knowledge - Phonemic Awareness - Alphabetic Decoding - Comprehension - Vocabulary - Spelling
---	---

ISTATION OCTOBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading



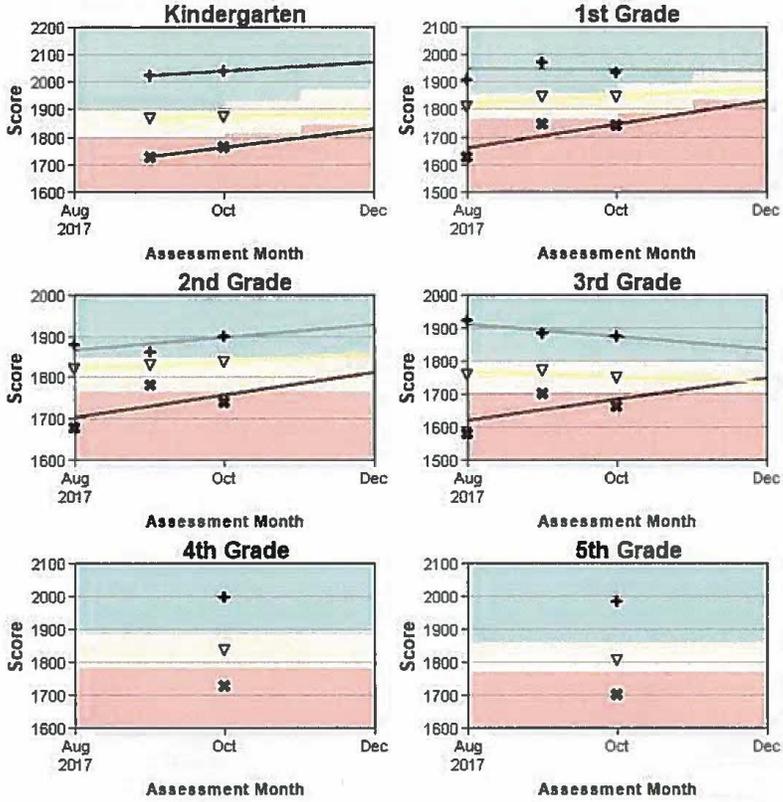
□ Range for Tier 1	The following skills are included: - Comprehension - Word Analysis - Vocabulary
□ Range for Tier 2	
□ Range for Tier 3	
+ Monthly Avg: Tier 1	
▽ Monthly Avg: Tier 2	
* Monthly Avg: Tier 3	
— Trendline: Tier 1	
— Trendline: Tier 2	
— Trendline: Tier 3	
▲ Monthly Average	
— Trendline (no tier)	

ISTATION OCTOBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



ISTATION OCTOBER 2017- Continued

2/3/2018

Executive Summary | Istation

- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- + Monthly Avg: Tier 1
- ▼ Monthly Avg: Tier 2
- * Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 2
- Trendline: Tier 3
- ▲ Monthly Average
- Trendline (no tier)

ISTATION JANUARY 2018

2/3/2018

Executive Summary | Istation

Executive Summary

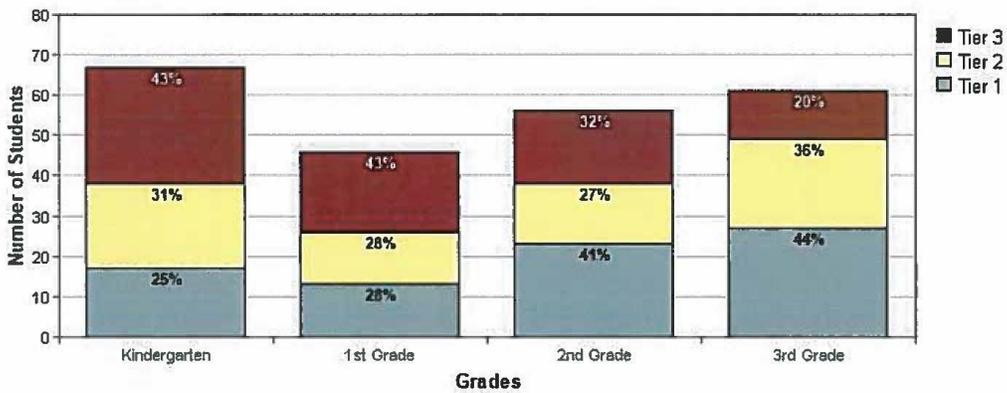
in January for Dulce Elementary School

at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 03:14:06 PM (-07:00)



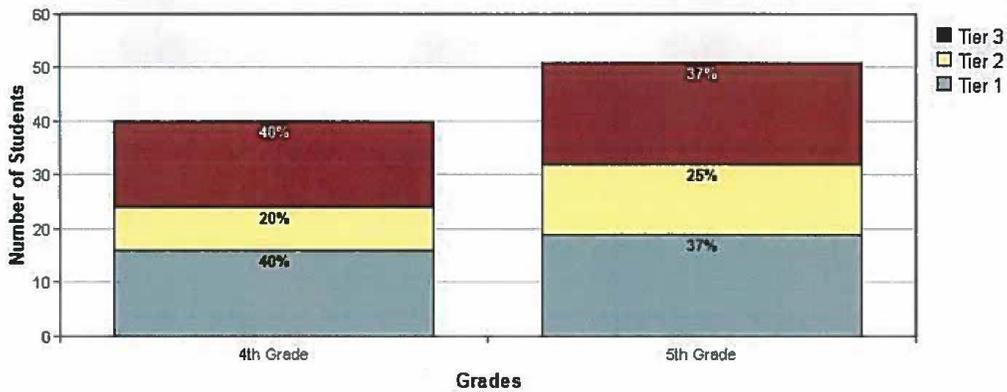
Below you will find ISIP™ data from Dulce Elementary School that has been collected for January. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (January 2018)



Total number of students who have been assessed using ISIP Early Reading in January: 230

ISIP Advanced Reading Summary (January 2018)



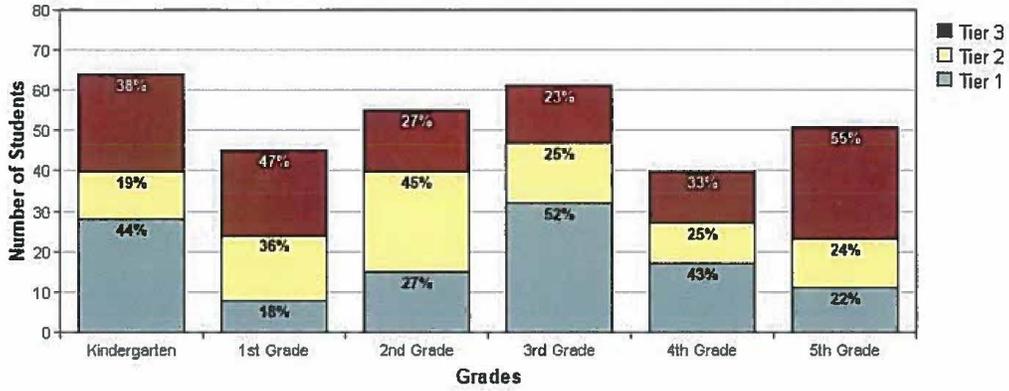
Total number of students who have been assessed using ISIP Advanced Reading in January: 91

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (January 2018)



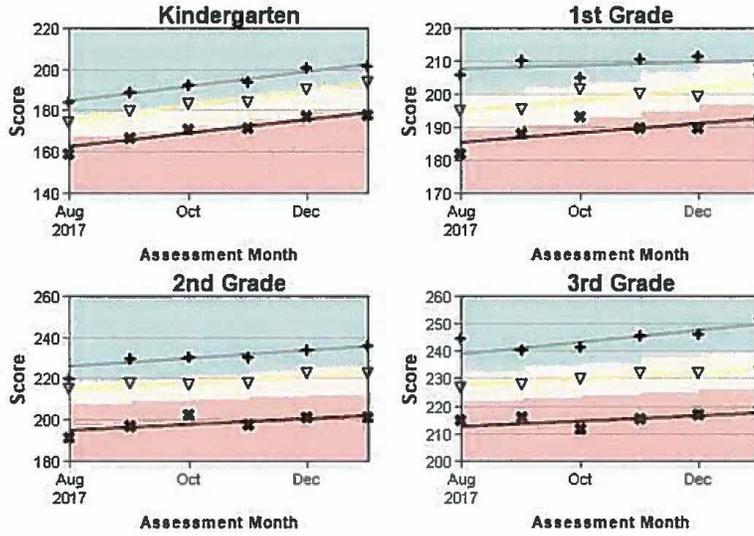
Total number of students who have been assessed using ISIP Math in January: 316

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



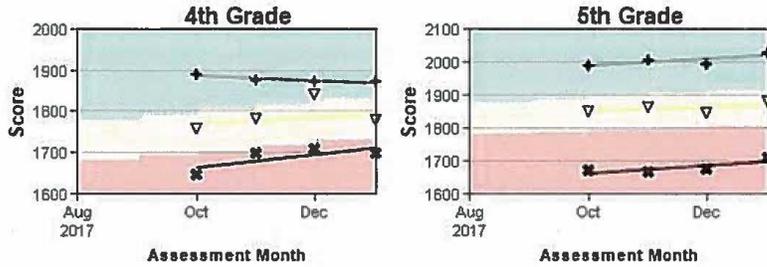
- | | |
|--|---|
| <ul style="list-style-type: none"> □ Range for Tier 1 □ Range for Tier 2 □ Range for Tier 3 + Monthly Avg: Tier 1 ▽ Monthly Avg: Tier 2 * Monthly Avg: Tier 3 — Trendline: Tier 1 — Trendline: Tier 2 — Trendline: Tier 3 ▲ Monthly Average — Trendline (no tier) | <p>The following skills are included:</p> <ul style="list-style-type: none"> - Listening Comprehension - Letter Knowledge - Phonemic Awareness - Alphabetic Decoding - Comprehension |
|--|---|
- Vocabulary
- Spelling

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading



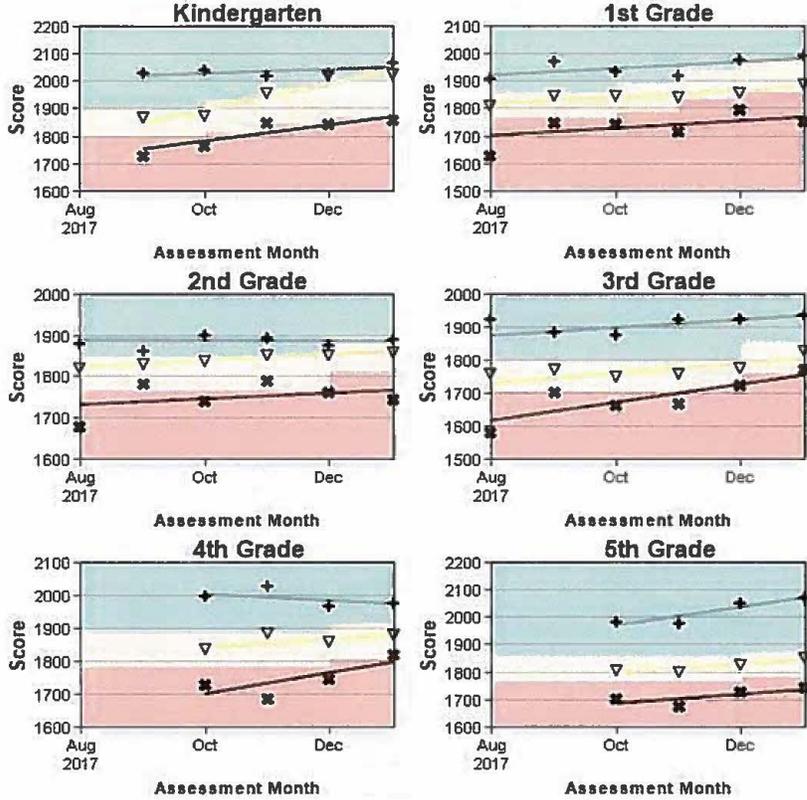
□ Range for Tier 1	The following skills are included:	
□ Range for Tier 2		
□ Range for Tier 3		
+ Monthly Avg. Tier 1		- Comprehension
∇ Monthly Avg. Tier 2		- Word Analysis
* Monthly Avg. Tier 3		- Vocabulary
— Trendline: Tier 1		
— Trendline: Tier 2		
— Trendline: Tier 3		
▲ Monthly Average		
— Trendline (no tier)		

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- + Monthly Avg: Tier 1
- ▼ Monthly Avg: Tier 2
- * Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 2
- Trendline: Tier 3
- ▲ Monthly Average
- Trendline (no tier)

ISTATION FEBRUARY 2018

2/3/2018

Executive Summary | Istation

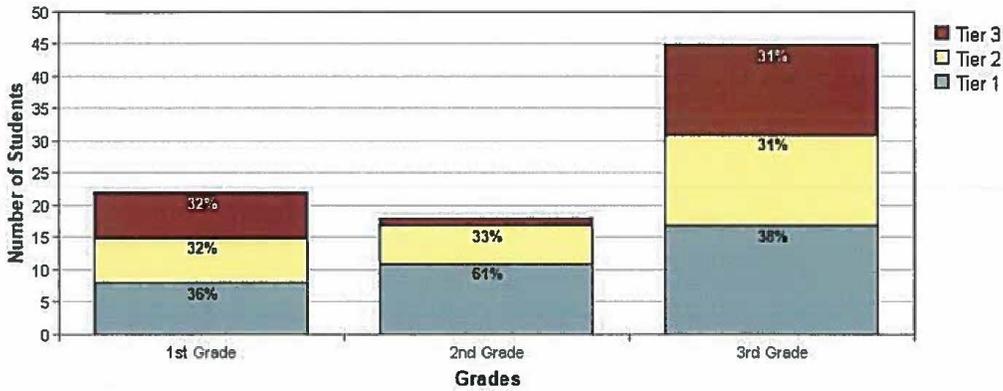
Executive Summary in February for Dulce Elementary School



at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 01:32:53 PM (-07:00)

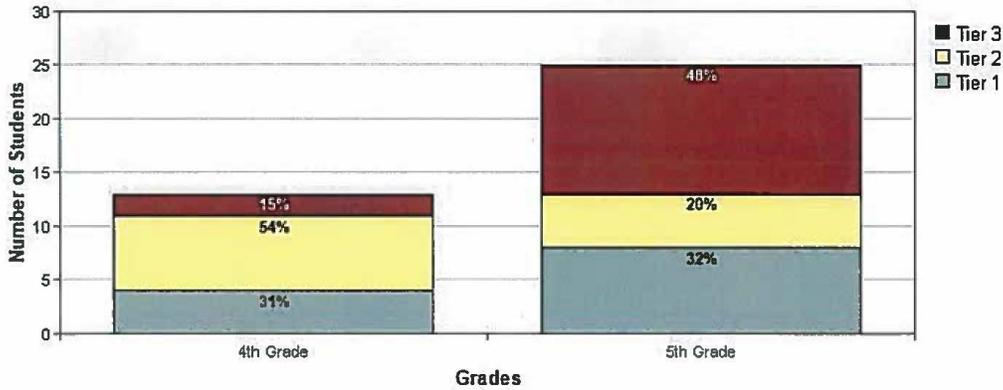
Below you will find ISIP™ data from Dulce Elementary School that has been collected for February. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (February 2018)



Total number of students who have been assessed using ISIP Early Reading in February: 85

ISIP Advanced Reading Summary (February 2018)



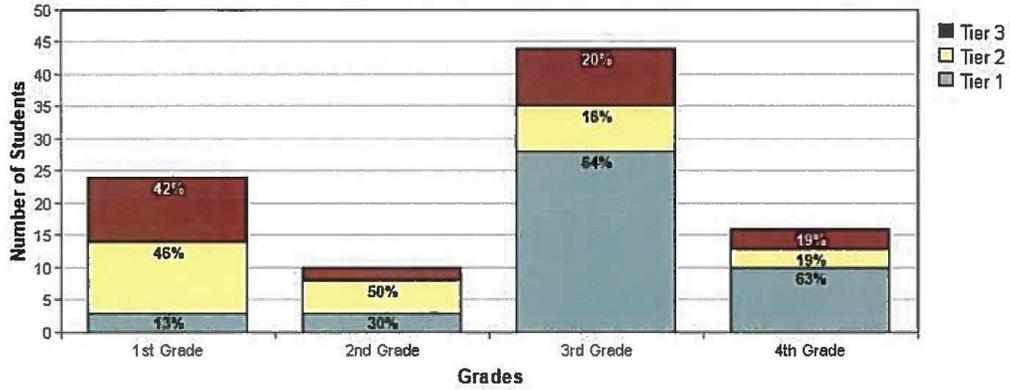
Total number of students who have been assessed using ISIP Advanced Reading in February: 38

ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (February 2018)



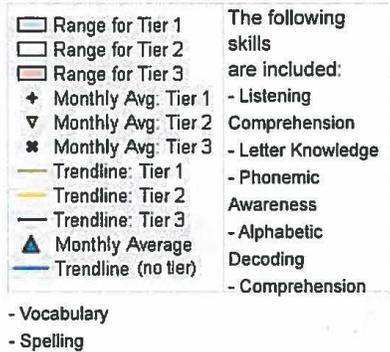
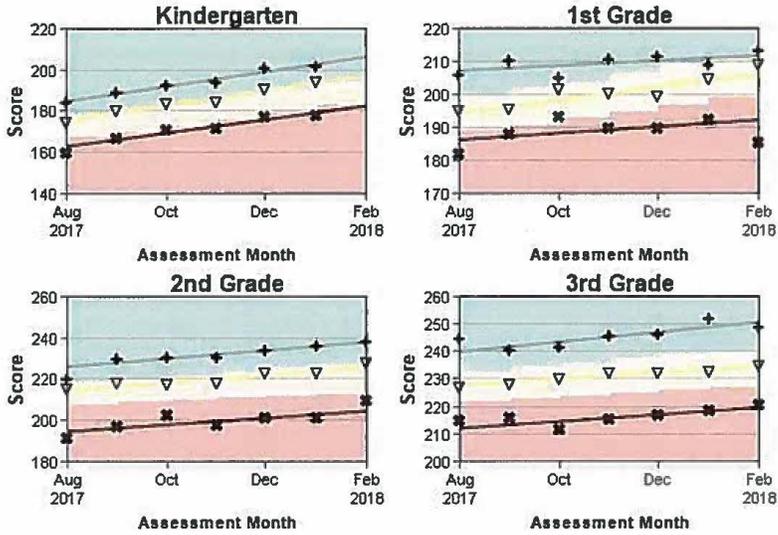
Total number of students who have been assessed using ISIP Math in February: 94

ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | IStation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading

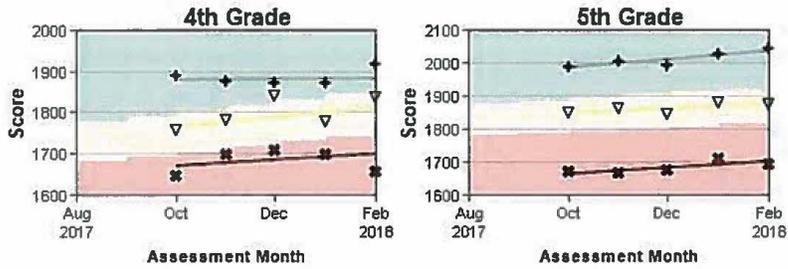


ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading



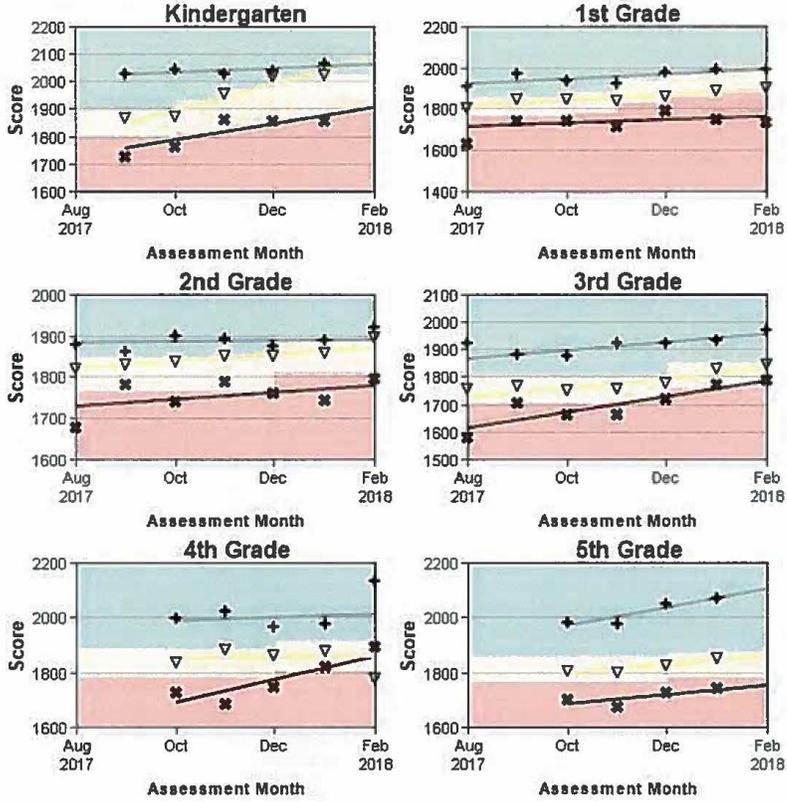
	Range for Tier 1	The following skills are included:
	Range for Tier 2	
	Range for Tier 3	
	Monthly Avg: Tier 1	- Comprehension
	Monthly Avg: Tier 2	- Word Analysis
	Monthly Avg: Tier 3	- Vocabulary
	Trendline: Tier 1	
	Trendline: Tier 2	
	Trendline: Tier 3	
	Monthly Average	
	Trendline (no tier)	

ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

-  Range for Tier 1
-  Range for Tier 2
-  Range for Tier 3
-  Monthly Avg: Tier 1
-  Monthly Avg: Tier 2
-  Monthly Avg: Tier 3
-  Trendline: Tier 1
-  Trendline: Tier 2
-  Trendline: Tier 3
-  Monthly Average
-  Trendline (no tier)

**Dulce Elementary School
Istation Reading Data
SY 2016-2017 to SY 2017-2018**

2016-2017 Istation Reading Data	Sept/ ISIP Tier	Oct	Nov	Dec	Jan	Feb	Mar	April		BOY- EOY Growth			
	Overall Reading	Tier 3	no data	30%	29%	34%	33%	31%	40%	39%		9%	
All Grades K-3	Tier 2	no data	33%	33%	32%	32%	33%	28%	29%		(-) 4%		
	Tier 1	no data	37%	38%	34%	36%	37%	32%	32%		(-) 5%		
Skill Gaps (ALL STUDENTS by grade level)	K- PA, LK	1st- LK, AD, TF	2nd- TF, SPL	3rd- TF, SPL COMP		BOY/ EOY	Kinder	1st	2nd	3rd			
						Tier 3	25%/52%	30%/44%	31%/29%	33%/25%			
						Tier 2	29%/23%	41%/33%	26%/27%	38%/39%			
						Tier 1	46%/25%	29%/22%	43%/44%	29%/36%			
2017-2018 Istation Reading Data	Sept/ ISIP Tier	Oct	Nov	Dec	Jan	Feb	Mar	April		BOY- MOY Growth			
	Overall Reading (Oct-Jan)	Tier 3	36%	38%	36%	36%					0%		
All Grades K-5	Tier 2	26%	27%	27%	29%					3%			
	Tier 1	38%	34%	37%	36%					(-) 2%			
Skill Gaps (ALL STUDENTS by grade level)	K- PA, LK, VOC	1st- LK, SPL, COMP	2nd- TF, VOC,	3rd- TF, SPL		BOY/ MOY	Kinder	1st	2nd	3rd	4th	5th	
						Tier 3	45%/43%	26%/43%	37%/32%	28%/20%	34%/40%	42%/37%	
						Tier 2	23%/31%	26%/28%	30%/27%	30%/36%	18%/20%	26%/25%	
						Tier 1	32%/25%	48%/28%	38%/41%	42%/44%	47%/40%	32%/37%	

According to 2017-18 Istation Reading data, Kinder has decreased the number of Tier 3 students by 2%, increased the number of Tier 2 students by 8%, and decreased the number of Tier 1 students by 7%. 1st grade has increased the number of Tier 3 students by 17%, increased the number of Tier 2 students by 2%, and decreased the number of Tier 1 students by 20%. 2nd grade has decreased the number of Tier 3 students by 5%, decreased the number of Tier 2 students by 3%, and increased the number of Tier 1 students by 3%. 3rd grade has decreased the number of Tier 3 students by 8%, increased the number of Tier 2 students by 6%, and increased the number of Tier 1 students by 2%. 4th grade has increased the number of Tier 3 students by 6%, increased the number of Tier 2 students by 2%, and decreased the number of Tier 1 students by 7%. 5th grade has decreased the number of Tier 3 students by 5%, decreased the number of Tier 2 students by 1%, and increased the number of Tier 1 students by 5%.

According to Istation data over the past two years, data indicated Text Fluency (TF) and Spelling (SPL) as skill deficits in multiple grades.

APPENDIX F

ACCESS FOR ELLs 2.0

School Frequency Report 2017



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: K
Cluster: K

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	3	19%	2	13%	14	88%	14	88%	3	19%	15	94%	12	75%	10	63%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	6%	3	19%	0	0%	1	6%	2	13%	0	0%	2	13%	5	31%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	4	25%	1	6%	1	6%	0	0%	1	6%	0	0%	1	6%	0	0%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	0	0%	1	6%	1	6%	1	6%	1	6%	0	0%	1	6%
5 – Bridging Knows and uses social and academic language working with grade level material	2	13%	4	25%	0	0%	0	0%	4	25%	0	0%	1	6%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	6	38%	6	38%	0	0%	0	0%	5	31%	0	0%	0	0%	0	0%
Highest Score	363		392		280		339									
Lowest Score	189		169		100		100									
Total Tested	16															

^A – Oral Language = 50% Listening + 50% Speaking
^B – Literacy = 50% Reading + 50% Writing
^C – Comprehension = 70% Reading + 30% Listening
^D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Kindergarten SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Kindergarten proficiency level is at entering and emerging. Entering is 63% of overall score and emerging at 31%, indicating the majority of deficits in reading, writing, literacy and comprehension. According to the data, a focus on social and academic language and vocabulary would support student growth for kindergarten students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 01
Cluster: 1

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2	13%	6	40%	6	40%	3	20%	3	20%	4	27%	3	20%	3	20%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	7%	6	40%	3	20%	10	67%	2	13%	7	47%	3	20%	6	40%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	7%	2	13%	2	13%	2	13%	4	27%	4	27%	3	20%	5	33%
4 – Expanding Knows and uses social English and some technical academic language	1	7%	1	7%	2	13%	0	0%	4	27%	0	0%	1	7%	1	7%
5 – Bridging Knows and uses social and academic language working with grade level material	1	7%	0	0%	2	13%	0	0%	2	13%	0	0%	4	27%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	9	60%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%
Highest Score	389		344		320		294									
Lowest Score	213		106		226		177									
Total Tested	15															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 First Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for First Grade proficiency level is at emerging and developing. Emerging is 40% of overall score and developing at 33%, indicating the majority of deficits in speaking, writing, and literacy. According to the data, a focus on social and academic language and vocabulary with visual support would support student growth for first grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 02
Cluster: 2-3

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^A		Comprehension ^C		Overall Score ^B	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering <small>Knows and uses minimal social language and minimal academic language with visual and graphic support</small>	1	7%	3	20%	2	13%	1	7%	1	7%	1	7%	1	7%	0	0%
2 – Emerging <small>Knows and uses some social English and general academic language with visual and graphic support</small>	0	0%	6	40%	7	47%	1	7%	5	33%	5	33%	4	27%	6	40%
3 – Developing <small>Knows and uses social English and some specific academic language with visual and graphic support</small>	2	13%	6	40%	3	20%	12	80%	3	20%	8	53%	4	27%	7	47%
4 – Expanding <small>Knows and uses social English and some technical academic language</small>	0	0%	0	0%	0	0%	1	7%	4	27%	1	7%	1	7%	2	13%
5 – Bridging <small>Knows and uses social and academic language working with grade level material</small>	5	33%	0	0%	3	20%	0	0%	2	13%	0	0%	4	27%	0	0%
6 – Reaching <small>Knows and uses social and academic language at the highest level measured by this test</small>	7	47%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%
Highest Score	418		310		345		357									
Lowest Score	174		180		251		231									
Total Tested	15															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Second Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Second Grade proficiency level is at emerging and developing. Emerging is 40% of overall score and developing at 47%, indicating the majority of deficits in speaking, reading, writing, and oral language. According to the data, a focus on social and academic language and vocabulary with visual support would support student growth for second grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 03
Cluster: 2-3

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering <small>Knows and uses minimal social language and minimal academic language with visual and graphic support</small>	1	9%	2	18%	3	27%	0	0%	1	9%	1	9%	1	9%	1	9%
2 – Emerging <small>Knows and uses some social English and general academic language with visual and graphic support</small>	0	0%	3	27%	5	45%	3	27%	1	9%	3	27%	2	18%	2	18%
3 – Developing <small>Knows and uses social English and some specific academic language with visual and graphic support</small>	3	27%	6	55%	1	9%	4	36%	5	45%	5	45%	5	45%	6	55%
4 – Expanding <small>Knows and uses social English and some technical academic language</small>	1	9%	0	0%	0	0%	4	36%	4	36%	2	18%	1	9%	2	18%
5 – Bridging <small>Knows and uses social and academic language working with grade level material</small>	3	27%	0	0%	1	9%	0	0%	0	0%	0	0%	1	9%	0	0%
6 – Reaching <small>Knows and uses social and academic language at the highest level measured by this test</small>	3	27%	0	0%	1	9%	0	0%	0	0%	0	0%	1	9%	0	0%
Highest Score	390		331		372		367									
Lowest Score	245		126		264		270									
Total Tested	11															

^A – Oral Language = 50% Listening + 50% Speaking
^B – Literacy = 50% Reading + 50% Writing
^C – Comprehension = 70% Reading + 30% Listening
^D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Third Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Third Grade proficiency level is at developing, with the overall score at 55%, indicating the majority of deficits in speaking, literacy, comprehension, and oral language. According to the data, a focus on social and academic language and vocabulary with visual and graphic support would result in student growth for third grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 04
Cluster: 4-5

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	8%	1	8%	0	0%	2	15%	1	8%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	5	38%	5	38%	1	8%	1	8%	2	15%	1	8%	3	23%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	23%	7	54%	3	23%	7	54%	6	46%	5	38%	4	31%	5	38%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	1	8%	1	8%	4	31%	2	15%	4	31%	3	23%	4	31%
5 – Bridging Knows and uses social and academic language working with grade level material	3	23%	0	0%	3	23%	0	0%	3	23%	0	0%	0	0%	1	8%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	54%	0	0%	0	0%	0	0%	1	8%	0	0%	4	31%	0	0%
Highest Score	484		354		372		378		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	320		253		274		231									
Total Tested	13															

05/11/2017

ACCESS for ELL 2.0 Fourth Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Fourth Grade proficiency level is at developing, with the overall score at 38%, indicating the majority of deficits in speaking, writing, literacy, comprehension, and oral language. According to the data, a focus on social and academic language and vocabulary with visual and graphic support would result in student growth for fourth grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 05
Cluster: 4-5

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	2	18%	3	27%	0	0%	0	0%	1	9%	1	9%	1	9%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	4	36%	3	27%	2	18%	2	18%	2	18%	1	9%	1	9%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	27%	5	45%	2	18%	6	55%	2	18%	4	36%	3	27%	5	45%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	0	0%	2	18%	3	27%	5	45%	4	36%	3	27%	4	36%
5 – Bridging Knows and uses social and academic language working with grade level material	1	9%	0	0%	1	9%	0	0%	2	18%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	64%	0	0%	0	0%	0	0%	0	0%	0	0%	3	27%	0	0%
Highest Score	484		343		385		384									
Lowest Score	329		247		282		270									
Total Tested	11															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Fifth Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Fifth Grade proficiency level is at developing, with the overall score at 45%, indicating the majority of deficits in speaking, writing, and literacy. According to the data, a focus on social and academic language and vocabulary with visual and graphic support would result in student growth for fourth grade students.

ACCESS for ELL 2.0 Data Analysis Findings

Between kindergarten through second grade, proficiency levels range from entering to developing indicating a need for additional intervention support in the areas of social, academic language and vocabulary instruction that would result in improved student achievement.

Between third grade through fifth grade, proficiency levels range from developing through expanding indicating some growth has occurred. Additional intervention with technical academic language and vocabulary instruction is still needed to advance and exit out of ELL status, as measured by the highest level of the ACCESS for ELL 2.0 test score rubric, as measured by proficiency levels.

APPENDIX G

2016-2017 PARCC DATA (DISTRICT SUMMARY REPORTS)



DISTRICT SUMMARY OF SCHOOLS

Grade 3

DULCE DISTRICT OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE 	421,107	738	45				30		
19 18 23 36 4				40 20 40	38 22 39	40 21 39		44 9 47	42 16 42
STATE 	24,733	725	41				26		
27 22 25 25 1				49 21 30	48 23 29	51 21 29		58 8 34	57 15 28
DISTRICT 	46	706	33				22		
50 17 28 4 0				76 11 13	63 22 15	65 17 17		72 15 13	67 15 17
DULCE ELEMENTARY 	45	707	33				22		
49 18 29 4 0				76 11 13	62 22 16	64 18 18		71 16 13	67 16 18
DULCE HIGH	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY							

1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-748)	4 Met Expectations (750-809)	5 Exceeded Expectations (810-850)
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* Numbers are percentages

Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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07092017-Sp-STATETOT-054-000- 0298950

PARCC ELA/Literacy Data Third Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 45 students, the overall score of 707 indicates that Dulce Elementary School third grade students have Partially Met Expectations (700-724). According to the data, the third-grade students at Dulce Elementary School are needing additional support in the subgroup of Reading-literary, information, and vocabulary. Intervention related to the subgroup of Writing-expression and conventions may result in student growth for third-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 3

DULCE DISTRICT OFFICE
NEW MEXICO

MATHEMATICS Grade 3 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE 13 18 26 33 10	426,427	742	34 26 40	34 27 39	34 20 45	34 19 47
STATE 18 24 28 28 4	25,859	731	43 28 29	44 29 27	44 22 34	44 20 36
DISTRICT 33 37 24 7 0	46	710	80 13 7	61 33 7	65 22 13	63 24 13
DULCE ELEMENTARY 31 38 24 7 0	45	711	80 13 7	60 33 7	64 22 13	62 24 13
DULCE HIGH	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY				

1 Did Not Yet Meet Expectations (600-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-799)	5 Exceeded Expectations (800-899)
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Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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* Numbers are percentages

Page 1 of 1

07092017-Sp-STATETOT-054-000- 0298960

PARCC Mathematics Data Third Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 45 students, the overall score of 711 indicates that Dulce Elementary School third grade students have **Partially Met Expectations (700-724)**. According to the data, the third-grade students at Dulce Elementary School are needing additional support in the subgroups of major content, supporting content, reasoning and modeling may result in student growth for third-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 4

DULCE DISTRICT OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 4 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE	423,528	742	47				32		
13 18 26 34 9				34 25 40	36 22 42	34 27 39		37 17 46	35 27 39
STATE	24,895	727	42				28		
21 25 28 23 3				47 26 26	48 23 29	45 27 28		55 18 27	52 30 19
DISTRICT	49	707	33				23		
39 33 20 8 0				76 14 10	80 16 4	71 20 8		71 14 14	63 24 12
DULCE ELEMENTARY	49	707	33				23		
39 33 20 8 0				76 14 10	80 16 4	71 20 8		71 14 14	63 24 12

1 Did Not Yet Meet Expectations (600-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-799)	5 Exceeded Expectations (800-899)
--	---	--	-------------------------------------	--

Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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* Numbers are percentages

Page 1 of 1

07092017-Sp-STATETOT-054-000- 0298951

PARCC ELA/Literacy Data Fourth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 49 students, the overall score of 707 indicates that Dulce Elementary School fourth grade students have Partially Met Expectations (700-724). According to the data, the fourth-grade students at Dulce Elementary School are needing additional support in the subgroup of Reading-literary, information, and vocabulary. Intervention related to the subgroup of Writing-expression and conventions may result in student growth for fourth-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 4

DULCE DISTRICT OFFICE
NEW MEXICO

MATHEMATICS
Grade 4 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE 	427,307	737				
14 23 27 32 4			38 28 34	38 27 35	37 25 38	41 18 41
STATE 	25,657	727				
19 29 28 22 1			50 28 22	44 30 27	49 25 26	52 19 29
DISTRICT 	49	703				
35 51 14 0 0			86 12 2	73 24 2	84 14 2	76 16 8
DULCE ELEMENTARY 	49	703				
35 51 14 0 0			86 12 2	73 24 2	84 14 2	76 16 8

1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-799)	5 Exceeded Expectations (800-850)	Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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* Numbers are percentages Page 1 of 1 07092017-Sp-STATETOT-054-000- 0298961

PARCC Mathematics Data Fourth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 49 students, the overall score of 703 indicates that Dulce Elementary School fourth grade students have Partially Met Expectations (700-724). According to the data, the fourth-grade students at Dulce Elementary School are scoring at the low end of the grading scale rubric and are needing additional support in the subgroups of major content, supporting content, reasoning and modeling, which may result in student growth for fourth-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 5

DULCE DISTRICT OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE	415,030	743	47	35 24 41	33 25 42	34 24 42	31	41 16 43	34 23 43
12 18 25 38 5									
STATE	24,601	731	43	44 25 31	42 27 31	43 24 33	28	56 17 27	47 25 28
17 25 29 28 1									
DISTRICT	66	705	33	80 14 6	65 30 5	71 20 9	19	91 5 5	77 15 8
38 42 15 5 0									
DULCE ELEMENTARY	66	705	33	80 14 6	65 30 5	71 20 9	19	91 5 5	77 15 8
38 42 15 5 0									

1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-799)	5 Exceeded Expectations (799-899)
--	---	--	-------------------------------------	--

Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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* Numbers are percentages

Page 1 of 1

07092017-Sp-STATETOT-054-000- 0298952

PARCC ELA/Literacy Data Fifth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 66 students, the overall score of 705 indicates that Dulce Elementary School fifth grade students have Partially Met Expectations (700-724). According to the data, the fifth-grade students at Dulce Elementary School are needing additional support in the subgroup of Reading-literary, information, and vocabulary. Intervention related to the subgroup of Writing-expression and conventions which may result in student growth for fifth-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 5

DULCE DISTRICT OFFICE
NEW MEXICO

MATHEMATICS
Grade 5 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE						
12 24 30 29 6	417,373	737	38 29 34	39 26 35	38 24 38	38 25 38
STATE						
16 29 32 21 2	24,890	728	48 29 23	44 28 28	47 26 27	46 27 27
DISTRICT						
36 44 17 3 0	66	704	76 20 5	79 18 3	73 20 8	77 15 8
DULCE ELEMENTARY						
36 44 17 3 0	66	704	76 20 5	79 18 3	73 20 8	77 15 8

1 Did Not Yet Meet Expectations (650-699)	2 Partially Met Expectations (700-724)	3 Approached Expectations (725-749)	4 Met Expectations (750-789)	5 Exceeded Expectations (790-850)
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* Numbers are percentages

Page 1 of 1

Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
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07092017-Sp-STATETOT-054-000- 0298962

PARCC Mathematics Data Fifth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 66 students, the overall score of 704 indicates that Dulce Elementary School fifth grade students have Partially Met Expectations (700-724). According to the data, the fifth-grade students at Dulce Elementary School are scoring at the low end of the grading scale rubric and are needing additional support in the subgroups of major content, supporting content, reasoning and modeling, which may result in student growth for fifth-grade students.

APPENDIX H

Turnaround Team Description

PURPOSE:

Provide Dulce Elementary School-MRI School, the support to develop and implement an intensive plan that includes on-site support and resources to assist with establishing procedures, systems, core support, and principal mentorship. The MRI Turnaround Team Model supports a team of highly qualified individuals that have expertise and knowledge in a variety of continuous improvement areas such as, special education, data analysis, classroom management, classroom coaching, Principals Pursuing Excellence (PPE) mentoring, and experience with school turnaround reform.

RATIONALE:

Through disaggregation of data, it is evident that Dulce Elementary School requires intensive support to improve the systems and processes in place from their current standing, with the goal to improve overall student achievement. The MRI Turnaround Team will support the Dulce Elementary School staff and administration through multiple monthly visits to the school. Visits will include a needs assessment, inventory of core materials, school and class schedules, levels of instructional knowledge, dedicated instructional time, school-wide behavior system, differentiated instruction, lesson modeling, classroom observations with reflective feedback, daily walkthroughs, professional learning community opportunities, data analysis training, instructional support, and any other additional training identified for staff and administration as needed.

The NM DASH 90-Day Plan will be implemented and monitored on a consistent basis with reviews at 30, 60, and 90 days. Processes and systems will be developed to guide how the school operates overall. Accountability, continuity and consistency will be non-negotiable in the implementation of the MRI plan. The MRI Turnaround Team will work closely with Dulce Elementary School staff and administration to produce systematic and systemic changes for continuous improvement. The Team will require approval from the LEA to implement such changes. Collaboration for next step plans, along with reflective feedback, will be provided to the administration after each visit for planning of future visits and identification of school needs.

SITE VISIT PROCESS:

The MRI Turnaround Team will visit bi-weekly for the first for the first three months, and weekly visits for seven months thereafter for a total of 52 days. The site-visits will provide support to monitor classroom instruction, follow through on systems and processes, conduct PLC meetings, data analysis training and support,

instructional support and principal mentorship. The MRI Turnaround Team will develop documents/forms that are consistent and to be utilized school wide.

JULY:

- **Determine opportunities for improvements with the MRI Turnaround Team**
- **Review current data using Istation, PARCC, and ACCESS for ELL data**
- **Review opportunities for improvement by grade-level and teachers**
- **Review current school schedule and school-wide processes**
- **Review curriculum for Tier 1, Tier 2, and Tier 3**
- **Preparation and Implementation of Boot Camp Training**

AUGUST:

Week 1

- **Boot Camp Training: Rigorous and Relevant to Dulce Elementary School needs**

Week 2

- **Classroom Observations**
 - **Check to see if goals are being implemented in the classroom.**
 - **Level of academic instruction in the classroom**
 - **Lesson Plan format**
- **Interview Principal**
 - **Gather information on needs and strengths**
 - **See what processes are in place**
- **Develop support based from gathered data and provide next steps**
- **Verbal report and written report- submit to District and Elementary School**

Week 3

- **Work with teachers and provide instructional support. Provide support in areas data indicated was an opportunity for improvement. This support will be provided in many forms (modeling, shoulder to shoulder, developing lesson plans, etc.)**
- **Conduct PLC Grade level meetings. Establish roles and process for conducting an effective goal team meeting.**
- **Review current data at PLC and have teachers develop skill specific student grouping.**
- **Provide instructional strategies to address academic deficits in the classroom.**
- **Provide support with classroom management and for small group instruction.**
- **Work with Principal on areas for improvement.**

- Schedule site visit and provide next steps to be completed by the return visit.
- Verbal report and written report- submitted to District and Dulce Elementary School.

Week 4 - 10 (September - April/weekly visits)

- Monitor progress on addressing the opportunities for improvement
- Provide support/resources in area of need of support.
- Continue process for week 1 and week 2.

Scope of Work: Year 1, SY 2018-2019 - Estimated Cost: \$420,000

July/2018 planning days with school

8 days x 5 people x 1000 per person

Initial visits/4 months/ 8 days per month

32 days x 5 people x 1000 per person

- August/September/October/November

Follow-up days/ 4 days per month

24 days x 5 people x 1000 per person

- December/January/February/March/April/May

June/2019 planning days with school

4 days x 5 people x 1000 per person

Team planning days

10 days x 5 people x 1000 per person

Local Project Coordinator/Data Collection

Weekly/Monthly reports, schedule visits, develop documents, report to district and Dulce Elementary School; (Amount divided over 12- month period)

Scope of Work: Year 2, SY 2018-2019 - Estimated Cost: \$280,000

July/2019 planning dates with school

4 days x 5 people x 1000 per person

Initial visits/3months/6 days per month

18 days x 5 people x 1000 per person (Aug./Sept. Oct.)

Follow-up days/2 people per month

14 days x 5 people x 1000 per person (Nov. Dec. Jan. Feb. March, April, May)

June 2020 planning days

4 days x 5 people x 1000 per person

Team Planning Days

10 days x 5 people x 1000 per person

Local Project Coordinator/Data Collection

Weekly/Monthly reports, schedule visits, develop documents, report to district

Scope of Work: Year 3, SY 2018-2019 – Estimated Cost: \$280,000

July/2019 Planning Dates with School

4 days x 5 people x 1000 per person

Initial visits/3 months/6 days per month

18 days x 5 people x 1000 per person (Aug. Sept. Oct.)

Follow-up days/2 days per month

14 days x 5 people x 1000 per person (Nov. Dec. Jan. Feb. March, April, May

June/2020 Planning Days

4 days x 5 people x 1000 per person

Team Planning Days

10 days x 5 people x 1000 per person

Local Project Coordinator/Data Collection

Weekly/Monthly reports, schedule visits, develop documents, report to district

APPENDIX I

Tentative Master Schedule

		K - 2nd		7:30-8:00	8:00-8:20	8:20-9:50			9:50-10:50		10:50-11:5	11:50-12:2	12:20-1:20		1:20-2:20		2:20-3:30	3:30-3:45		
	Grad#	Teacher	EA		20 mins	90 mins			60 mins		60 mins	30 mins	60 mins		60 mins		30 mins	Homeroom		
1	K	16 Wager	TCHR:	Plan/Duty	BAB/MorM	ELA			Math		Lunch/GR.N	ELL/WIN		Math	Conf.	Jic.Lang.Ctr	PREP	Dismissal		
		EA: J. Cooper	STUDENT:		BAB/MorM	ELA			Math		Lunch/Rec	ELL/WIN		Math	Special	Jic.Lang.Ctr	Jic.Lang.	Dismissal		
2	K	16 C. Vigil	TCHR:	Plan/Duty	BAB/MorM	ELA			Math		Lunch/GR.N	ELL/WIN		Math	Conf.	PREP	Jic.Lang.Ctr	Dismissal		
		EA: C. Howland	STUDENT:		BAB/MorM	ELA			Math		Lunch/Rec	ELL/WIN		Math	Special	Jic.Lang.	Jic.Lang.Ctr	Dismissal		
3	K	16 Azua	TCHR:	Plan/Duty	BAB/MorM	ELA			Math		Lunch/GR.N	ELL/WIN		Math	PREP	Conf.	Jic.Lang.Ctr	Dismissal		
		EA: B. Sanchez	STUDENT:		BAB/MorM	ELA			Math		Lunch/Rec	ELL/WIN		Math	Jic.Lang.	Special	Jic.Lang.Ctr	Dismissal		
4	1st	17 S. Whiteaker	TCHR:	Plan/Duty	BAB/MorM	ELA			Math		Lunch/GR.N	Math	Conf.	PREP	Jic.Lang.Ctr	ELL/WIN		Dismissal		
		EA: C. Lindner	STUDENT:		BAB/MorM	ELA			Math		Lunch/Rec	Math	Special	Jic.Lang.	Jic.Lang.Ctr	ELL/WIN		Dismissal		
5	1st	18 Smith	TCHR:	Plan/Duty	BAB/MorM	ELA			Math		Lunch/GR.N	Math	PREP	Conf.	Jic.Lang.Ctr	ELL/WIN		Dismissal		
		EA: T. Cachuch	STUDENT:		BAB/MorM	ELA			Math		Lunch/Rec	Math	Jic.Lang.	Special	Jic.Lang.Ctr	ELL/WIN		Dismissal		
6	1st	17 Alana	TCHR:	Plan/Duty	BAB/MorM	ELA			Math		Lunch/GR.N	PREP	Math	Conf.	Jic.Lang.Ctr	ELL/WIN		Dismissal		
		EA: T. Ulbarri	STUDENT:		BAB/MorM	ELA			Math		Lunch/Rec	Jic.Lang.	Math	Special	Jic.Lang.Ctr	ELL/WIN		Dismissal		
7	1st	17 TBA	TCHR:	Plan/Duty	BAB/MorM	ELA			Math	PREP	Lunch/GR.N	Math		Conf.	Jic.Lang.Ctr	ELL/WIN		Dismissal		
		EA: S. Martinez	STUDENT:		BAB/MorM	ELA			Math	Jic.Lang.	Lunch/Rec	Math		Special	Jic.Lang.Ctr	ELL/WIN		Dismissal		
8	2nd	16 L. Mtz.	TCHR:	Plan/Duty	BAB/MorM	ELA			PREP	Math	Lunch/GR.N	Math		ELL/WIN		Conf.	Jic.Lang.Ctr	Dismissal		
		EA: A. Veneno	STUDENT:		BAB/MorM	ELA			Jic.Lang.	Math	Lunch/Rec	Math		ELL/WIN		Special	Jic.Lang.Ctr	Dismissal		
9	2nd	15 Silago	TCHR:	Plan/Duty	BAB/MorM	ELA		PREP	ELA	Math	Lunch/GR.N	Math		ELL/WIN		Conf.	Jic.Lang.Ctr	Dismissal		
		EA: S. Holms	STUDENT:		BAB/MorM	ELA		Jic.Lang.	ELA	Math	Lunch/Rec	Math		ELL/WIN		Special	Jic.Lang.Ctr	Dismissal		
10	2nd	16 Lynch	TCHR:	Plan/Duty	BAB/MorM	ELA	PREP	ELA	Math	Math	Lunch/GR.N	Math		ELL/WIN		Jic.Lang.Ctr	Conf.	Dismissal		
		EA: P. Montoya	STUDENT:		BAB/MorM	ELA	Jic.Lang.	ELA	Math	Math	Lunch/Rec	Math		ELL/WIN		Jic.Lang.Ctr	Special	Dismissal		
				3rd - 5th		7:30-8:00	8:00-8:20	8:20-9:50			9:50-10:50		10:50-11:5	11:50-12:2	12:20-1:20		1:20-2:20		2:20-3:30	3:30-3:45
				Teacher	B. Gallegos	20 mins	90 mins			60 mins		60 mins	30 mins	60 mins		60 mins		30 mins	Homeroom	
11	3rd	19 Abeyta	TCHR:	Plan/Duty	BAB/MorM	ELA			ELL/WIN		Gr.L.Mtg./L	Math			Conf.	Jic.Lang.Ctr	PREP	Dismissal		
			STUDENT:		BAB/MorM	ELA			ELL/WIN		Rec/Lunch	Math			Special	Jic.Lang.Ctr	Jic.Lang.	Dismissal		
12	3rd	19 Bradley	TCHR:	Plan/Duty	BAB/MorM	ELA			ELL/WIN		Gr.L.Mtg./L	Math			Jic.Lang.Ctr	PREP	Conf.	Dismissal		
			STUDENT:		BAB/MorM	ELA			ELL/WIN		Rec/Lunch	Math			Jic.Lang.Ctr	Jic.Lang.	Special	Dismissal		
13	3rd	19 Greene	TCHR:	Plan/Duty	BAB/MorM	ELA			ELL/WIN		Gr.L.Mtg./L	Math			PREP	Jic.Lang.Ctr	Conf.	Dismissal		
			STUDENT:		BAB/MorM	ELA			ELL/WIN		Rec/Lunch	Math			Jic.Lang.	Jic.Lang.Ctr	Special	Dismissal		
						7:30-8:00	8:00-8:20	8:20-9:20		9:20-10:20		10:20-10:5	10:50-11:2	11:20-11:5	11:50-12:5	12:50-1:20	1:20-1:50	1:50-2:20	2:20	2:45-3:00
14	4th	21 TBA	TCHR:	Plan/Duty	BAB/MorM	ELA			ELL/WIN			Conf.	Jic.Lang.Ctr	Lunch/GR.N	PREP	Math			Dismissal	
			STUDENT:		BAB/MorM	ELA			ELL/WIN			Special	Jic.Lang.Ctr	Lunch/Rec	Jic.Lang.	Math			Dismissal	
15	4th	20 Lonovius	TCHR:	Plan/Duty	BAB/MorM	ELA			ELL/WIN			Conf.	PREP	Lunch/GR.N	Jic.Lang.Ctr	Math			Dismissal	
			STUDENT:		BAB/MorM	ELA			ELL/WIN			Special	Jic.Lang.	Lunch/Rec	Jic.Lang.Ctr	Math			Dismissal	
16	4th	20 Condrey	TCHR:	Plan/Duty	BAB/MorM	ELA			ELL/WIN			PREP	Conf.	Lunch/GR.N	Jic.Lang.Ctr	Math			Dismissal	
			STUDENT:		BAB/MorM	ELA			ELL/WIN			Jic.Lang.	Special	Lunch/Rec	Jic.Lang.Ctr	Math			Dismissal	
17	5th	20 Pixley	TCHR:	Plan/Duty	BAB/MorM	ELL/WIN			Conf.	PREP	ELA			Lunch/GR.N	Math			Jic.Lang.Ctr	Dismissal	
			STUDENT:		BAB/MorM	ELL/WIN			Special	Jic.Lang.	ELA			Lunch/Rec	Math			Jic.Lang.Ctr	Dismissal	
18	5th	20 Pilcher	TCHR:	Plan/Duty	BAB/MorM	ELL/WIN			PREP	Conf.	ELA			Lunch/GR.N	Math			Jic.Lang.Ctr	Dismissal	
			STUDENT:		BAB/MorM	ELL/WIN			Jic.Lang.	Special	ELA			Lunch/Rec	Math			Jic.Lang.Ctr	Dismissal	

NO SCIENCE SCHEDULED * Three Specials scheduled, PE 2X, Library 1X, Art 2X

TESOL ENDORSED TEACHER

WIN=What I Need (Interventions)

BAB=(Breakfast After the Bell)

MorM=Morning Meeting

APPENDIX J

Evidence Based Programs Tier 2 & Tier 3

2/22/2016 https://ies.ed.gov/ncee/wwc/compareinterventions?selectedinterventions={id:209,match:-1},{id:214,match:-1},{id:552,match:-1},...



Compare Interventions

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
Grades Examined	K-3	PK-K	2-6	1	PK-4
Program Type	Supplement	Supplement	Curriculum, Supplement	Supplement	Curriculum, School-level
Delivery Method	Individual	Whole Class	Individual, Small Group	Individual	Individual, School, Small Group, Whole Class

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
English language development	Not Measured	Not Measured	0	Not Measured	Not Measured

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
Alphabetics	0	+	0	+	+
Comprehension	Not Measured	+	+	+	+
Literacy achievement	Not Measured	Not Measured	0	Not Measured	Not Measured
Oral language	Not Measured	-	Not Measured	Not Measured	Not Measured
Phonological processing	Not Measured	0	Not Measured	Not Measured	Not Measured
Print knowledge	Not Measured	0	Not Measured	Not Measured	Not Measured
Reading achievement	Not Measured	Not Measured	+	+	+

https://ies.ed.gov/ncee/wwc/compareinterventions?selectedinterventions={id:209,match:-1},{id:214,match:-1},{id:552,match:-1},... 1/2

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
Reading fluency					
Writing achievement	Not Measured	Not Measured		Not Measured	Not Measured

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
Mathematics achievement	Not Measured		Not Measured	Not Measured	Not Measured

EVIDENCE SNAPSHOT

Success for All®

Beginning Reading

SFA® had positive effects on alphabetic, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement for students in grades K–4.

Success for All (SFA®) is a whole-school reform model (that is, a model that integrates curriculum, school culture, family, and community supports) for students in prekindergarten through grade 8. SFA® includes a literacy program, quarterly assessments of student learning, a social-emotional development program, computer-assisted tutoring tools, family support teams for students’ parents, a facilitator who works with school personnel, and extensive training for all intervention teachers. The literacy program emphasizes phonics for beginning readers and comprehension for all students. Teachers provide reading instruction to students grouped by reading ability for 90 minutes a day, 5 days a week. In addition, certified teachers or paraprofessionals provide daily tutoring to students who have difficulty reading at the same level as their classmates.

Findings

9 STUDIES THAT MET STANDARDS OUT OF

49 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetic	++	K-4	9
Comprehension	+-	K-4	--

Summary of all Research Settings and Samples that Met Standards

Race

Black	32%
White	14%
Not specified	52%

Ethnicity

Hispanic	37%
Not Hispanic	62%

Gender

Male: 50%
Female: 49%

Free & Reduced-Price Lunch

60%

English Learners

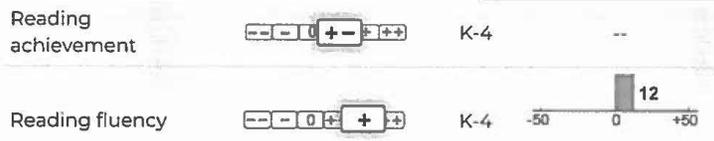
14%

Urbanicity

Urban

Outcome Domain

Grades



Last Updated: March 2017

EVIDENCE SNAPSHOT

Read Naturally®

Beginning Reading

Read Naturally® was found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabets and comprehension for beginning readers.

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level, progress through the program at their own rate, and, for the most part, work on an independent basis. Read Naturally® can be used in a variety of settings, including classrooms, resource rooms, or computer or reading labs. Although the program was not originally developed for English language learners, additional materials for these students are currently available.

Findings

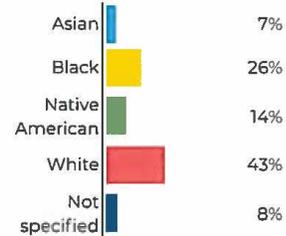
5 STUDIES THAT MET STANDARDS OUT OF

11 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabets	0	3	--

Summary of all Research Settings and Samples that Met Standards

Race



Ethnicity



Gender



Free & Reduced-Price Lunch



English Learners



Delivery Method



Urbanicity



Suburban
Urban

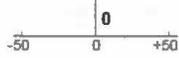
Outcome Domain

Grades

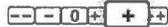
Comprehension



2-4



Reading achievement



2-4



Reading fluency



2-4

--

Last Updated: July 2013

Locations



MN, AZ, CA
Midwest, West

EVIDENCE SNAPSHOT

Reading Recovery®

Beginning Reading

Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabetics, reading fluency, and comprehension for beginning readers.

Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The goals of *Reading Recovery®* include promoting literacy skills, reducing the number of students who are struggling to read, and preventing long-term reading difficulties. *Reading Recovery®* supplements classroom teaching with tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring is delivered by trained Reading Recovery teachers in daily 30-minute sessions over the course of 12–20 weeks.

Findings

3 STUDIES THAT MET STANDARDS OUT OF **79** ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetics	++	1	21
Comprehension	+	1	14
Reading achievement	++	1	27

Summary of all Research Settings and Samples that Met Standards

Race

Asian	1%
Black	30%
White	53%

Ethnicity

Hispanic	12%
Not Hispanic	88%

Gender

Male: 56%
Female: 43%

Free & Reduced-Price Lunch

65%

Delivery Method

Individual

Urbanicity

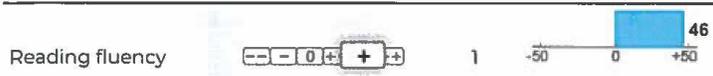
Rural
Suburban
Urban

Locations

OH
Midwest

Outcome Domain

Grades



Last Updated: July 2013

EVIDENCE SNAPSHOT

Earobics®

Beginning Reading

Earobics® was found to have positive effects on alphabetsics and potentially positive effects on reading fluency.

Earobics® is an interactive software that provides students in prekindergarten through grade 3 with individual, systematic instruction in early literacy skills as students interact with animated characters. Earobics® Foundations is the version for prekindergarten, kindergarten, and grade 1. Earobics® Connections is for grades 2 and 3 and older struggling readers. The program builds students' skills in phonemic awareness, auditory processing, and phonics, as well as the cognitive and language skills required for comprehension. Each level of instruction addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words, adjusting to each student's ability level. The software is supported by music, audiocassettes, and videotapes, and includes picture/word cards, letter-sound decks, big books, little books, and leveled readers for reading independently or in groups.

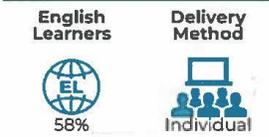
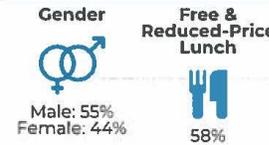
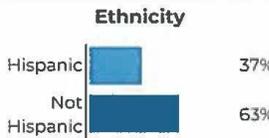
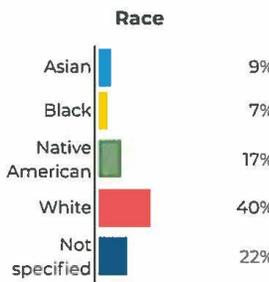
Findings

4 STUDIES THAT MET STANDARDS OUT OF

6 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetsics	++	K-3	19
Reading fluency	+	K-3	15

Summary of all Research Settings and Samples that Met Standards



Last Updated: January 2009



EVIDENCE SNAPSHOT

Ladders to Literacy

Beginning Reading

The *Ladders to Literacy* program was found to have potentially positive effects on alphabetics and fluency and mixed effects on comprehension.

Ladders to Literacy is a supplemental early literacy curriculum published in *Ladders to Literacy: A Kindergarten Activity Book*. The program targets children at different levels and from diverse cultural backgrounds. The activities are organized into three sections with about 20 activities each: print awareness, phonological awareness skills, and oral language skills.

Findings

4 STUDIES THAT MET STANDARDS OUT OF
5 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetics		K	20
Comprehension		K	--
Reading fluency		K	26

Last Updated: August 2007

Summary of all Research Settings and Samples that Met Standards

Race

- Black: 41%
- White: 50%
- Not specified: 6%

Gender

- Male: 55%
- Female: 45%

English Learners

- 3%

Delivery Method

- Whole Class

Urbanicity

- Rural
- Urban

Locations

- TN
- Midwest, South

EVIDENCE SNAPSHOT

Lindamood Phoneme Sequencing® (LiPS®)

Beginning Reading

LiPS® was found to have potentially positive effects on comprehension and mixed effects on alphabets for beginning readers.

The Lindamood Phoneme Sequencing® (LiPS®) program (formerly called the Auditory Discrimination in Depth® [ADD] program) is designed to teach students the skills they need to decode words and to identify individual sounds and blends in words. LiPS® is designed for emergent readers in kindergarten through grade 3 or for struggling, dyslexic readers. The program is individualized to meet students' needs and is often used with students who have learning disabilities or difficulties. Initial activities engage students in discovering the lip, tongue, and mouth actions needed to produce specific sounds. After students are able to produce, label, and organize the sounds with their mouths, subsequent activities in sequencing, reading, and spelling use the oral aspects of sounds to identify and order them within words. The program also offers direct instruction in letter patterns, sight words, and context clues in reading.

Summary of all Research Settings and Samples that Met Standards

Race

Not specified  33%

Gender

 Male: 51%
Female: 65%

Free & Reduced-Price Lunch

 35%

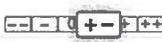
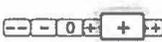
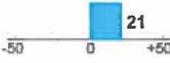
Delivery Method

 Small Group

Findings

2 STUDIES THAT MET STANDARDS OUT OF

8 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabets		1	--
Comprehension		1	

EVIDENCE SNAPSHOT

Stepping Stones to Literacy

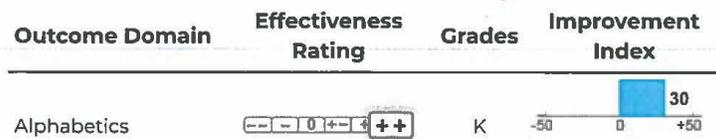
Beginning Reading

Stepping Stones to Literacy was found to have positive effects on student outcomes in the alphabetic domain.

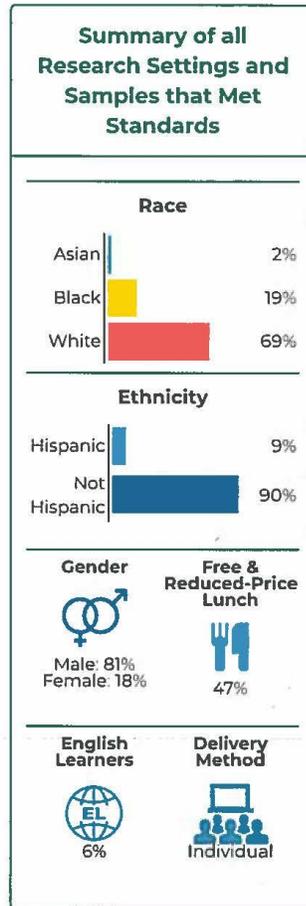
Stepping Stones to Literacy (SSL) is a supplemental curriculum designed to promote listening, print conventions, phonological awareness, phonemic awareness, and serial processing/rapid naming (quickly naming familiar visual symbols and stimuli, such as letters or colors). The program targets older preschool and kindergarten students who are considered to be underachieving readers, based on teacher's recommendations, assessments, and systematic screening. Students participate in 10- to 20-minute daily lessons in a small group or individually. The curriculum consists of 25 lessons, for a total of 9–15 hours of instructional time.

Findings

2 STUDIES THAT MET STANDARDS OUT OF
2 ELIGIBLE STUDIES REVIEWED



Last Updated: June 2007



EVIDENCE SNAPSHOT

Sound Partners

Beginning Reading

Sound Partners was found to have positive effects on alphabetic, fluency, and comprehension and no discernible effects on general reading achievement on beginning readers.

Sound Partners is a phonics-based tutoring program that provides supplemental reading instruction to elementary school students grades K-3 with below-average reading skills. The program is designed for use by tutors with minimal training and experience. Instruction emphasizes letter-sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text. The program consists of a set of scripted lessons in alphabetic and phonics skills and uses Bob Books beginning reading series as one of the primary texts for oral reading practice. The tutoring can be provided as a pull-out or after-school program or by parents who homeschool their children.

Findings

7 STUDIES THAT MET STANDARDS OUT OF

11 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetic	++	K-1	21
Comprehension	+	K-1	21

Summary of all Research Settings and Samples that Met Standards

Race

Asian	11%
Black	17%
White	48%
Not specified	41%

Ethnicity

Hispanic	14%
Not Hispanic	85%

Gender

Male: 57%
Female: 42%

Free & Reduced-Price Lunch

50%

English Learners

25%

Delivery Method

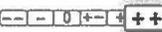
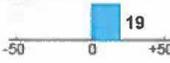
Individual

Urbanicity

Urban

Outcome Domain

Grades

Reading achievement		1	--
Reading fluency		K-1	

Last Updated: September 2010





Compare Interventions

	DreamBox Learning	Investigations in Number, Data, and Space®	Odyssey® Math
Grades Examined	K-1	1-5	4-8
Program Type	Supplement	Curriculum	Curriculum, Supplement, Teacher-level
Delivery Method	Individual	Small Group, Whole Class	Individual, Whole Class
	DreamBox Learning	Investigations in Number, Data, and Space®	Odyssey® Math
Mathematics achievement			

EVIDENCE SNAPSHOT

DreamBox Learning

Elementary School Mathematics

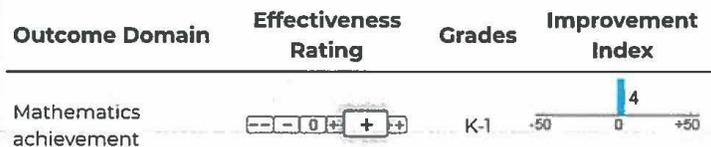
DreamBox Learning was found to have potentially positive effects on mathematics achievement for elementary school students.

DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K–5 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum that match each student’s level of comprehension and learning style.

Findings

7 STUDIES THAT MET STANDARDS OUT OF

7 ELIGIBLE STUDIES REVIEWED



Last Updated: December 2013

Summary of all Research Settings and Samples that Met Standards

Ethnicity

Hispanic		87%
Not Hispanic		13%

Gender

Male: 47%
Female: 53%

Free & Reduced-Price Lunch

88%

English Learners

81%

Delivery Method

Individual

Urbanicity

Urban

Locations

CA West

EVIDENCE SNAPSHOT

Investigations in Number, Data, and Space®

Elementary School Mathematics

Investigations in Number, Data, and Space® was found to have potentially positive effects on mathematics achievement for elementary school students.

Investigations in Number, Data, and Space is an activity-based, K-5 mathematics curriculum designed to help students understand number and operations, geometry, data, measurement, and early algebra. Each instructional unit focuses on a particular content area and lasts for 2-5.5 weeks. The curriculum encourages students to develop their own strategies for solving problems and engage in discussion about their reasoning and ideas. The lessons are activity-based in order to facilitate increased comprehension of basic math fundamentals. The curriculum is presented through a series of resource books called "curriculum units" that provide teachers with guidance on implementation. One or more of the units for each year has a software program associated with it. Other materials include manipulatives, flash cards, overheads, and textbooks.

Findings

2 STUDIES THAT MET STANDARDS OUT OF

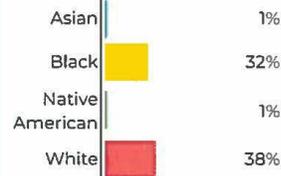
9 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Mathematics achievement	++	1-5	--

Last Updated: February 2013

Summary of all Research Settings and Samples that Met Standards

Race



Ethnicity



Gender



Free & Reduced-Price Lunch



Delivery Method



Urbanicity



Rural
Suburban
Urban

Locations



CT, MA, NY, MI, MN, MO, FL, KY,
MS, SC, TX, AZ, NV, OR
Midwest, Northeast, South,
West

EVIDENCE SNAPSHOT

Odyssey® Math

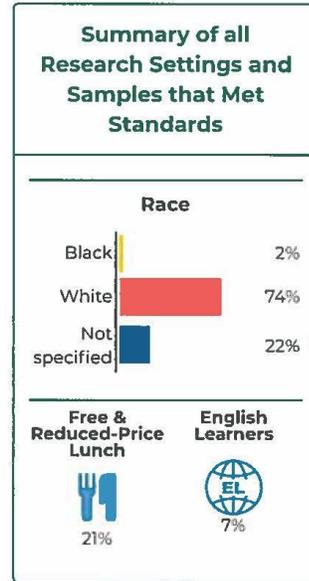
Primary Mathematics

Odyssey® Math was found to have potentially positive effects on mathematics achievement for primary students.

Odyssey® Math is a web-based program developed by Compass Learning® for mathematics instruction in grades K–8. The online program includes a mathematics curriculum and formative assessments designed to support differentiated and data-driven instruction. Based on assessment results, the program generates an individualized sequence of mathematics topics and skills—a “learning path.” Odyssey® Math is often used as a prescriptive tool, where students can start by taking a diagnostic assessment aligned with local or state standards. Teachers can modify learning paths to match their lesson plans or to align them with district scopes and sequences.

Findings

3 STUDIES THAT MET STANDARDS OUT OF
9 ELIGIBLE STUDIES REVIEWED



Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Mathematics achievement		4-8	12

Last Updated: January 2017

APPENDIX K
Detailed Budget Worksheet

Comprehensive Support Improvement Schools (CSI) Overall Budget Summary								
Budget Expenditures	FY 2018 Planning Period (March to June, 2018)		FY 2019 Year One Implementation (July, 2018 to June, 2019)		FY 2020 Year Two Implementation (July, 2019 to June, 2020)		FY 2021 Year Three Implementation (July, 2020 to June, 2021)	
	Budget	Percent	Budget	Percent	Budget	Percent	Budget	Percent
School-Level Expenditures	\$ 267,100.00	91.9%	\$ 2,286,900.00	96.1%	\$ 1,562,900.00	95.9%	\$ 1,431,900.00	87.9%
Supplies and Materials	\$ 23,500.00	8.1%	\$ 92,000.00	3.9%	\$ 67,000.00	4.1%	\$ 67,000.00	4.1%
TOTAL SCHOOL FUNDING REQUEST	\$ 290,600.00	100.0%	\$ 2,378,900.00	100.0%	\$ 1,629,900.00	100.0%	\$ 1,498,900.00	92.0%
LEA-Level Expenses (Indirect Costs)	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
TOTAL BUDGET	\$ 290,600.00		\$ 2,378,900.00		\$ 1,629,900.00		\$ 1,498,900.00	

Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Advertising/recruitment	\$ 5,000.00
H/R training	\$ 3,000.00
Web Master Stipend	\$ 3,600.00
Turnaround Team	\$ 40,000.00
Curriculum Development/Tier 2 Reading intervention	\$ 40,000.00
Curriculum Development/Tier 2 Math intervention	\$ 40,000.00
Curriculum Development/Tier 3 Reading intervention	\$ 30,000.00
Curriculum Development/ Tier 3 Math intervension	\$ 30,000.00
Summer Program Grade K-5 Enrichment & tutoring	\$ 60,000.00
Parent Engagement - community meetings to inform parents of MRI	\$ 3,000.00
Video ad supporting Dulce Elementary school	\$ 2,500.00
PLC's	\$ 10,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 267,100.00
Supplies and Materials	
Materials for summer schools	\$ 10,000.00
Supplies & Materials for Advertising & recruitment	\$ 2,500.00
Supplies & Materials for Turnaround Team	\$ 5,000.00
Video Ad	\$ 1,000.00
PLC's	\$ 5,000.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 23,500.00
TOTAL PLANNING PERIOD FUNDING REQUEST FOR SCHOOL	\$ 290,600.00
LEA-Level Activities (Indirect Costs)1	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL PLANNING PERIOD BUDGET	\$ 290,600.00

