



DULCE INDEPENDENT SCHOOL
DISTRICT NO. 21
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May 30, 2018

Christopher N. Ruszkowski
Secretary Designate
State of New Mexico Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501

Re: Dulce Elementary School

The Dulce Independent School District acknowledges receipt of your May 23, 2018 wherein you conditionally approved the Dulce Elementary Schools' – Significantly Restructure and Redesign (More Rigorous Plan) with seven overarching areas of focus. This letter serves to notify you of our acceptance of the conditions with the understandings set forth below which correspond with the numbered conditions in your May 23, 2018 letter.

Paragraph #3 of the letter dated May 23, 2018 refers to the agreement that NMPED will provide additional documentation for your signature and agreement to the following: If the Dulce Elementary School earns a 6th & 7th "F" rating in the 2017-18 and 2018-19 school years, then the federal grant allocation for 2019-20 and 2010-21 will be withheld and repurposed for School Closure during the 2019-20 school year. In that case, the school will close at the end of the 2019-20 school year. If the school earns a combination of "D" and "F" ratings over the upcoming three academic years, the school shall close during the 2021-22 school year.

Accepted with the understanding that the Significantly Restructure and Redesign -MRI was not in effect for SY 2017-2018. This SY 2017-2018 should not be included, since the MRI implementation is not scheduled to begin until July 1, 2018. It is unclear why SY 2017-18 is included in this paragraph for Dulce Elementary School grade reporting.

- 1. Ensuring that every teacher at the school has a track record of Effective, Highly Effective or Exemplary performance by the beginning of 2018-2019 school year.**

Accepted with the understanding that every reasonable effort will be made by the first day of teacher professional development for the 2018-2019 school year, 100% of teachers at Dulce Elementary School will have earned a summative rating of Effective, Highly Effective, or

Exemplary, during the 2016-17 school year.

Accepted with the understanding that if a teacher who earned a rating of Effective, Highly Effective, or Exemplary for the 2016-17 school year earns a rating of lower than Effective for the 2017-18 school year, the teacher will be placed on a professional growth plan focused on individual areas of improvement aligned to student achievement data and the NM TEACH domains to ensure rapid increase in teacher effectiveness. Teachers will receive intensive internal mentorship provided by the district and/or school.

- 2. Ensuring that the school-based teacher compensation system proposed is designed as a means to recruit, champion, reward, and retain teachers demonstrating substantial impact on student achievement growth. Teacher compensation should be significantly higher at this school than anywhere else in the district.**

Tier I & Tier II: School-Based Teacher Compensation

Accepted with the following formula submitted before July 1, 2018 for NMPED review, the formula that will be used to determine the \$2,000 individual award for teacher increase demonstrating substantial impact on student achievement growth: (**“1 year of growth within each semester for an increase of two grade levels per year for every student -100% who is not on grade level”**) using the NMPED approved interim assessment as measured by Northwest Evaluation Association- NWEA MAPS (BOY-Beginning of Year to MOY-Middle of Year data) provided that NMPED approves the assessment and methodologies for the selected interim assessment.

FORMULA:

Each Elementary school teacher will be eligible for a \$500 incentive award for (**“1 year of growth within each semester for every student -100% who is not on grade level”**) in ELA for the first semester (August-December) using the NMPED approved interim assessment as measured by Northwest Evaluation Association- NWEA MAPS (BOY-Beginning of Year to MOY-Middle of Year data).

Each Elementary school teacher will be eligible for a \$500 incentive award for (**“1 year of growth within each semester for every student -100% who is not on grade level”**) in ELA for the second semester (January-May) using the NMPED approved interim assessment as measured by the Northwest Evaluation Association – NWEA MAPS (MOY-Middle of Year to EOY-End of Year data).

Each Elementary school teacher will be eligible for a \$500 incentive award for (**“1 year of growth within each semester for every student -100% who is not on grade level”**) in Math for the first semester (August-December) using the NMPED approved interim assessment as measured by Northwest Evaluation Association- NWEA MAPS (BOY-Beginning of Year to MOY-Middle of Year data).

Each Elementary school teacher will be eligible for a \$500 incentive award for (**“1 year of growth**

within each semester for every student -100% who is not on grade level") in Math for the second semester (January-May) using the NMPED approved interim assessment as measured by the Northwest Evaluation Association – NWEA MAPS (MOY-Middle of Year to EOY-End of Year data).

Note: NMPED must approve all assessments and methodologies utilized to make these decisions, and reserves the rights to determine the assessments and methodologies at the state level. It is imperative that NMPED provides assistance and guidance for the selected assessments and methodologies in conjunction with the EAC five-member NMPED appointed team before June 6, 2018 to the Dulce Elementary School.

3. Ensuring significantly more instructional time with the school's highest performing teachers, not with outside entities or consultants.

Accepted with the understanding that uninterrupted blocks for ELA and Math will be developed by the July 1, 2018 deadline. A finalized master schedule will be created that reflects sufficient time protected during the day – common planning time for meaningful collaboration around data analysis and instructional planning. This time block will be outside the teacher's thirty-minute duty free lunch period.

4. Ensuring that the selected school principal has a multi-year track record of increasing student performance and is compensated at a higher salary than any other school principal in the district.

Accepted with the understanding that every effort is currently in progress to hire a new principal at Dulce Elementary School that has a multi-year track record of increasing student performance by July 1, 2018. The new principal will be compensated at a higher salary than any other school principal in the district.

FORMULA:

Accepted with the following formula that will reward the Elementary school principal demonstrating substantial impact on student achievement growth: **("1 year of growth within each semester for an increase of two grade levels per year for every student -100% who is not on grade level")** using the NMPED approved interim assessment as measured by Northwest Evaluation Association- NWEA MAPS (BOY-Beginning of Year to MOY-Middle of Year data).

The Elementary school principal will be eligible for a \$750 incentive award for **("1 year of growth within each semester for every student -100% who is not on grade level")** in ELA for the first semester (August-December) using the NMPED approved interim assessment as measured by Northwest Evaluation Association- NWEA MAPS (BOY-Beginning of Year to MOY-Middle of Year data).

The Elementary school principal will be eligible for a \$750 incentive award for **("1 year of growth within each semester for every student -100% who is not on grade level")** in ELA for the second

semester (January-May) using the NMPED approved interim assessment as measured by the Northwest Evaluation Association – NWEA MAPS (MOY-Middle of Year to EOY-End of Year data).

The Elementary school principal will be eligible for a \$750 incentive award for (“**1 year of growth within each semester for every student -100% who is not on grade level**”) in Math for the first semester (August-December) using the NMPED approved interim assessment as measured by Northwest Evaluation Association- NWEA MAPS (BOY-Beginning of Year to MOY-Middle of Year data).

The Elementary school principal will be eligible for a \$750 incentive award for (“**1 year of growth within each semester for every student -100% who is not on grade level**”) in Math for the second semester (January-May) using the NMPED approved interim assessment as measured by the Northwest Evaluation Association – NWEA MAPS (MOY-Middle of Year to EOY-End of Year data).

The Elementary School Principal will receive an additional \$1,500 bonus for meeting the goals set forth in NM DASH 90-day Plan to include the (“**1 year of growth within each semester for every student -100% who is not on grade level**”) supporting the focus area of student achievement.

Under the MRI School Leadership-Recruiting and Sustaining High-Quality Personnel (page 17-MRI Plan), school leaders will be awarded an incentive sign-on package of \$5,000 paid over three school years as follows:

- \$1,250 in June of the first contract year
- \$1,250 in June of the second contract year
- \$1,250 in December of the third contract year
- \$1,250 in June of the third contract year

Note: NMPED must approve all assessments and methodologies utilized to make these decisions, and reserves the rights to determine the assessments and methodologies at the state level. It is imperative that NMPED provides assistance and guidance for the selected assessments and methodologies in conjunction with the EAC five-member NMPED appointed team before June 6, 2018 to the Dulce Elementary School.

Our principal interviews for the multi-year track record of increasing student performance are scheduled for the beginning of June 5-7, 2018. We expect that the EAC will be involved in the principal interviews and final selection.

Accept with the understanding that a recommendation for consideration as an alternative to mandatory removal of the principals, assistant principal and superintendent if this goal (“**1 year of growth within each semester for every student -100% who is not on grade level**”) supporting the focus area of student achievement is not met, I suggest the following:

For example, the Dulce Elementary School may have made significant progress toward the goal but fell short by less than 5%. In this case, it is likely that giving the principals and superintendent

additional aid and mentoring would accomplish the goal, whereas removing them and replacing them with new administrators may set back the accomplishment of the goal and progress towards the goal.

It is imperative that NMPED supports and provides guidance to the principals and superintendent to monitor adherence to the school's MRI plan, assess the quality of instructional and operational implementation and provide outside input, counsel, and oversight before June 6, 2018.

5. Ensuring that curriculum, instruction, and assessment are research-based, vertically aligned, and standards-aligned.

Curriculum:

Accepted with the understanding that Dulce Elementary School working with NMPED and our classroom teachers will ensure that curriculum, instruction and assessment are research-based, vertically aligned and standards-aligned. It is foreseen that a collaborative effort with NMPED, EAC, and the Dulce Elementary staff will be undertaken to assure the requirement is properly implemented.

Instruction:

Accepted with the understanding that Dulce Elementary School working with NMPED and our classroom teachers will ensure that curriculum, instruction and assessment are research-based, vertically aligned and standards-aligned. It is foreseen that a collaborative effort with NMPED, EAC, and the Dulce Elementary staff will be undertaken to assure the requirement is properly implemented and a biweekly schedule of observation using Driven by Data, pg. 88-90 and (MRI Plan -page 20 "Building a Calendar for Success") by July 1, 2018.

Assessment:

Accepted with the understanding that Dulce Elementary School working with NMPED and our classroom teachers will ensure that curriculum, instruction and assessment are research-based, vertically aligned and standards-aligned. It is foreseen that a collaborative effort with NMPED, EAC, and the Dulce Elementary staff will be undertaken to assure the requirement is properly implemented.

Accepted with the understanding that by July 1, 2018 the following will be provided in conjunction with NMPED and the EAC must review and approve all assessments and methodology utilized at the state level:

1. K-2 (Istation for BOY, MOY, EOY in ELA and Math, ACCESS for ELLs 2.0)
Grades 3-5 (PARCC for ELA and Math, SBA Science-4th grade, ACCESS for ELLs 2.0)
2. Grades K-5- NWEA-MAPS for ELA and Math-Interim/benchmark assessment (no less frequently than every six to eight weeks)
3. K-5 will provide curriculum-based common benchmark assessments using Wonders (Reading/ELA) unit tests, weekly selection tests and My Math (Math) chapter tests,

checking my progress tests

4. Accepted with the understanding that by September 1, 2018, Grades K-5– Istations progress monitoring and Tier I intervention will be administered and analyzed, which occurs weekly for students well below benchmark and biweekly for students below benchmark.

Before June 6, 2018 the EAC in conjunction with NMPED must review and approve all assessments and methodology to be utilized for SY 2018-19.

Data-Driven Instruction:

- Accepted with the understanding that Dulce Elementary School working with NMPED that by July 1, 2018 (pg. 26 -MRI Plan), the district will provide detailed agendas for each day of the one-week summer boot camp to include clear objectives and outcomes for each session, provide/facilitator names, and sufficient time allocated to train teachers on the scope and sequence, assessment strategy, data system, and data analysis protocols and tools.
 - Accepted with the understanding that Dulce Elementary School working with NMPED that by July 1, 2018 the district will submit for review and approval the protocol for teacher data analysis, the template for teacher action planning, and the protocol for one-on-one teacher-leader data analysis meetings to follow each administration of the benchmark assessment.
 - Accepted with the understanding that Dulce Elementary School working with NMPED that by the first day of school of the 2018-19 school year, the district will provide staff at Dulce Elementary School with a data system, as well as corresponding information technology infrastructure for the school, that delivers user-friendly reports following benchmark and interim assessments within 48 hours of the administration of the assessment. The reports will include:
 - Item analysis
 - Standards-level analysis
 - Bottom-line results (Driven by Data, pg. 43)
- 6. Clearly delineating the expected outcomes of any tribal and community partnerships, external resources, and national partnerships that the district and school plan to access and coordinate with, as well as a direct connection to the root cause(s) of school underperformance.**
- Accepted with the understanding that Dulce Elementary School working with NMPED that by July 1, 2018, the district will identify and submit clear metrics for development of the whole child (academic, cultural, social emotional, etc.) through "Envision Your Future" and "Parent Improvement Program" as articulated on page 55 of the Dulce MRI resubmission.
 - Accepted with the understanding that Dulce Elementary School working with NMPED that by July 1, 2018, the district will clearly articulate the role, deliverables, and

expected qualitative and quantitative results coming from the bulleted list of partners on page 55 and 56 of the Dulce MRI resubmission.

- 7. Revising the budgetary request to not exceed \$100,000 for the planning period and \$675,000 per implementation year for the school via this submission for supplemental funds and denoting all areas where SEG funds, federal funds, grant funds, and all other funding are being utilized to fuel this plan. Further, Dulce Elementary School must revise its budgetary request to include fully-funded 4-year old State Pre-K over the next three academic years.**
- Accepted with the understanding that Dulce Elementary School working with NMPED that by June 15, 2018, the district will submit a detailed budget reflective of meeting all conditions outlined in this letter, to indicate funding streams for all budget line items and comprehensive descriptions of each line item.

The NMPED Response letter, dated May 23, 2018, conditionally approved the Dulce Elementary School and eligible to receive an additional \$2 million for the “Significantly Restructure and Redesign” MRI Plan. The seven overarching areas of focus have been accepted by Dulce Independent School District, with the understanding that NMPED and EAC will partner with and give guidance to Dulce Elementary School and District in a positive manner to facilitate, implement, and provide the following:

- Monitor adherence to the schools MRI Plan
- Assess the quality of instruction
- Assess the operational implementation
- Provide outside input and feedback
- Provide counsel
- Make recommendations
- Training and support
- Commitment of fidelity of implementation

Even though the criteria have shifted in detailing changes with every NMPED response to Dulce Elementary MRI submission, we are here for our Dulce students and in the spirit of good faith and cooperation, we will function in accordance with our community needs.

Sincerely,



Pamela Montoya, Superintendent

cc: Dulce Board of Education
Cynthia Julian, Principal DES
Jicarilla Apache Nation President
Jicarilla Apache Nation Vice-President
Jicarilla Apache Legislative Council
Michelle Lujan-Grisham, Congresswoman
Ben Ray Lujan, Congressman
Andres Romero, State Representative
Howie Morales, State Senator
Sheryl Williams Stapleton, State Representative
Stephanie Garcia Richards, State Representative
Rick Miera, Former State Representative
Robert Apodaca, Jicarilla Apache Nation Lobbyist
Debbie Rael, Deputy Secretary of School of Transformation, NMPED
Matt Montano, Deputy Secretary of Teaching & Learning, NMPED
Marian Rael, Deputy Secretary of Finance & Operations, NMPED
Ashley Eden, Deputy Chief-of-Staff, NMPED
Elisabeth Peterson, Director of Priority Schools Bureau, NMPED
Hannah Peria, Deputy Director of Priority Schools Bureau, NMPED
Denise Koscielniak, Director of Comprehensive School Supports Division, NMPED
DeAlva Calabaza, Interim Assistant Secretary for Indian Education, NMPED
Susan O'Brien, Director of Literacy, the Humanities & Early Childhood, NMPED
Lida Alikhani, Public Information Officer, NMPED
Brenda Kofahl, NM PreK Program Manager. NMPED
Chris Narkun, Director of Operations, NMPED
Katie Poulos, Director of Options for Parents & Families, NMPED
Icela Pelayo, Deputy Director of Options for Parents & Families, NMPED
Dawn Mastalir, Office of General Counsel
Lisa Chandler, Director of Assessment & Accountability, NMPED
Matthew Goodlaw, Acting Chief Information Officer, NMPED
David Craig, Director of School Budget and Finance Analysis, NMPED