# New Mexico

Application for
FY 2013 New Awards Competition

Section 1003[g] of the Elementary and Secondary
Education Act

Fiscal year 2013
CFDA Number: 84.377A

| Legal Name of Applicant:<br>New Mexico Public Education Department | Applicant's Mailing Address:<br>300 Don Gaspar<br>Jerry Apodaca Building<br>Santa Fe, New Mexico 87501 |
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State Contact for the School Improvement Grant

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| Chief State School Officer (Printed Name):<br>Hanna Skandera | Telephone: |
|---|---|
| Signature of the Chief State School Officer:<br><br>X _(signature)_ | Date:<br>12.9.13 |

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

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**Part I: SEA Requirements**

**A: Eligible Schools**

**Part 1: Definition of Persistently Lowest-Achieving Schools**

New Mexico is requesting the priority schools list waiver as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request[1].

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[1] New Mexico ESEA Flexibility Request (2012)
http://ped.state.nm.us/skandera/waiver/2013/NM.Final%20Waiver.pdf

**Part 2: Eligible Schools List**

The priority and focus schools identified in the ESEA flexibility request were based on pilot sample data and did not use the final algorithm. The list below has been populated from the final data and algorithm and can be found on the NMPED School Grading website[2].

| LEA Name | LEA NCES ID# | School Name | School NCES ID# | Priority | Focus | TIER I | TIER II | TIER III | Grad Rate | Newly Eligible |
|---|---|---|---|---|---|---|---|---|---|---|
| **SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS** | | | | | | | | | | |
| Academy Of Trades And Tech | 3500129 | Academy Of Trades And Tech | 00928 | X | | | | | 5.6 | |
| Alamogordo Public Schools | 3500030 | Sacramento Elementary | 00012 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Albuquerque Talent Development Academy | 01026 | | X | | | | 41.5 | |
| Albuquerque Public Schools | 3500060 | Adobe Acres Elementary | 00020 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Carlos Rey Elementary | 00035 | X | | | | | | |
| Albuquerque Public Schools | 3500060 | Del Norte High | 00044 | | X | | | | 59.6 | |
| Albuquerque Public Schools | 3500060 | El Camino Real Academy | 00854 | | X | | | | 48.9 | |
| Albuquerque Public Schools | 3500060 | Emerson Elementary | 00051 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Ernie Pyle Middle | 00052 | X | | | | | | |
| Albuquerque Public Schools | 3500060 | Eubank Elementary | 00053 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Eugene Field Elementary | 00054 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Hawthorne Elementary | 00061 | X | | | | | | |
| Albuquerque Public Schools | 3500060 | Kit Carson Elementary | 00073 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | La Academia De Esperanza | 00875 | | X | | | | 12.1 | |
| Albuquerque Public Schools | 3500060 | La Luz Elementary | 00074 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | La Mesa Elementary | 00075 | X | | | | | | |
| Albuquerque Public Schools | 3500060 | Lavaland Elementary | 00077 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Los Padillas Elementary | 00079 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Los Puentes Charter | 00852 | X | | | | | 12.1 | |
| Albuquerque Public Schools | 3500060 | Los Ranchos Elementary | 00099 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Lowell Elementary | 00080 | X | | | | | | |

| LEA Name | LEA NCES ID# | School Name | School NCES ID# | Priority | Focus | TIER I | TIER II | TIER III | Grad Rate | Newly Eligible |
|---|---|---|---|---|---|---|---|---|---|---|
| Albuquerque Public Schools | 3500060 | Montezuma Elementary | 00090 | X | | | | | | |
| Albuquerque Public Schools | 3500060 | Nuestros Valores Charter | 00821 | | X | | | | 44.6 | |
| Albuquerque Public Schools | 3500060 | Pajarito Elementary | 00097 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Robert F. Kennedy Charter | 00823 | X | | | | | 22.8 | |
| Albuquerque Public Schools | 3500060 | Rudolfo Anaya Elementary | 01033 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | School For Integrated Academics | 00893 | | X | | | | 46.5 | |
| Albuquerque Public Schools | 3500060 | School On Wheels | 00108 | | X | | | | 20.9 | |
| Albuquerque Public Schools | 3500060 | South Valley Academy | 00809 | | X | | | | 66.4 | |
| Albuquerque Public Schools | 3500060 | Valle Vista Elementary | 00115 | | X | | | | | |
| Albuquerque Public Schools | 3500060 | Wherry Elementary | 00120 | X | | | | | | |
| Albuquerque Public Schools | 3500060 | Whittier Elementary | 00121 | | X | | | | | |
| Albuquerque Sign Language Academy | 3500123 | Albuquerque Sign Language Academy | 01066 | | X | | | | | |
| Amy Biehl Charter High School | 3500131 | Amy Biehl Charter High School | 00810 | | X | | | | | |
| Belen Consolidated Schools | 3500180 | Belen Infinity High | 00848 | | X | | | | 27.2 | |
| Bernalillo Public Schools | 3500210 | Algodones Elementary | 00147 | | X | | | | | |
| Bernalillo Public Schools | 3500210 | Cochiti Elementary | 00150 | | X | | | | | |
| Carlsbad Municipal Schools | 3500300 | Hillcrest Elementary | 00168 | | X | | | | | |
| Central Consolidated Schools | 3500390 | Career Prep Alternative | 00772 | | X | | | | 44.6 | |
| Central Consolidated Schools | 3500390 | Naschitti Elementary | 00182 | X | | | | | | |
| Cesar Chavez Community School | 3500117 | Cesar Chavez Community School | 00891 | X | | | | | 35.4 | |
| Creative Ed Prep #1 | 3500114 | Creative Ed Prep #1 | 00889 | | X | | | | 59.4 | |
| Cuba Independent Schools | 3500660 | Cuba Elementary | 00233 | | X | | | | | |
| Deming Public Schools | 3500690 | Bataan Elementary | 00941 | | X | | | | | |

## SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

| LEA Name | LEA NCES ID# | School Name | School NCES ID# | Priority | Focus | TIER I | TIER II | TIER III | Grad Rate | Newly Eligible |
|---|---|---|---|---|---|---|---|---|---|---|
| Deming Public Schools | 3500690 | Columbus Elementary | 00238 | X | | | | | | |
| Deming Public Schools | 3500690 | Deming Cesar Chavez | 00963 | | X | | | | 28.5 | |
| Deming Public Schools | 3500690 | Ruben S. Torres Elementary | 01035 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Church Rock Elementary | 00299 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Crownpoint Elementary | 00300 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Gallup Central Alternative | 00545 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Gallup High | 00303 | | X | | | | 76.1 | |
| Gallup-McKinley Cty Schools | 3501110 | Juan De Onate Elementary | 00307 | X | | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Navajo Elementary | 00309 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Navajo Pine High | 00310 | X | | | | | 71.2 | |
| Gallup-McKinley Cty Schools | 3500390 | Newcomb High School | 00654 | X | | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Ramah Elementary | 00311 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Stagecoach Elementary | 30020 | | X | | | | | |
| Gallup-McKinley Cty Schools | 3501110 | Tse'yi'gai High | 00907 | | X | | | | 62.9 | |
| Gilbert L Sena Charter High School | 3500111 | Gilbert L Sena Charter High | 00890 | | X | | | | 46.0 | |
| Hobbs Municipal Schools | 3501260 | Edison Elementary | 00347 | | X | | | | | |
| Hobbs Municipal Schools | 3501260 | Jefferson Elementary | 00352 | | X | | | | | |
| Hobbs Municipal Schools | 3501260 | Southern Heights Elementary | 00355 | X | | | | | | |
| Hobbs Municipal Schools | 3501260 | Taylor Elementary | 00356 | | X | | | | | |
| Hobbs Municipal Schools | 3501260 | Will Rogers Elementary | 00358 | | X | | | | | |
| Jemez Mountain Public Schools | 3501380 | Lybrook Elementary | 00371 | X | | | | | | |
| Jemez Valley Public Schools | 3501410 | Jemez Valley Elementary | 00372 | | X | | | | | |
| Las Cruces Public Schools | 3501500 | Las Montanas Charter | 01019 | | X | | | | | |
| Las Cruces Public Schools | 3501500 | San Andres High | 00690 | | X | | | | | |
| Las Vegas City Public Schools | 3501530 | Mike Sena Elementary | 00407 | | X | | | | | |

NMPED
New Mexico Public Education Department

| LEA Name | LEA NCES ID# | School Name | School NCES ID# | Priority | Focus | TIER I | TIER II | TIER III | Grad Rate | Newly Eligible |
|---|---|---|---|---|---|---|---|---|---|---|
| **SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS** | | | | | | | | | | |
| Los Lunas Public Schools | 3501680 | Century Alt High | 00807 | | X | | | | | |
| Media Arts Collaborative Charter | 3500109 | Media Arts Collaborative Charter | 01030 | | X | | | | 52.7 | |
| Mesa Vista Consolidated Schools | 3501980 | El Rito Elementary | 00474 | | X | | | | | |
| Questa Independent Schools | 3502160 | Alta Vista Elementary | 00804 | | X | | | | | |
| Roswell Independent Schools | 3502250 | Sunset Elementary | 00523 | X | | | | | | |
| Ruidoso Municipal Schools | 3502310 | Sierra Vista Primary | 00464 | X | | | | | | |
| Ruidoso Municipal Schools | 3502310 | Nob Hill Early Childhood Center | 00528 | | X | | | | | |
| Ruidoso Municipal Schools | 3502310 | White Mountain Elementary | 00530 | X | | | | | | |
| Santa Fe Public Schools | 3502370 | Cesar Chavez Elementary | 00759 | | X | | | | | |
| Santa Fe Public Schools | 3502370 | Ramirez Thomas Elementary | 00887 | X | | | | | | |
| Santa Rosa Consolidated Schools | 3502400 | Rita A. Marquez Elementary | 00555 | | X | | | | | |
| Socorro Consolidated Schools | 3502460 | R. Sarracino Middle | 00572 | X | | | | | | |
| Socorro Consolidated Schools | 3502460 | Socorro High | 00571 | | X | | | | 71.1 | |
| Taos Municipal Schools | 3502520 | Vista Grande High | 01021 | | X | | | | | |
| West Las Vegas Public Schools | 3501560 | W Las Vegas High | 00418 | | X | | | | 73.1 | |
| Zuni Public Schools | 3502800 | Twin Buttes High | 00677 | | X | | | | 69.9 | |

**Part 3: Terminated Awards**

| LEA Name | School Name | Description of how remaining funds were or will be Used | Amount of Remaining Funds December 2013 |
|---|---|---|---|
| Alamogordo Independent Schools | Alamogordo High School | Teacher/Leadership Effectiveness: HSTW Leadership Team Development – Building leadership capacity, teacher teaming, and implementation of PD. Support to Building Principal: HSTW Principal and Leadership Mentoring – Mentoring to principal, assistant principals around communication and the development of effective and efficient practices. Support to Building Principal: College/Career Counselor – Focus on preparing students for post high school, ACT/SAT enrollment, Dual Credit courses, college entrance exams, scholarships Instructional Reform Strategies: Resource and Materials – Purchase of publications, books for book study, CCSS flip charts … Graphing Calculators – TI Navigator calculators (class sets) Technology – Purchase of iPads - computer of wheels cart, infocus projectors, color printers and computer peripheral equipment in preparation for PARRC and CCSS Extended Learning Time: Positive Behavior Support Incentives – Incentives for students who met academic and behavioral expectations Short Cycle Assessment Incentives – Incentive program development and implementation for students improvement on SCA Job Embedded PD: HSTW Math PD- Direct coaching for Math staff to ensure | |

| | | implementation of CCSS, best practices, development of Mathematical Design Collaborative<br>HSTW English PD –Direct coaching for ELA staff to ensure implementation of CCSS, best practices, development of Literacy Design Collaborative<br><br>HSTW – Social Studies PD - Direct coaching to ensure full implementation of best practices to support CCSS and Literacy Design Collaborative<br>HSTW – Science PD - Direct coaching to ensure full implementation of best practices to support CCSS and Literacy Design Collaborative<br><br>Non –Academic Support for Students:<br>Coach to support guidance and advisory services – Coach to assist with developing activities within guidance or advisory system/curriculum and facilitate the design of a strategic plan to address College Career Readiness transition to high school and to post secondary institutions.<br><br>Recruitment and Retention of Staff:<br>Stipend and travel expenses - Includes after hours training, state and national HSTW conferences, supper training, Leadership Team stipends | **$568,225.63** |
| Albuquerque Public Schools | El Camino Real Charter Academy | | **0** |
| Albuquerque Public Schools | Ernie Pyle Middle School | | **0** |
| Jemez Mountain Public Schools | Lybrook Elementary School | Turnaround Support:<br>Turnaround Leader/Principal will continue to be provided with flexibility and resources to hire/rehire HQ teachers- specifically 1.5 teaching positions will be funded through operational funds. The .5 teacher position will be funded through  SIG funds to minimize the need to combine classes/grades and sustain SIG instructional | |

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| Albuquerque Public Schools | Highland High School | **Team/Leader Effectiveness:**<br>Collaboration Coach and Team Facilitators – stipends for staff in these roles<br><br>**Support to Building Principal:**<br>Assistant Principal – General administrative duties to free up Principal for SIG implementation<br>Principal PD – Conference on Reform Research<br><br>**Instructional Reform Strategies:**<br>Math Programs – Additional technology support for all content areas for CCSS<br>Reading/Writing Programs – Differential for SLC Coordinator to assist in trainings<br><br>**Extended Learning Time:**<br>Nova Net for Credit Recovery – Extended day program for struggling students<br>Includes PD and tech support, 30 ports, extended day contracts for staff implementing the program<br>Extended Day Tutoring – Bus passes for students to cover transportation<br><br>**New Governance Structure:**<br>HSTW Contract (20 days) to provide intensive technical assistance to administration and staff<br><br>**Aligned Curriculum:**<br>Job Embedded PD to support Math reform – Coaching and training for all math teachers, include sub costs for 4 days<br>School Math Coach – 1.2 fte to fill role of Math Coach to support all Math teachers | |

| | | School Literacy Coach – 1.2 fte to fill role of Literacy Coach to support all ELA teachers<br>PD for AVID training – PD for teachers for training and differential for AVID teacher<br><br>Non-academic supports for Students:<br>Social Emotional Community Services – Case management and liaison with external provider | |
| --- | --- | --- | --- |
| Albuquerque Public Schools | Rio Grande High School | Teacher/Leader Effectiveness:<br>Job embedded PD – Peer observations and lesson study<br>Collaboration Coach and Team Facilitators – Stipends for teach facilitators<br><br>Support to Building Principal:<br>Dean of Students – Extended contract; general administrative duties to free up Principal to focus on SIG implementation<br>Principal PD – Focus on School Reform Research - attend conference<br><br>Instructional Reform Strategies:<br>Math and Science Programs – TI Graphing calculators, laptop computers and equipment<br>Continuous use of students data – Focus on reading +and writing performance of students – SLC Coordinator position<br><br>Extended Learning Time:<br>Extended Day Nova Net for credit recovery – includes 42 ports, computers, PD and tech support, and extended contracts for teachers<br>Extended Day Tutoring – Stipends for teachers providing tutoring services<br><br>New Governance:<br>Contract with HSTW – provide intensive technical assistance to | |

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| | | administration and staff<br><br>Job Embedded PD:<br>PD to support Math reforms – Math Forward<br><br>PD to support Science teachers – Math Forward<br>Systems of support – School Math Coach<br>Systems of support – School Literacy Coach<br>PD for AVID – monthly PD stipends<br>PD for Advance Placement Teachers – stipends<br><br>Non-academic supports for students:<br>Social Emotional Community Services – Case management and liaison with external provider |
| Albuquerque Public Schools | West Mesa High School | Teacher/Leader Effectiveness:<br>Peer Observations – subs for teacher coverage for peer observations<br>Collaboration Coach and Team Facilitators - stipends for team facilitators and PLC materials/supplies<br><br>Support to Building Principal:<br>Dean of Students - extended contract, general administrative duties to free up principal to focus on SIG implementation<br>Principal PD – Reform research study conference<br><br>Instructional Reform Strategies:<br>Science and Social Studies – focus on reading and math – supplemental materials for CCSS/library access for students<br><br>SLC Coordinator – .2 fte for Coordinator and purchase of texts and supplies for reading and writing<br> Extended Learning Time:<br>Nova Net for credit recovery – 30 ports, PD and tech support package, stipends for teachers, sub coverage |

| | | New Governance Structure:<br>Contract with HSTW – Intensive technical assistance to administration and staff<br><br>Job Embedded PD:<br>PD to support Math Reform – calculator materials and training all Math teachers; conference attendance and sub coverage for teachers<br>System of Support- School Math Coach (1.2 fte)<br>System of Support – School Literacy Coach (1.2 fte)<br>System of Support – PLC/SLC/Data Coach (0.5 fte)<br>PD for AVID – Differential for AVID teacher; AVID and Read 180 supplies/materials<br>PD on brain research – travel costs for staff<br><br>Non-academic Supports for students:<br>School Social Worker – 1.0 fte<br>National Honor Society Community Service Project – staff sponsors (6)<br>Self Control Program – Yoga instructor stipend<br>9th grade Ambassador Program – Stipend | **Total Albuquerque Schools: $2,134,191.74** |
| Deming Public Schools | Bell Elementary School | | **Funding Revoked 0** |
| Central Consolidated Schools | Naschitti Elementary School | Increased and extended learning time:<br>Extended school day – An intensive 9-week after school program focusing on Reading, Math and Writing concepts, skills and test taking strategies will be implemented. Selection will be based on student achievement data, teacher develop assessments and will be aligned with CCSS.<br><br>The Reading Coach and Interventionist will work with teachers on curriculum delivery and instructional strategies. | |

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| | | Transportation and a hot meal will be provided. The program to begin in January 2014 and run through March 2014<br><br>Increased and extended learning time: Extended school day program – Supplemental materials for CCSS instruction in Math and Reading. | |
| Central Consolidated Schools | Newcomb High School | Increased and extended learning time for students: Student travel – Travel for students who are participating in Super Computing Club, AIESES Science Club, Math Club, FCCLA Club<br><br>After School tutoring services – Teacher to tutor students after school – for students who need support with homework and student athletes. The program will run from October 2013 to May 2014<br><br>Summer School – Students who have failed a course (50% -59%) will be permitted to attend a 3-week summer school to make up assignments, tests and projects aimed at giving them a passing grade. Students who failed a course (49% or lower) will be required to retake the course during the regular school year.<br><br>Community Outreach: Parent involvement – parent trainings on selected topics regarding college readiness, CCSS curriculum, PARCC assessment, and community events (Health Fair, Career Fair, Job Fair)<br><br>Job Embedded PD: PD for teachers and principal – HSTW will provide PD for teachers and the principal regarding CCSS curriculum and assessments. | **$243,687.00** |
| Gallup-McKinley County Schools | Crownpoint High School | Extended year<br>• Transportation (after school and summer program)<br>• Supplies to support after school, summer and classrooms. | |

| | | Math Instruction:<br>• technology for Texas Instruments used in math class<br>• PD that may be needed to support this technology. | **$21,404.67** |
|---|---|---|---|
| Pecos Independent Schools | Pecos Middle School | Curriculum Alignment: Supplies and materials to support curriculum alignment in Math and Reading<br>Data Collection and Analysis: Educational incentives for students to show academic growth in Math and Reading<br><br>Extended Learning Time: Daily tutoring for 2 hours in Math and Reading as tier II support for struggling students<br>Instructional Reform Strategies:<br>• Numeracy and Literacy support personnel to implement intervention programs with struggling students<br>• Web based Intervention Math Program – Scholastic Math<br>• Web based Intervention Reading Program – System 44<br>• Computer Lab set-up: 25 computers, projectors to implement web based intervention programs for Math and Reading<br>•<br>Job embedded PD: Contract PD to provide job embedded PD for staff in areas of math and reading<br><br>Recruitment and retention of staff: Housing assistance for school personnel<br><br>Support to Principal: SIG Grant monitoring<br>Teacher/Leader Effectiveness: PD for staff on standards based instruction | **$610,744.05** |
| Santa Fe Public Schools | Ramirez Thomas Elementary School | | **0** |

| Socorro Consolidated Schools | R. Sarracino Middle School | Instructional Coach – continue to provide job embedded PD, mentoring and classroom coaching focused on Math and Language Arts instruction<br><br>Coaching PD Training – ASCD Conference on Educational Leadership - attend by Instructional<br><br>Coach and Math Department Chair.  Sessions to include: high impact instructional strategies, implementation of CCSS, effective supervision and teaching, creation of effective assessments<br><br>Coaching PD Training – Site visits to effective turnaround schools by Instructional Coach and Department Chair. Includes costs for sub coverage | |
|---|---|---|---|
| | | | **$13,804.22** |
| Total Amount of Remaining Funds: | | | $3,592,057.31 |

**B: Evaluation Criteria**

**Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:**

**(1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.**

Under this grant, the New Mexico Department of Education will award grants through a competitive process to LEAs for use in Title I schools identified through improvement that demonstrate the greatest need for the funds and the strongest commitment to sue the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the school to make growth.

The funds are to be focused on the State's persistently lowest achieving Title I schools with focus or priority status. Upon the grant award to New Mexico, 95% of funds will then be distributed to LEAs who apply based upon competitive process submitted through the Web Educational Plan for Student Success (Web EPSS). LEAs may apply for funds ranging from $50,000.00 to $2,000,000 per building.

New Mexico is projecting awarding substantial funding in the School Improvement Grant to selected eligible LEAs. The New Mexico Department of Education will evaluate each LEA SIG application using a rubric containing 14 items. Each item on the rubric will contain a four-point quality scale where a score of 1 is on the low end and a score of 4 is at the high end of the scale.

Please note: that the actual grants awarded will not be known until the application scoring and awarding process is completed.

The SEA NMPED has provided LEA's with the following tools and processes to assist them in analyzing the needs of each Focus and Priority Schools, or each priority school, identified in the LEA's application and has selected an intervention for each school.

- **New Mexico Instructional Audit**
  The New Mexico Instructional Audit (NMIA) is part of New Mexico's A-F School Grading Accountability System of school and district support. Its purpose is to improve instruction at the classroom level through examining systems that both support and monitor teachers and other instructional personnel. The audit generates data from interviews of the School Principal, School Leadership Team, Teachers, Students and Parents. In addition, classroom observation data is also gathered. All data sources are used and encompass a report with findings that range from level 0 (working well) to level 2 (action required). These findings inform the Web Educational Plan for Student Success (Web EPSS), the school's improvement plan. The Web EPSS is required for every

school in the state.  All New Mexico LEA's have access to their priority and focus Schools NMIA results to use in analyzing the needs of each priority school.
http://ped.state.nm.us/ped/Priority SchoolsIndexNMIA.html

- **New Mexico School Grade Report Card**
New Mexico's school grading model was approved in 2012 by the U.S. Department of Education to serve as the state's ESEA accountability method for future years, replacing Adequate Yearly Progress (AYP).  In particular, schools will be monitored on three general factors: current performance; growth; and other academic factors considered important for student learning.  All New Mexico LEAs have access to the New Mexico School Grade Report Card data to use in analyzing the needs of each priority and focus school.
http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

- **New Mexico Data Review** ( Appendix A)
The New Mexico Data Review is provided to LEAs that have designated Priority  and Focus schools and who completed a New Mexico Instructional Audit (NMIA) in 2012-13.  This customized support profile details Q1 and Q3 gaps by subgroup(s) for Reading and Math for each priority and focus school.  In addition, each school receives a bank of questions to consider at the school level when meeting with teachers regarding this data.  This data is **unmasked** (unlike the data shown in the School Grade Report Card) and shows actual data for subgroups as small as a single student.  **Distribution of this data would be a violation of FERPA rules**.  Superintendents have access to the data review via a secure site.

    Progress monitoring tools to assist schools with organizing the data are also provided.  All New Mexico LEA's have access to their priority and focus schools NM Data Review to use in analyzing the needs of each priority and focus schools.

- **Web EPSS Review**
The New Mexico Web EPSS is an online tracking tool that serves New Mexico LEA and schools with a system to organize their School Improvement Plan and the SIG model criteria.  The Web EPSS offers LEAs and schools with a logic model for implementing goals and strategies.  LEAs and schools develop action steps that serve to accomplish the overall goal and strategy.  The Web EPSS also offers functionality to capture evidence that serves to support each of the goals identified to support the LEA and school continuous improvement efforts.  Every New Mexico priority and focus school receives a Web EPSS review from the SEA based on the state assigned goals and/or SIG model criteria.  All New Mexico LEAs have access to their priority and focus school Web EPSS and their Web EPSS Review responses from the SEA to use in analyzing the needs of each priority and focus schools.
http://ped.state.nm.us/ped/Priority SchoolsIndexWebEPSS.html

**(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each Priority and Focus Schools, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

Every eligible New Mexico LEA will incorporate adequate resources to implement fully and effectively the selected intervention SIG model related to supporting each priority and focus school as follows:

1.  Budget that details how each of the selected SIG model components will be funded. A Sustainability Plan must be incorporated into the 3 year funding plan specifically outlining:
    -   How FTE will be sustained after 3 year SIG funding cycle.
    -   How other funding will be leveraged to continue SIG efforts that prove to be positive for student outcomes as demonstrated through the Integration of Services Chart (Appendix C).
    -   How vendor contracts will be sustained after a 3 year SIG funding cycle.
    -   How incentives will be sustained after a 3 year SIG funding cycle.
2.  Progress monitoring system to address student outcomes data with Tiered interventions for all Q1 and Q3 students.
3.  Implementation of a Common Core Plan that supports each priority and focus School.

**(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each Priority School, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

Every eligible New Mexico LEAs ==will submit a budget from $500,000 up to $2 million== that details how each of the selected SIG model components will be funded to fully and effectively implement the criteria associated with the selected intervention. In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in their application. Funded actions must also be supplemental and must not supplant core activities to be provided through other funding sources.

The proposed expenditures must be reasonable and necessary and:
-   directly related to the full and effective implementation of the intervention model;
-   address the needs identified by the LEA in the needs assessment(s);
-   advance the overall goal of the SIG program and support the school goals as indentified in the SIG application;
-   represent meaningful change that will help improve student achievement;
-   are supported by scientifically based research;
-   are reasonable and necessary as defined in the general cost principals governing the SIG; and

- are supplemental and in no way supplant funds.

In addition a cost analysis will occur to:
1. Determine if LEA history supports management and expenditure of funds in a timely and accurate manner.
2. Determine if LEA will leverage other funding to support the SIG.

**Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:**
- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,**
- **Sustain the reforms after the funding period ends.**

**Design and Implement Interventions Consistent with the Final Requirements.**
Any priority or focus schools an LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

**Turnaround Principles**
Meaningful interventions designed to improve the academic achievement of students in priority or focus schools must be aligned with all of the following Turnaround Principles:

The district must implement each of the following strategies:
- Replace the principal and grant the principal sufficient operational flexibility to implement a comprehensive approach.

- Screen and measure the effectiveness of existing staff who can work within the turnaround environment to meet the needs of students and rehire no more than 50% and select new staff.

- Adopt a new governance structure.

- Use data to identify and implement a new or revised instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain effective staff with the skills necessary to meet the needs of the students in the turnaround school.

- Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive educational program and designed with school staff to ensure that staff is equipped to facilitate effective teaching and learning and has the capacity to successfully implement school reform strategies.

- Promote the continuous use of student data to inform and differentiate instruction.

- Establish schedules and implement strategies that increase learning time for students and staff.

- Provide appropriate social-emotional and community-oriented services and supports for students.

## Transformation Principles
Meaningful interventions designed to improve the academic achievement of students in priority or focus schools must be aligned with all of the following Transformation Principles:

The district must implement each of the following strategies:
- Develop and increase teacher and school leader effectiveness by -
    — Replacing the principal who led the school prior to commencement of the transformation model.
    — Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, use multiple observation-based performance assessments, increased graduation rates, and are developed with teacher and principal involvement.

- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.

- Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff.

- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

- Implement comprehensive instructional reform strategies that includes -
    — Using data to identify and implement research-based instructional programs that are aligned with state academic standards and vertically aligned between grades.
    — Promoting continuous use of individualized student data to inform and differentiate instruction to better meet the individual academic needs of students.

- — Promoting continuous use of individualized student data to inform and differentiate instruction to better meet the individual academic needs of students.

- Extend learning time and create community-oriented schools by -
  - — Establishing schedules and strategies that provide increased time for enhanced student learning and enrichment, teacher collaboration and planning.

- Provide ongoing mechanisms for family and community involvement.

- Provide operating flexibility and sustained support in implementing a comprehensive approach to improve student achievement and increase high school graduation rates, and ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external provider.

**Restart**
- The district converts or closes a school and reopens it under a charter school operator or a charter management organization (CMO), both of which are prohibited under state law.

**Closure**
- The district closes the school with students who attended the school reassigned to other, high-achieving schools within the LEA; these other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

LEAs will use the SEA's online Web Educational Plan for Student Success (Web EPSS) system to submit their application and plan for implementing the selected Improvement Model. The Web EPSS is an online tracking tool that serves New Mexico LEAs and schools with a system to organize their School Improvement Plan and the SIG model criteria.

The Web EPSS offers LEAs and schools with a logic model for implementing goals and strategies. LEAs and schools develop action steps that serve to accomplish the overall goal and strategy. The Web EPSS also offers functionality to capture evidence that serves to support each of the goals identified to support the LEA and school continuous improvement effort.

Every New Mexico priority and focus school receives a Web EPSS review from the SEA based on the state assigned goals and/or SIG model criteria. All New Mexico LEAs have access to their priority and focus school Web EPSS and their Web EPSS Review responses from the SEA to use in analyzing the needs of each priority and focus school.

NMPED determined that since this tool is already being used by districts and schools to drive their improvement goals, strategies, and action steps, and was used successfully in the 2009-2012 SIG application it made sense to continue the use of the tool by incorporating the School Improvement Grant 2012 criteria into the application.

The Web EPSS allows the SEA to post support materials to provide guidance and assistance to LEAs to organize the information for planning, monitoring, and reporting. Once the plan is

entered and approved, school, district and SEA staff can view the plan, and monitor progress of activities as well as report progress.

Additionally, each model has specific guiding questions that the LEA must use in its application which include Implementation Actions for Districts and Implementation Actions for Schools.

Below is an example of how the Web EPSS is used for the LEA plan.  This screenshot identifies the Strategy of Increased learning time for students.  The LEA/School builds Action Steps identifying how they will address the strategy, who is responsible for implementation, if there are any task involved in completing the Action Step, and a due date.



**Recruit, Screen, and Select External Providers, If Applicable, To Ensure Their Quality.**
LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers, if applicable.  This written policy should include how the LEA will analyze the operational needs of the school and the goals and expectations for the provider, how the LEA will research and prioritize available providers, how LEAs will engage parents and other stakeholders in the review and selection process, how the external provider's progress towards goals will be reviewed, and define consequences for the provider if the goals and expectations are not met.

For this section, LEAs must include in their application the written procedure/policy to recruit, screen, and select external providers. The LEA must also submit a detailed justification for the selection of each provider included in the application. The justification should include any information related to the documentation of research proven history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, the capacity of

this provider to perform the services at the school, and the data-based evidence of the provider's success with similar populations.

**Align Other Resources with the Interventions**

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models.  Resources LEAs may consider when completing the Integration of Services Chart include:

| Resource | Model(s) | Examples of Alignment with 1003[g] |
|---|---|---|
| Title I, Part A | Turnaround, Transformation, Restart | Stipends for teachers attending professional development<br>Supplemental instructional materials for extended school hours |
| Title II, Part A | Turnaround, Transformation, Restart | Registration and travel for  teachers attending National Conferences and<br>Workshops<br>Salary for instructional facilitator to provide ongoing professional development and coaching |
| Title II, Part D | Turnaround, Transformation, Restart | Instructional technology to be integrated into core subjects<br>Increased capacity of current data system to promote use of data by all teachers |
| Title III, Part A | Turnaround, Transformation, Restart | Professional development in strategies for English Learners |

LEA SIG Leadership Team completes the Integration of Services Chart (Appendix C) in their application to demonstrate how the LEA will align any other federal, state, and local resources to the selected intervention models.

**Modify Its Practices or Policies, If Necessary, To Enable It to Implement the Interventions Fully and Effectively**

The LEA must provide operational autonomies for priority and focus schools in exchange for greater accountability for performance results in the following areas:
1. Staffing;
2. School-based budgeting;
3. Use of time during and after school;
4. Program selection; and
5. Educational partner selection.

LEAs must describe the operational autonomies that they have created for the priority and focus schools in their Web EPSS application.  LEAs must be sure to articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

The LEA must provide as evidence formally adopted Board of Education policies and/or procedures for providing the schools the appropriate autonomy, operating flexibility, resources,

and support to reduce barriers and overly burdensome compliance requirements. These are to be uploaded to the Web EPSS filing cabinet.

**Sustain the Reforms After the Funding Period Ends**
Sustainability begins with New Mexico funded schools identifying their goals, understanding which of their school improvement implementations are helping achieve those goals, and establishing inventive ways to keep those implementations within each of their schools.

Many individuals associate sustainability with finding continuing aid for services established through a grant. A more extensive interpretation of sustainability requires investigating numerous strategies, which can assist in maintaining the elements of your school improvement program. By investigating these strategies, New Mexico schools may discover ways to maintain their school improvement implementations, whether or not they can find or retain additional funding (West Virginia Board of Education, 2012-2013, School Improvement Sustainability Proposal).

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

New Mexico SIG Schools are required to complete a Sustainability Workbook (Appendix D) in year two of their grant to assess the district's approach to school turnaround and for measuring schools current practice against best practice in interventions, such as staffing, school design, and a return on their investment. This work leads LEAs/Schools to the development of a Sustainability Proposal.

**B-1: Additional Evaluation Criteria: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

**(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period₂ to help an LEA prepare for full implementation in the following school year?**

LEAs will be required to submit a Pre-Implementation Action Plan (Appendix E) and Budget (Appendix F) for each priority and focus school served by the FY13 and FY14 SIG 1003[g] funds. This period of time enables an LEA to prepare for full implementation of the chosen intervention model at the start of the 2014-2015 school year. Within the Action Plan LEAs must provide the following information:
- A budget that identifies and explains all proposed costs for district and school level activities for the pre-implementation period plus three years of implementation.
- For each major activity, provide an explanation/justification for the cost that closely connects to the project action step, strategy identified.
- Clearly describe and justify any specific district-level administration and support expense s to be funded by SIG at no more than 10% of the total SIG funding request.
  The budget items must be clear and obvious about how the proposed activities are

directly impacting the school level pre-implementation of the SIG plan proposed in the Web EPSS application.

- The proposed expenditures must be reasonable and necessary to support the proposals initiative and goals.
- They must also be supplemental and must not supplant core activities to be provided through other funding sources.

The action plan is in addition to the LEA Application for the Intervention Model.  Please note, funds requested for pre-implementation are included as part of the LEA's first year award.

**(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period[3] to determine whether they are allowable?**

According to Section J of the Guidance on FY2009 and FY 2010 School Improvement Grants, allowable activities for pre-implementation include but are not limited to:
- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

Proposed expenditures as outlined in the Pre-Implementation Action Plan and Budget will be reviewed by the SEA and determined as allowable if they:
1. Directly related to the full and effective implementation of the intervention model;
2. Address the needs identified by the LEA in the needs assessment(s);
3. Advance the overall goal of the SIG program and support the school goals as indentified in the SIG application;
4. Represent meaningful change that will help improve student achievement;
5. Are supported by scientifically based research;
6. Are reasonable and necessary as defined in the general cost principals governing the SIG; and
7. Are supplemental and in no way supplant funds.

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[3] "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year.  For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C: Timeline: An SEA must describe its process and timeline for approving LEA applications.**

| | New Mexico School Improvement Grant 1003[g]<br>Process and Timeline for Approving LEA Applications | |
|---|---|---|

| Date | Action |
|---|---|
| December 13, 2013 | SEA Application Submitted<br>New Mexico(NM) Public Education Department submits SEA 2013 SIG Application |
| December 20, 2013 | LEA Notification of Eligible Schools<br>Eligible NM LEAs receive notification of priority and focus schools on the PLA list eligible for SIG application. |
| January 30, 2014 | School Improvement Grant Application and Orientation Meeting<br>LEA application requirements (to include commitments regarding monitoring if selected) will be provided to LEA leadership team at SIG orientation meeting. During this meeting the NMPED will outline and provide additional information as to the:<br>• SIG Intervention Model criteria;<br>• SIG Application and Criteria Rubric;<br>• Web EPSS support;<br>• NMPED support structure for LEAs in developing their application;<br>• Budget development;<br>• Timelines; and<br>• Resources available in supporting decision making points. |
| January 30, 2014 | LEA Application (Appendix G)  and Criteria Rubric (Appendix H)<br>The SEA releases electronically to all eligible LEAs the LEA application and guidance documents. |
| February 03, 2014 | LEA Intent to Apply<br>LEA's submit electronically their Intent to Apply (Appendix I) for 2013 SIG funds for all eligible school. |
| March 07, 2014 | LEA Applications are due to the SEA<br>LEA applications are due to the SEA by EOB February 28, 2014.  An email will be sent to the School Support Specialist indicating that all documents have been uploaded to the filing cabinet of the school at the transformational/turnaround goal level.<br><br>LEA Application Review Process |
| March 10-21, 2014 | • Phase One<br>  LEA Applications are reviewed by and SEA team, scored using the Criteria Rubric, and ranked. |
| March 31-April 04, 2014 | • Phase Two<br>  All applicants who meet Criteria Rubric scale will be invited to present |

to an SEA Panel of Experts to demonstrate will and capacity in implementing selected SIG model requirements.

April 7 – 11, 2014
- Phase Three
  The LEA Leadership team will participate in a Will and Capacity Interview for LEA Leadership Team Members to determine if LEA has the understanding and ability to deploy SIG is evident prior to funding.

<mark>May 23, 2014</mark>        <mark>Award Announcements</mark>
<mark>SEA makes final determination and selects SIG awardees who will be funded over a 3-year period 2014-2-17.</mark>

**D: Descriptive Information: An SEA must include this information set forth below.**

**(1) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.**

For the 2012-2013 school year all priority and focus schools have participated in a New Mexico Instructional Audit and a Fall Data Review. These tool assisted schools in establishing base line data to drive the determination of priorities in the completion of their School Improvement Plan, the Web EPSS, as well as their School Improvement Grant application. Through differentiated technical assistance and monitoring as outlined on the School Support Dashboard[4] a NMPED Priority Schools Bureau staff member will monitor the schools Web EPSS to see how the school is supporting it Q1 and Q3 students through systematic and targeted interventions and additional supports.

Short Cycle Assessment (SCAs) scores will be reviewed and fall scores will be compared with spring scores and the amount of growth will be a consideration in determining funding for a second year. Growth is specifically defined as learning a year's worth of knowledge in one year's time as demonstrated by student performance on the New Mexico Standard-Based Assessment in reading and mathematics[5]. New Mexico's school grading model includes growth measures for students moving from one performance level to a higher performance level, students who remain proficient or advanced, as well as growth for students who remain in beginning step or nearing proficient but move a certain number of scale score points. Additionally, the legislation specifies that the state must also look explicitly at the bottom 25% of students within a school. We point out that New Mexico uses both an individual student growth model and a school growth value added model (VBAM). The individual student growth model specifically tracks individual student growth over three years, while the school growth model looks at school improvement over the past three. Gains from year to year will be expected. Should the data indicate no or little growth, a school would likely not be recommended for funding for a second year.

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[4] New Mexico School Support Dashboard: http://ped.state.nm.us/ped/PrioritySchoolsIndexDashboards.html
[5] New Mexico ESEA Flexibility Request (2012) pg. 16

The Web EPSS includes descriptions of the Goals and Strategies, detailed Action Steps (start and end dates, person(s) responsible, specified budget allocations and expenditures), and related Tasks with due dates and assignments. The SEA is able to review and approve these plans online, and make comments back to the LEA about each item in the plan. Comments appear within the plan at the point of origin, and may also be emailed from Web EPSS to the persons responsible for that section of the plan. The SEA may also provide templates and guidance documents to the LEAs, attached within their online Plan, and may view documents uploaded by the LEAs.

As the LEA implements its plan, progress is recorded in the Web EPSS by providing status updates of Tasks and Action Steps, recording actual expenditures in their budgets, and uploading documentation related to activities and events to the file cabinet. The Plan Overview page shows the status of each goal, Strategy, and Action Step, including when it was last updated and by whom. Action Steps may be "tagged" with one or more designation set by the SEA (e.g. SIG, PD, ELL, Parent) and the plan view may be filtered by a Tag, and/or by a Funding Source, and/or by the status of Action Steps (Not Begun, In Progress, Completed). The filters provide a view of just those selected features in the Plan, so the SEA Reviewer(s) may quickly assess all of the SIG-related Action Steps and see the progress that has been made on each one. An Implementation report is also available, which presents a chart view of each Action Step, its current status, and the history of progress updates with related comments. The SEA may also request certain documentation be uploaded to a particular Strategy or Action Step, showing the implementation process and the impact on student achievement.

The SEA will monitor the LEA's plan implementation using Web EPSS, providing "real-time" information on implementation (status updates, comments, documentation provided) as well as review the SIG schools' plans and the LEA's interactions within the school plans (e.g. comments, LEA-provided documents, monitoring reports in the LEA plans.) The implementation of the school intervention model will be evident in both the LEA plan implementation and in their interaction with the progress of the school plans. The Web EPSS will be reviewed monthly by the SEA and provide feedback to the LEA via the Web EPSS tools.

**(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.**

New Mexico is requesting the priority school list waiver.

**(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.**

At the SIG Application and Orientation meeting, schools will be provided an overview of the SIG Support and Technical Assistance Plan which outlines the process and expectations monthly meetings, technical assistance, and professional development.

As part of the SIG Technical Assistance and Monitoring Plan (Appendix J), PSB SIG support personnel will work with the LEA leadership team to identify a calendar of monthly collaboration and monitoring meetings to include:
- Onsite visits;
- Conference calls; and
- Online platforms such as Skype and Go-To-Meeting as needed.
  All initial meetings will be held onsite at the school to support initial implementation.

To support districts and schools in turnaround, PED outlined in their system of support that it is imperative that the district be present, at the table, for all onsite meetings and professional development.  When PSB SIG support personnel are on-site, it is expected that the following will be present:
- School Principal
- LEA Representative (Superintendent, Assistant/Associate Superintendent, or LEA assigned personnel)
- Other staff as identified by the principal.

Outlined below are the expectations and requirements for each implementation year as part of our technical assistance plan.

**Quarterly Reports**
The purpose of Quarterly Reports (Appendix K) is to assist NM SIG LEAs/State Charters/Schools in gathering data over time on the implementation of the school improvement models in Persistently Lowest Achieving (PLA) schools.
- School teams are to first gather evidence related to the drivers and strategies. Then, they compare evidence collected to the rubric for each driver.  Finally, they rate the LEA /State Charter on level of implementation and compliance with model requirements and develop next steps for LEA ad school.

**Research Base to Support the Quarterly Reports**
Unfortunately, like the many initiatives that schools are asked to participated in, or been mandated to participate in, they may not have produced the results intended. Research shows that all organizations are designed intentionally or unwittingly, to achieve precisely the results they get. Fixsen et. al. (Fixsen, 2005) has identified the following visible stages in the process of implementing evidence-based practices and programs: exploration; installation; initial implementation; full implementation; innovation; and sustainability.

Through the quarterly report and updates to status within the Web EPSS, PED will monitor implementation of the SIG grant based on the stages addressing the implementation drivers.
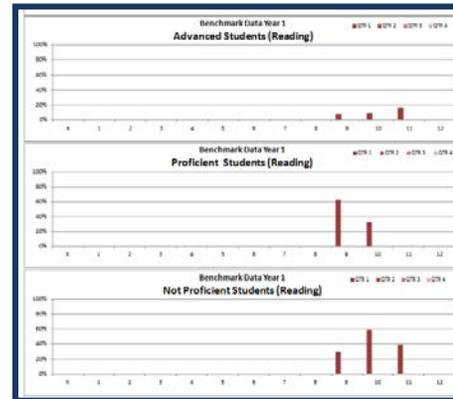
**Quarterly Progress Monitoring of Benchmark Data**
The LEA is required to submit to the SEA quarterly benchmark data for each served school. This data will be used to compare data from one year to the next and to analyze progress and success in meeting the goals of the SIG grant.

The Priority Schools Bureau will electronically send a spreadsheet (example provided below) to the LEA and uploaded into the school filing cabinet at the Transformational/Turnaround goal level.

Each quarter schools will complete the spreadsheet, where a dashboard will automatically populate graphs. These graphs will be used in data conversations, refunding decisions, and to track progress over time.



**Monthly Site Visits**
The Monthly Site Visit occurs in collaboration with the District and School Leadership Teams and the NMPED PSB SIG support personnel and is estimated to take 2-4 hours driven by courageous conversations where updates are made directly into the Web EPSS plan when necessary or in note form and uploaded into the Web EPSS filing cabinet at the transformation/turnaround goal level.

NMPED PSB SIG personnel support will be onsite to observe in classrooms, participate in data team meetings and PLCs, review budget, and make any amendments to the budget and/or plan. Each visit will end with reflections and observations with the district and school leadership team for 15- 30 minutes at the end of the school day.

**Metrics**
An SEA must report metrics for the school year prior to implementing the intervention to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. The LEA is required to submit to the SEA annual data for each served school. This data will be used to compare data from one year to the next and to analyze progress and success in meeting the leading indicators of the SIG grant.

The NMPED monitors each SIG school to determine if it is meeting its student achievement goals. Each school that implemented a School Improvement Grant (SIG) must report the following data:

- Intervention used
- Number of minutes (SY)
- Increased Learning time offered
- Number and percentage of students completing AP coursework and/or Dual Enrollment classes
- Distribution of teachers by performance levels on LEAs evaluation system
- Teacher Attendance Rate

The Priority Schools Bureau will electronically send a spreadsheet (example provided below) to the LEA and uploaded into the school filing cabinet at the Transformational/Turnaround goal level, which includes a reporting metric that needs to be completed based on the school's selected model.

The metric must be completed by the building team and fully describe the implementation of each of the components of the intervention model selected. This will be sent electronically back to the School Support Specialist to be complied into a master spreadsheet for SEA reporting.

| INDICATORS | Baseline | 1st Year | 2nd Year | 3rd Year | End of SIG Goal |
|---|---|---|---|---|---|
| Number of Instructional Minutes per Year | 0 | 0 | 0 | 0 | 0 |
| Drop-Out Rate (%) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Student Attendance Rate (%) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Disciplinary Incident Rate (%) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Truancy Rate (%) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Completing Advanced Course Work | 0 | 0 | 0 | 0 | 0 |
| Students Completing Dual-Enrollment Courses | 0 | 0 | 0 | 0 | 0 |
| Total Number of Teachers | 0 | 0 | 0 | 0 | 0 |
| Teacher Attendance Rate (%) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Number of Teachers that Meet Competency for Licensure Level | 0 | 0 | 0 | 0 | 0 |

**NMPED** — New Mexico Public Education Department

**School Improvement Grant Metrics** — End of Year (EOY) Leading Indicators

**(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.**

NMPED will prioritize the grants to LEAs based on the schools' needs assessment, available funds, and the LEA's capacity for implementing strategies as scored in the Criteria Rubric, the panel presentation, and demonstrated in the LEA will and capacity interview.

NMPED may also take into consideration the LEA's feeder patterns and geographical factors to determine maximum long term benefits to students**.**

**(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools.   If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.**

NMPED is requesting the priority schools list waiver.

**(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.**

NMPED does not intend to take over services any priority and focus schools.  If conditions change, the SEA will amend its application to the USDOE accordingly. New Mexico does have the statutory authority to take over schools if necessary.  Once the Review Panel makes a recommendation to the NMPED Secretary of Education regarding the status of each LEA application, the NMPED will make decisions based on a specific intervention model in consultation with the appropriate stakeholders and will develop goals, strategies, and actions based on similar criteria within the LEA application allocation.

**(7) If the SEA intends to provide services directly to any schools in the absence of a takeover[6], identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.**

NMPED does not intend to provide services directly to any schools in the absence of a takeover at the present time. If conditions change, the SEA will amend its application to the USDOE accordingly. NMPED will analyze which direct services may need to be provided in schools once the Review Panel makes its recommendation to the NMPED Secretary of Education.

**E: Assurances**
By submitting this application, the SEA assures that it will do the following (check each box):
✓  Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.

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[6] If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

✓ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.

✓ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

✓ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

✓ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

✓ Report the specific school-level data required in section III of the final SIG requirements.

**F: SEA Reservation: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

**The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant**

The New Mexico Public Education Department (NMPED) will retain five percent of the funds provided. These funds will help build the capacity of the system of support for SIG schools and LEAs. For New Mexico to successfully support LEAs, it will use funds to support the following strategies:

Administration
- NM PED will hire an additional FTE to support monitoring (application and budget) and technical assistance of School Improvement Grant at the SEA level.

Monitoring
- Research, design, development, training and implementation of tools that support the monitoring of SIG awards (budget, application, progress monitoring, data collection).

- Technology upgrades needed to support on-line monitoring of application in the Web EPSS.
- Establish a portion of the funds to support on-site monitoring of SIG (travel associated costs).

Professional Development and Technical Assistance
- Professional development to enhance the capacity of SIG leadership team members and LEA personnel. LEA grantees will participate in sustained professional development and technical assistance opportunities to build and sustain capacity to implement school improvement intervention models and/or strategies.

**G: Consultation with Stakeholders.**
- ✓ By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**H: Waivers: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

New Mexico requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 3: Priority schools list waiver**
☒ In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance
☒ The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**
**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**
☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**I: Assurances of Notice and Comment Period – Applies to all Waiver Requests**

☒The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs.  The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**Part II: LEA Requirements**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

**LEA Application Requirements**
**The LEA application form that the SEA uses must contain, at a minimum, the information set forth below.  An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.**

New Mexico LEA Application meets the following requirements and is attached in Appendix G.

**A: Schools to be served: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

A full listing of eligible priority and focus schools will be pre-populated for each LEA in their intent to apply application.  Each LEA must then select if the school is to be served.

If and LEA with a priority and/or  focus schools selects "LEA will not apply on behalf of the school" and in the chosen intervention model chooses "Not Applicable" they will be required to provide an explanation in the LEA Application, Worksheet  D: LEA Lack of Capacity.

| New Mexico School Improvement Grant Intent to Apply | | | | | | |
|---|---|---|---|---|---|---|
| **Eligible Schools** | | | | | | |
| **School Name** | **School NCES ID #** | **Priority  or Focus** | **LEA intent for the school** | **Chosen Intervention Model** | **Replacing the Principal** | **Principal Date of Hire** (*if they have been at the school less than two years*) |
| **Example:** | | | | | | |
| **ABC Elementary** | **XXXXX** | Focus School | LEA will not apply on behalf of the school | Not Applicable | Not Applicable | Not Applicable |
| **XYZ Middle School** | **XXXXX** | Priority School | LEA will apply on behalf of the school | Transformation | Principal has been at the school less than 2-years | Click here to enter text. |

**B: Descriptive Information: An LEA must include the following information in its application for a School Improvement Grant.**

The LEA will submit an evidence request in the LEA Web EPSS file cabinet at the Real Accountability Real Results goal level responding to the requested information below:

**(1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.**

  This is completed by the LEA in Worksheet A: LEA Needs Analysis and Worksheet E: Hexagon Tool of the LEA application.

**(2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.**

  The LEA assure that each priority /focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

  This is completed in the assurances page of the LEA application.

**(3) The LEA must describe actions it has taken, or will take, to—**
- **Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;**

  This is completed by the LEA in Worksheet C: LEA Capacity of the LEA application.

- **Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;**
  The LEA has selected an intervention model for each of its focus and/or priority schools.

  This is completed by the LEA in the Intent to Apply.

- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
  LEA must address the following criteria when determining its own external providers. The justification should include any information related to the documentation of research proven history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider's success with similar

populations.

This is completed by the LEA in Worksheet F: LEA Capacity of the LEA application.

- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,**
  The LEA is to describe how it will address details contained in, but not limited to negotiated agreements, board's policies. It is the responsibility of the LEA submitting the application to secure such approval prior to the submission of the application.

  This is completed by the LEA in Worksheet C: LEA Capacity of the LEA application.

- **Sustain the reforms after the funding period ends.**
  How will your initiative sustain itself if/when funding is reduced or ended? (feasibility of sustaining the initiative, reasonable, resources brought to continue over time leveraging existing resources).

  This is completed by the LEA in Worksheet C: LEA Capacity and Worksheet E and of the LEA application. LEAs are also required to complete a Sustainability Workbook in year two of their grant.

**(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.**
Include a timeline delineating the steps the LEA will take to implement the selected intervention in each focus and priority school identified in their LEA's application and services it will provide to each school.

This is completed in the School Web EPSS plan with each of the Strategies, Action Steps, and Tasks having a beginning and ending date. An implementation checklist can be accessed through the Web EPSS and provides a detailed time line of the action step, start and end dates, and the person responsible. An example is provided on the next page.

**Goal:** To implement the Transformational Model
**Strategy:** Teacher/Leadership Effectiveness

| Action Step | Start/End Date | Responsible |
|---|---|---|
| **Teacher Effectiveness/Student Achievement**<br><br>The district will identify factors (accountability data on student growth, multiple observation-based assessment on performance, collection of Professional practice) that assist rigorous, transparent and equitable evaluation systems. | 08/16/2011 - 06/27/2014 | ▮▮▮▮ |

| Status History | Tasks / Due Date / Responsible |
|---|---|
| - 2/15/2013 / InProgress / ▮▮▮ Laurie Johnson<br>  Using data on mid year grades with PLCs to think about instructional impact and resulting grades. Beginning conversations about the impact of zeros on grades. Working with HSTW consultant in some of these conversations. ▮▮▮<br>- 12/6/2012 / InProgress / ▮▮▮<br>  APS pilot project completed. WM is particpating in the state teacher eval project for 2012-2013. WM took the rubric from state and adapted for use in classrooms. Currently using with staff and will gather feedback. beginning to develop descriptors for each rubric component. ▮▮▮<br>- 3/28/2012 / InProgress / ▮▮▮ Laurie Johnson<br>  APS designed and implemented an additional voluntary evaluation system at WM. 30 teachers participated. The system included observations, student survey and links to SBA student achievement. The pilot eval is under development for 2012-2013.<br>- 9/27/2011 / InProgress / Ben Santistevan<br><br>- 5/31/2011 / NotBegun / Laurie Johnson | **- Resources: Will and Capacity**<br>  Due on 1/1/0001 / ▮▮▮ |

**(5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-**
- **Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,**
- **Measuring progress on the leading indicators as defined in the final requirements.**

Describe the annual goals for student achievement on the State's assessment in both reading/language art and mathematics. State other annual goals of the project. How will you evaluate your progress in achieving goals and objectives?

**(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.**

New Mexico is serving priority and focus schools only.

**(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.**

New Mexico is serving priority and focus schools only.

**(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.**

Describe the process for consulting with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its priority and focus

schools.  This is completed by the LEA in Worksheet C: LEA Capacity of the LEA application.

**C: Budget: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier II school, or each priority  school, it commits to serve.**

The LEA must provide a budget (Appendix F) that indicates the amount of school improvement funds the LEA will use each year to:

- Implement the selected model in each Tier I and Tier II school, or priority  school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools or priority  schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

In its application the LEA must provide appropriate and complete required budget items for each school it is applying for as identified below and submitting with their application:

- A budget that identifies and explains all proposed costs for district and school level activities for the entire project period to include pre-implementation period plus three years of implementation This will be completed in a excel spreadsheet and uploaded to the Web EPPS filing cabinet.)
- Explanation/justification for each major activity, identify the line item costs associated for the cost that closely connects to the project action step, strategy identified.
- Explanation/justification of any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.
- Budget items must be clear and obvious about how the proposed activities are The proposed expenditures must be reasonable and necessary to support the proposals initiative and goals.
- Budget items must be supplemental and must not supplant core activities to be provided through other funding sources.

In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in their application (Worksheet H: Demonstration of Integration of Services

LEAs are required to submit at quarterly report via the NMPED Operational Management Budget (OBMS).  These must be cumulative (year to date).

| Quarter | Through Date | Due Date |
|---------|--------------|----------|
| 1st | July 01 | September 30 |
| 2nd | October 01 | December 30 |
| 3rd | January 01 | March 30 |
| 4th | April 01 | June 30 |

**D. Assurances:** An LEA must include the following assurances in its application for a School Improvement Grant.

In the LEA Application, Worksheet I: LEA Assurances LEAs as part of its electronic competitive application, the LEA must assure that it will:

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;

2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,

6. Report to the SEA the school-level data required under section III of the final requirements.

**Appendix A: Date Review**



ABC Elementary School
XYZ Public Schools

# New Mexico
# Public Education Department

# Data Review and Guidance
# Fall 2013

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

November 05, 2013

## MEMORANDUM

**TO:** Superintendents and Charter School Administrators

**FROM:** Hanna Skandera, Secretary of Education

**RE: Data Reviews 2013-2014**

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The Data Review 2013-2014 is part of the ongoing System of Support to New Mexico Schools. This year the Data Review is being provided to all schools that received a New Mexico Instructional Audit in the 2012-2013 school year and received any of the following in the 2013 School Grading Report Card:

- F
- F Priority, F Focus, F Strategic
- D Priority, D Focus, D Strategic
- C Focus, C Priority
- B Priority

The Data Review 2013-2014 (pg. 10) is intended to provide a clear and concise one-page visual overview of the school's academic performance to include Q1, Q3 and subgroups in both reading and math.

Targeted Guiding Questions based on each school's performance on last spring's New Mexico Standards Based Assessment results are also included and provide a platform for analysis and instructional planning.

If you have any questions, please contact either Howard.Oechsner@state.nm.us or Elisabeth.Peterson@state.nm.us

Data Review Fall 2013
November 01, 2013
Page 2 or 2

LL/ss
Enc. (1) *Data Review Fall 2013*

cc:     Leighann Lenti, Deputy Secretary for Policy and Program
        Dr. Pete Goldschmidt, Assistant Secretary, Assessment and Accountability
        Debbie Montoya, Director, Priority Schools Bureau

# Acknowledgments

The Data Review Project was a collaborative effort between the Priority Schools Bureau, Assessment & Accountability Division, Assessment and Evaluation, and the IT Department to provide districts and schools a clear and concise one-page visual overview of a school's academic performance to include Q1, Q3 and subgroups in both reading and math.

We would like to thank the following for their time, thinking, and support in this project:

- Dr. Pete Goldschmidt, Assistant Secretary, Assessment and Evaluation
- Dr. Cindy Gregory, Chief Statistician
- Mr. Kennedy Baiywo, Data Analyst
- Mr. Pascal Buser, Data Analyst
- Ms. Judy Harmon, Data Analyst
- Mr. Michael Archibeque, Chief Information Officer
- Ms. Lisa Hamilton, Program Manager
- Mr. Andy Hutton,  IT Generalist

# What is the Data Review

**Purpose**

The Data Review is being provided to all schools that received a New Mexico Instructional Audit in the 2012-2013 school year and received any of the following in the 2013 School Grading Report Card:

- F
- F Priority , F Focus, F Strategic
- D Priority , D Focus, D Strategic
- C Focus, C Priority
- B Priority

The Data Review is intended to provide a clear and concise one-page visual overview of the school's academic performance to include Q1, Q3 and subgroups in both reading and math.

Along with the Data Review, two sets of questions are provided:
- one set of General Guiding Questions that should be beneficial for all schools to respond to in analyzing their current academic programs in reading and math
- a second set that contains Targeted Guiding Questions based on each school's performance on last spring's New Mexico Standards Based Assessment results

Conversations driven by the Targeted Questions specific to your schools should result in changes to instructional practices. These changes are to be reflected in the Web EPSS Action Steps addressing Reading and Math by ***December 09, 2013.***

Desktop Monitoring of the Web EPSS will occur in January 2014, where NMPED staff will specifically look for responses from the Data Review. Please use the DRev13/14 tab within the Web EPSS to identify those Action Steps.

# Frequently Asked Questions

**Q.   Who receives a Data Review 2013-2014?**
A.     Schools who completed a New Mexico Instructional Audit in the 2012-2013 SY and
received any of the following in the 2013 School Report Card:

- F
- F Priority , F Focus, F Strategic
- D Priority , D Focus, D Strategic
- C Focus, C Priority
- B Priority

127 schools are receiving data reviews for the 2013-2014 SY



For additional information in regards to the Differentiated Technical Assistance & Monitoring for 2013-2014 for Schools that Received NMIA 2012-2013, please refer to the following link on the NMPED Priority Schools Bureau page:

http://ped.state.nm.us/ped/Priority SchoolsMatrix-2.html

**Q.     What is the deadline to reflect Data Review 2013-2014 findings in the Web   EPSS?**
A.      Findings should be reflected in the form of Action Steps in the Web EPSS by *December 09, 2013.*

**Q.     What do the different colored boxes on my Data Review 2013-2014 indicate?**
A.      The different colors on the Data Review are an indication of the percent of students who are proficient in any given area.

A key for the color coding for both Q1 and Q3 is shown near the bottom of the page after the words "Key for color coding in above charts."

- Essentially, boxes shaded in **red** are areas in which a very small percentage of students scored proficient on last spring's SBA and should be considered a high priority for the school.
- **Green** boxes show areas in which a relatively high percentage of students scored proficient.
- **Orange** and **yellow** boxes fall in between the two and should be considered in discussion when answering General and Targeted Guiding Questions.

| | | | | |
|---|---|---|---|---|
| Q1 scale | ≥ 50% | 20 – 49% | 10 – 19% | < 10% |
| Q3 scale | ≥ 65% | 30 – 64% | 15 – 29% | < 15% |

**Q. Can I share the Data Review 2013-2014 with the school community?**

**A. No.**

This data is **unmasked** (unlike the data shown in the School Grade Report Card) and shows actual data for subgroups as small as a single student.
**Distribution of this data would be a violation of FERPA rules**.

The data review document is intended for school use only and is intended to be used to assist in school improvement efforts. At the same time, schools are encouraged to share with the school community their responses to the General and Targeted Guiding Questions and their Web EPSS.

**Q. What is the purpose of the chart in the middle of the Data Review 2013-2014 showing School Growth Targets?**

**A.** School Growth Targets (SGTs) are part of the New Mexico ESEA Flexibility Request that was approved on February 15, 2012.

We are currently in Year 2 of SGTs, and the current target for all schools is 50.0% proficiency in math and 56.7% proficiency in reading for all students. More information on SGTs can be found on pp. 67-69 of the Flexibility Waiver located at:
http://ped.state.nm.us/skandera/waiver/2013/NM.Final%20Waiver.pdf

**Q. Why do I have a copy of the Targeted Guiding Questions Bank?**

**A.** These questions can be used in conversations that occur in Professional Learning Communities, grade level, and department meetings to dig deeper into the root cause of instructional practices and student outcomes. They are resources to add to your toolbox.

**Q. What is the purpose of the Benchmark Assessment and Analysis Tool (pg. 22)?**

**A.** The Benchmark Assessment and Analysis Tool has been added to your packet to provide you with a resource to dig deeper into your Benchmark Assessment Data. From the work of Paul Bambrick-Santoyo, author of Driven by Data (2010), we know that "… assessments can drive unit planning, lesson planning, teaching, in-the-moment assessment and follow-up, and finally improved year-end results" (pg. 11).

As with all tools provided by PSB, please modify, adapt and send back to us so we can share your work with other LEAs/Schools on our Tools for Schools Page:
http://ped.state.nm.us/ped/Priority SchoolsIndexToolsForSchools.html

**Q. Are there key principles of data driven instruction (DDI)?**

**A.** Yes.

Driven by Data (2010) identifies the following Four Key Principles:

1. *Assessment:* Create rigorous benchmark/interim assessments that provide meaningful data
2. *Analysis:* Examine the results of assessments to identify the causes of strengths and shortcomings
3. *Action:* Teach effectively what students most need to learn
4. *Culture:* Create an environment in which data-driven instruction can survive and thrive.

**Q.** **Where in New Mexico can I see strong examples of data driven instruction and rigorous data meetings?**

**A.** Through their work with the University of Virginia the following districts are able to provide additional information about how they incorporate the key principals of DDI into their daily practice.

> **Las Cruces Public Schools**
> Superintendent: Mr. Stan Rounds
> District Shepherd: Ms. Andrea Fletcher
> Principals Pursuing Excellence Turnaround Leader and UVA Principal Cohort 10: Dr. Arsenio Romero
>
> **Grants-Cibola County Schools**
> Superintendent: Mr. Mark Space
> District Shepherd: Ms. Gloria Chavez
> UVA Principal Cohort 9: Mr. Tom Trujillo
> UVA Assistant Principal Cohort 9 and District Secondary Support: Mr. Gerald Horacek

Puesta Del Sol Elementary in the Rio Rancho Public School District is led by Principal Mr. Bryan Garcia. Mr. Garcia has an impressive "Data Study Room" where he and his staff critically monitor student data over time to ensure that students are receiving the targeted instruction they need to achieve growth in their proficiency levels.

**Rio Rancho Public Schools**
Superintendent: Ms. Sue Cleveland
Associate Superintendent: Mr. Carl Leppelman
Principal Puesta Del Sol: Mr. Bryan Garcia

**Q.** **Where can I find additional information for using data to drive instruction?**

**A.** NMPED, in their work with the University of Virginia School Turnaround Specialist Program, is embedding the work of Paul Bambrick-Santoyo into their work. Through their trainings, NMPED has provided LEAs and Schools tools from his books:

**Driven by Data: A Practical Guide to Improve Instruction**
Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction. Through a CD-ROM, this guidebook provides all the tools needed to launch data-driven instruction effectively, such as an implementation rubric, meeting agendas, calendars, assessment templates, and more.

Written by Paul Bambrick-Santoyo, who has worked with over 1,000 schools across the nation, the book clearly shows how to maneuver through assessments and statistics. Bambrick-Santoyo offers vital tips, such as: how to create a data culture, how to run a successful data analysis meeting, how to write quality assessments, and how to deal with resistance from your teachers. The book also includes twenty case studies of high-performing schools. School leaders will find this resource useful for achieving remarkable results and immense gains, regardless of the school's background, leader, or demographic.
www.amazon.com
$27.50

**Leverage Leadership: A Practical Guide to Building Exceptional Schools**.
Paul Bambrick-Santoyo (Managing Director of Uncommon Schools) shows leaders how they can raise their schools to greatness by following a core set of principles.    These seven principles, or "levers," allow for consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Fundamentally, each of these seven levers answers the core questions of school leadership: What should an effective leader do, and how and when should they do it?

> Aimed at all levels of school leadership, the book is for any principal, superintendent, or educator who wants to be a transformational leader. The book includes 30 video clips of top-tier leaders in action. These videos bring great schools to you, and support a deeper understanding of both the components of success and how it looks as a whole. There are also many helpful rubrics, extensive professional development tools, calendars, and templates.
> www.amazon.com
> $34.95

> The Priority Schools Bureau has offered Leading Data Driven Schools training    regionally across the state in the 2012-2013 SY and into the fall of 2013-2014 SY.   The training materials will be available on the PSB webpage by December 2013.

> If LEAs or Regional Cooperatives are interested in hosting Leading Data Driven Schools training please contact Ms. Debbie Montoya for additional information:

> Ms. Debbie Montoya
> Director, Priority Schools Bureau
> Debbie.Montoya@state.nm.us

| **District:** XYZ Public Schools | | **School:** ABC ES |
|---|---|---|
| **2012 School Grade:** F | **2013 School Grade:** D | **Status:** Focus |

*<u>NOTE</u>: All data is unmasked and is for school use only.  It is intended to be used to assist school improvement efforts and is not meant for public distribution.*

What percentage of Q1 and Q3 students are proficient and on track in reading and math?  (Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.)

|  | **Reading** | **Math** |
|---|---|---|
| **Q1**[7] | 1.6% | 13.0% |
| **Q3** | 43.3% | 36.0% |

Did subgroups meet proficiency rates as identified by the Student Growth Targets[8] 2013/Y2 (SGTs)?

|  | CY | Y1 | **Y2** | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Math** | 40 | 45.0 | **50.0** | 55.0 | 60.0 | 60.0 | 65.0 | 70.5 | 75.0 | 80.0 | 85.0 |
| **ELA** | 48 | 52.3 | **56.7** | 61.0 | 65.3 | 65.3 | 69.7 | 74.0 | 78.3 | 82.7 | 87.0 |

| **Subgroup** | **Reading Q1** % proficient and on track | **Reading Q3** % proficient and on track | **Reading Proficiency*** *All students by subgroup* | **Math Q1** % proficient and on track | **Math Q3** % proficient and on track | **Math Proficiency*** *All students by subgroup* |
|---|---|---|---|---|---|---|
| Female | 0.0% | 51.0% | 43.5% | 14.7% | 40.2% | 41.2% |
| Male | 2.7% | 32.9% | 26.5% | 11.4% | 30.8% | 31.9% |
| White | 0.0% | 40.0% | 38.5% | 75.0% | 66.7% | 46.2% |
| African American |  |  |  |  |  |  |
| Hispanic | 1.7% | 44.6% | 36.3% | 9.4% | 34.6% | 36.7% |
| Asian |  |  |  |  |  |  |
| American Indian | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | 20.0% |
| Economically Disadvantaged | 1.6% | 43.3% | 35.7% | 13.0% | 36.0% | 36.9% |
| Students with Disabilities | 0.0% | 15.4% | 5.7% | 12.5% | 0.0% | 8.6% |
| English Language Learners | 2.0% | 24.3% | 18.7% | 9.1% | 24.1% | 24.4% |

\* Percentages in this column indicate the percent of students who are proficient.  These percentages do not include "on track" students.

**Key for color coding in above charts:**

| Q1 scale | ≥ 50% | 20 – 49% | 10 – 19% | < 10% |
|---|---|---|---|---|
| Q3 scale | ≥ 65% | 30 – 64% | 15 – 29% | < 15% |

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[7] For each of the three assessment years, all tested students are aggregated into quartiles within the school. The lowest performing 25% in the school in that year, regardless of the student's grade, are assigned Q1. The remaining students are assigned Q3. Every student fits into either Q1 or Q3 for school grading, and no student is excused.

[8] Customized targets, called School Growth Targets (SGTs), guide your school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in 3 years are considered successfully "on track" to proficiency. While this information **does not contribute to your school's grade**, it is helpful in guiding your school toward identifying and closing any achievement gaps between subgroups.

## Data Review Guiding Questions to Get Results

The following guiding questions provide a framework for thoughtful and systematic analysis of your school's multi-tiered levels of support (Tiers I, II, and III). The General Guiding Questions contain essential components to ensure systems are in place to improve academic success for all students. Based on your data review, Targeted Questions are provided to examine systems and practices to increase student growth for identified subgroups and/or content.

### General Guiding Questions for All Schools

| Tier I | TIER II | TIER III |
|---|---|---|
| 1. How do you ensure the primary core curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?<br>2. What evidence do you have that your teacher teams have developed a scope and sequence aligned to the CCSS?<br>3. What evidence do you have that the level of rigor of tasks students perform is aligned to the rigor of the CCSS addressed in the lesson?<br>4. What evidence do you have that your teacher teams work interdependently to achieve common goals for learning, are mutually accountable, and take collective responsibility to ensure all students succeed? How frequently do you meet?<br>5. What percent of your students are achieving grade-level expectations (i.e., goal is at least 80%) or making significant growth? If not, what are you doing to ensure that your school is making significant progress toward this goal?<br>6. How do you identify students in need of interventions before they start to fail? What universal screening is administered to all of your students three times a year?<br>7. How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?<br>8. What are the effective, research-based strategies that you have identified and implemented to meet the needs of diverse learners in TIER I?<br>9. For students who are "at risk", what progress monitoring process are you using and how frequently is progress monitored (recommended at least once a month)? | 1. What criteria do you use to identify students in need of TIER II support?<br>2. For students in TIER II, have you specifically identified the following for both reading and mathematics:<br>• How much time is needed each day to increase the skill level for students in TIER II?<br>• What specific research-based intervention(s) are provided during that time?<br>• Who provides the intervention(s)?<br>• Where does the intervention(s) occur?<br>• How are you ensuring that the intervention is being implemented with fidelity?<br>• How is the intervention's effectiveness being monitored (including what instrument, who, and how frequently)? *Note: It is recommended to monitor progress at least monthly, if not twice a month.*<br>• How are progress monitoring data used to guide your instruction?<br>3. How do you know that the Tier II intervention is integrated with TIER I content and performance expectations (i.e., CCSS)? | 1. For students in TIER III, have you specifically identified the following for both reading and mathematics:<br>• How much time is needed each day to increase the skill level for students in TIER III?<br>• What specific research-based intervention(s) are provided during that time?<br>• Who provides the intervention(s)?<br>• Where does the intervention(s) occur?<br>• How are you ensuring that the intervention is being implemented with fidelity?<br>• How is the intervention's effectiveness being monitored (including what instrument, who, and how frequently)? *Note: It is recommended to monitor progress at least twice a month, if not weekly.*<br>2. What evidence do you have that intervention(s) are revised based on the progress monitoring data (i.e., amount of time, size of group, more targeted instruction, etc)?<br>3. What systems do you have in place to ensure that TIER III intervention(s) include the greatest number of minutes available and narrowest focus of instruction? |

**Targeted Guiding Questions for ABC Elementary School**

**All Students and Subgroups – Reading (Q1)**
**American Indian, Students w/ Disabilities, and ELs – Reading (Q3)**

- How do you ensure that students are provided with explicit and systematic instruction on the 5 big ideas of reading (e.g., phonemic awareness, phonics, fluency, comprehension, and vocabulary)? What research-based interventions do you use to address the specific learning needs in the area of reading? What evidence do you have that these interventions are effective?
- How do you assess whether the student has mastered essential literacy benchmarks?
- What specific skills have been identified that the students have not mastered? How are you specifically targeting/teaching these skills?
- How do you ensure that students are provided with explicit and systematic instruction in effective comprehension and vocabulary strategies such as learning about inferences, thinking aloud, summarizing, graphic organizers, previewing text, etc.?
- What evidence do you have that your students acquire targeted vocabulary found in content texts by: (a) hearing words explained and used in conversation/context at least 3 – 5 times, (b) making words more meaningful through pictures, models, and diagrams, and (c) using graphic organizers that shows relationships between words?

**All Students and Subgroups – Math (Q1 & Q3) - Except Caucasian (Q3)**

- What evidence do you have that your math intervention(s) systematically includes pre-teaching and re-teaching concepts from core curriculum?
- What evidence do you have that your math instruction and intervention(s) include providing models of proficient problems solving, verbalizing of thought processes, guided practice, corrective feedback and frequent cumulative review?
- What evidence do you have that your class-wide math instruction systematically builds fluency and mastery of essential learning standards? How do you ensure that there is time in each session to specifically build fluency of basic math facts (until mastery)?
- What evidence do you have that you use intensive, individualized interventions to target specific math skills deficits?

**Students with Disabilities - Reading and Math (Q1 & Q3)**

- In looking at your Students with Disabilities, how do you assess whether the student has mastered prerequisite skills? What specific skills have been identified that the student has not mastered?
- In looking at your Students with Disabilities, what specific research-based intervention(s) are you using to address their specific leaning needs in reading and math? What evidence do you have that these interventions are effective for each student?
- In looking at your Students with Disabilities, how do you ensure the IEP goals are aligned to the CCSS, and how do you systematically monitor progress toward meeting the annual reading and math IEP goals?
- In looking at your Students with Disabilities, how do you ensure the IEP goals are meaningful, objective, and able to be systematically monitored (i.e., graphed)?

- What evidence do you have that you successfully build on the students' background knowledge, including language, and relevant cultural family literacy practices when teaching reading concepts?
- What evidence do you have that you adjust the levels of academic English vocabulary to the appropriate comprehension level of the student?

**English Learners – Math (Q1 & Q3)**
- What evidence to you have that you successfully use visuals when introducing new math words or concepts? How do you do this?
- What evidence do you have that you systematically promote oral language development through cooperative learning groups during math instruction? How do you do this and how do you know it works?
- What evidence do you have that your teachers effectively scaffold math instruction including modeling, activating/bridging prior knowledge and/or experiences, text representation, metacognitive development, contextualization, and building schema?

**Targeted Guiding Questions "Bank"**

**All Students and Subgroups (insert for math and/or reading as appropriate)**
- What evidence do you have that sufficient instructional time is allocated to meet each student's needs (TIER I, TIER II, and TIER III)?
- What specific research-based core curriculum and intervention(s) are you using to address students' specific learning needs? What evidence do you have that the instruction and interventions are effective for each student?
- What evidence do you have that each lesson begins with a review of previously taught concepts?
- What evidence do you have that new content is broken into small, manageable steps or parts?
- What evidence so you have that all lessons are well designed and scaffold the instruction utilizing "I do – We do – You do?"
- What evidence do you have that every teacher provides regular checks for understanding by posing frequent questions and eliciting student responses, as well as frequent feedback and ample practice?
- What evidence do you have that you systematically respond to lack of progress (how often, what resources)?
- How do you assess whether the students have mastered prerequisite skills? How have the specific skills been identified that the students have not mastered? How is academic language development addressed and how are 2012 WIDA ELD Standards used to assist students to grow in English language acquisition?
- How do data inform professional development decisions, text/material/resource adoptions, and allocation of instructional time?
- How is ACCESS for ELs and Alternate ACCESS for ELs used to inform professional development decisions, text/material/resource adoptions, and allocation of instructional time?
- In your school, what systematic opportunities are available for teacher-to-teacher coaching and feedback to improve instructional delivery?
- For TIER II and TIER III, how do you ensure that students are placed in small homogenous groups in order to systematically target skill deficits and needs?
- What evidence do you have that your TIER II and TIER III interventions include small groups, explicit and systematic instruction, frequent feedback, and progress monitoring to ensure mastery?

**All Students and Subgroups – Reading (Q1)**

- In looking at your XX, how do you ensure that students are provided with explicit and systematic instruction on the 5 big ideas of reading (e.g., phonemic awareness, phonics, fluency, comprehension, and vocabulary)? In looking at your XX, what research-based interventions do you use to address the specific learning needs in the area of reading? What evidence do you have that these interventions are effective?
- In looking at your XX, how do you assess whether the student has mastered essential literacy benchmarks?
- In looking at your XX, what specific skills have been identified that the students have not mastered? How are you specifically targeting/teaching these skills?
- In looking at your XX, how do you ensure that students are provided with explicit and systematic instruction in effective comprehension and vocabulary strategies such as learning about inferences, thinking aloud, summarizing, graphic organizers, previewing text, etc.?
- In looking at your XX, what evidence do you have that your students acquire targeted vocabulary found in content texts by: (a) hearing words explained and used in conversation/context at least 3 – 5 times, (b) making words more meaningful through pictures, models, and diagrams, and (c) using graphic organizers that shows relationships between words?

**Students with Disabilities (Q1) – Reading**

- In looking at your Students with Disabilities, how do you assess whether the student has mastered prerequisite skills? What specific skills have been identified that the student has not mastered?
- In looking at your Students with Disabilities, what specific research-based intervention(s) are you using to address their specific leaning needs in reading? What evidence do you have that these interventions are effective for each student?
- In looking at your Students with Disabilities, how do you ensure the IEP goals are aligned to the CCSS, and how do you systematically monitor progress toward meeting the annual reading IEP goals?
- In looking at your Students with Disabilities, how do you ensure the IEP goals are meaningful, objective, and able to be systematically monitored (i.e., graphed)?
- What evidence do you have that you successfully build on the students' background knowledge, including language, and relevant cultural family literacy practices when teaching reading concepts?
- What evidence do you have that you adjust the levels of academic English vocabulary to the appropriate comprehension level of the student?
- How does the scaffolding address the academic language learning needs of ELs at varying levels of English language proficiency?
- What evidence do you have that you provide frequent meaningful opportunities for incorporating academic discourse into language activities that support reading?
- What evidence do you have that you consistently scaffold to assist and support student understanding, language development and learning?

**English Learners (Q1 & Q3) – Reading**

- What evidence do you have that you have systematically identified essential vocabulary necessary for comprehending the text, as well as vocabulary needed to produce written or oral tasks?
- What evidence do you have that your teacher teams have set clear priorities as to what words need to taught by grade level including: (a) big idea words as they relate to the lesson concepts; (b) high frequency academic words; (c) high use, content specific words; and (d) words to engage in literate conversations about a topic?
- What evidence do you have that you systematically teach necessary vocabulary by explicitly teaching 5 to 7 words per lesson, providing examples of the target word within the context of the lesson, teaching word relationships, and exposing students to target words multiple times?
- What evidence do you have that your teachers effectively scaffold reading instruction including modeling, activating/bridging prior knowledge and/or experiences, text representation, metacognitive development, contextualization, and building schema?
- What evidence do you have that you successfully build on the students' background knowledge, including language, and relevant cultural family literacy practices when teaching reading concepts?
- What evidence do you have that you adjust the levels of academic English vocabulary to the appropriate comprehension level of the student?
- How does the scaffolding address the academic language learning needs of ELs at varying levels of English language proficiency?
- What evidence do you have that you provide frequent meaningful opportunities for incorporating academic discourse into language activities that support reading?
- What evidence do you have that you consistently scaffold to assist and support student understanding, language development and learning?
- How is the language of reading intervention determined?
- How does instruction take into account ACCESS for ELs' student data, language abilities, and academic needs of ELs?
- What evidence so you have that the intervention providers are trained in ELD/ESL strategies/methods and in second language acquisition best practices? How are the intervention providers incorporating the use of WIDA ELD Standards to address language development in designing intervention for ELs?

**All Students and Subgroups – Math (Q1 & Q3)**

- In looking at your XX, what evidence do you have that your math intervention(s) systematically includes pre-teaching and re-teaching concepts from core curriculum?
- In looking at your XX, what evidence do you have that your math instruction and intervention(s) include providing models of proficient problems solving, verbalizing of thought processes, guided practice, corrective feedback and frequent cumulative review?
- In looking at your XX, what evidence do you have that your class-wide math instruction systematically builds fluency and mastery of essential learning standards? How do you ensure that there is time in each session to specifically build fluency of basic math facts (until mastery)?
- In looking at your XX, what evidence do you have that you use intensive, individualized interventions to target specific math skills deficits?

**Students with Disabilities (Q1) – Math**

- In looking at your Students with Disabilities, how do you assess whether the student has mastered prerequisite skills? What specific skills have been identified that the student has not mastered?
- In looking at your Students with Disabilities, what specific research-based intervention(s) are you using to address their specific leaning needs in math? What evidence do you have that these interventions are effective for each student?
- In looking at your Students with Disabilities, how do you ensure the student has systematically mastered essential math skills including the acquisition, fluency, generalization of the skill?
- In looking at your Students with Disabilities, how do you ensure the IEP goals are aligned to the CCSS and how do you systematically monitor progress toward meeting annual IEP goals?
- In looking at your Students with Disabilities, how do you ensure the IEP goals are meaningful, objective, and able to be systematically monitored (i.e., graphed)?
- What evidence do you have that you successfully build on the students' background knowledge, including language, and relevant cultural family literacy practices when teaching reading concepts?
- What evidence do you have that you adjust the levels of academic English vocabulary to the appropriate comprehension level of the student?
- How does the scaffolding address the academic language learning needs of ELs at varying levels of English language proficiency?
- What evidence do you have that you provide frequent meaningful opportunities for incorporating academic discourse into language activities that support reading?
- What evidence do you have that you consistently scaffold to assist and support student understanding, language development and learning?

**English Learners (Q1 & Q3) – Math**
- How do you ensure that the most essential vocabulary is introduced before beginning the lesson/task?
    a. TIER I –nonacademic language or terms used regularly in everyday situations
    b. TIER II –general academic language used regularly in schools but not directly associated with math  (e.g., combine, describe), as well as academic language broadly associated with mathematics (e.g., number, sum, calculate)
    c. TIER III – specific math vocabulary (e.g., perfect numbers, mode, quadratic equations)
- What evidence to you have that you successfully use visuals when introducing new math words or concepts? How do you do this?
- What evidence do you have that you successfully build on the students' background knowledge, including language and relevant cultural family numeracy practices, when teaching math concepts?
- What evidence do you have that you systematically promote oral language development through cooperative learning groups during math instruction? How do you do this and how do you know it works?
- What evidence do you have that your teachers effectively scaffold math instruction including modeling, activating/bridging prior knowledge and/or experiences, text representation, metacognitive  development, contextualization, and building schema?
- What evidence do you have that you adjust the level of academic English vocabulary to the appropriate comprehension level of the student?
- How does the scaffolding address the academic language learning needs of ELs at varying levels of English language proficiency?
- What evidence do you have that you provide frequent meaningful opportunities for incorporating academic discourse into language activities that support math?
- What evidence do you have that you consistently scaffold to assist and support student understanding, language development, and learning?
- How is the language of math intervention determined?
- How does instruction take into account ACCESS for ELs' student data, language abilities, and academic needs of ELs?

**Any Other Subgroup (will be identified) – Reading and Math (Q3)**

- In looking at your XX, what evidence do you have that the student(s) have access to rigorous, grade-level curriculum?
- In looking at your XX, what evidence do you have that the initial instruction the student(s) received was effective for similar students?
- In looking at your XX, what evidence do you have that the student received additional time and differentiated instruction in TIER 1?

# Benchmark Assessment and Analysis Tool 2013-2014

*This tool is being shared as an optional resource to support conversations around Leading Data Driven Schools.*
Every 6 or 9 weeks, students take a common district benchmark assessment.
Complete the following sections using the assessment (test-in-hand), *before attending the data meeting.*
It is recommended that grade level teams, departments, course-alike teachers, small learning teams, etc. meet for 90 - 180 minutes to discuss and share item analysis findings, plan next steps, review student progress and complete or update whole group, small group and/or individual student intervention plans.

The Benchmark Assessment and Analysis Tool *(that is completed by individual teachers prior to the meeting)* is intended to support teams by providing a frame work for addressing item analysis and help plan instruction to re-teach and assess standards and should be tailored to meet individual school needs and grade levels.

**Moving Forward**
**Suggested Activities for Leading Data Driven Schools**
- Have a structure for collecting/organizing school-level data and for identifying students in need of intervention prior to school opening.
- Hold structured data meetings at least once a week.  These meetings will have a clearly defined purpose or goal and minutes should be recorded and maintained.
- Conduct 6 or 9 week benchmark assessment meetings using clearly defined protocols which include:
  - Number of students enrolled in the course/subject/class
  - Number of students who took the assessment
  - Number of students that passed
  - Reading and mathematics proficiency rates by school, grade level, and individual teacher
  - Teacher action plans

## Benchmark Assessment and Analysis 2013-2014

District:                                                    School:

Teacher:                                                    Grade/Class:

Subject:                                                    Date:

Overall, are the majority of your students performing above, on, or below grade level in your subject area?  Check the appropriate box.

| Date of Completion: | 1st 9 week | ☐ Above Grade Level | ☐ On Grade Level | ☐ Below Grade Level | ☐ Mixed Group |
|---|---|---|---|---|---|
| Date of Completion: | 2nd 9 week | ☐ Above Grade Level | ☐ On Grade Level | ☐ Below Grade Level | ☐ Mixed Group |
| Date of Completion: | 3rd 9 week | ☐ Above Grade Level | ☐ On Grade Level | ☐ Below Grade Level | ☐ Mixed Group |

**Benchmark Assessment Data: Attendance, Behavior, and Additional Supports**

Students with possible attendance concerns:

| Name (number) | Days Missed 1st Quarter | Days Missed 2nd Quarter | Days Missed 3rd Quarter | Days Missed 4th Quarter |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Students with possible behavioral concerns:

| Name (number) | Referrals 1st Quarter | Referrals 2nd Quarter | Referrals 3rd Quarter | Referrals 4th Quarter |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Students receiving additional supports:

| Name (number) | Services |
|---|---|
| | |
| | |
| | |
| | |
| | |

**1st 9 Weeks Benchmark Assessment Data**

| # of Students enrolled in class | Number of students that passed the 1st 9 week benchmark in the grade | Number of students that failed the 1st 9 week benchmark in the grade | Percentage pass rate for the entire class on the 1st 9 week benchmark in the grade | Students who failed the 1st 9 week benchmark in the grade (please list below) |
|---|---|---|---|---|
|  |  |  |  |  |

1. Do you have any possible concerns for individual students or the group as a whole?

**2nd 9 Weeks Benchmark Assessment Data**

| # of Students enrolled in class | Number of students that passed the 2nd 9 week benchmark in the grade | Number of students that failed the 2nd 9 week benchmark in the grade | Percentage pass rate for the entire class on the 2nd 9 week benchmark in the grade | Students who failed the 2nd 9 week benchmark in the grade (please list below) |
|---|---|---|---|---|
|  |  |  |  |  |

2. Do you have any possible concerns for individual students or the group as a whole?

**3rd 9 Weeks Benchmark Assessment Data**

| # of Students enrolled in class | Number of students that passed the 3rd 9 week benchmark in the grade | Number of students that failed the 3rd 9 week benchmark in the grade | Percentage pass rate for the entire class on the 3rd 9 week benchmark in the grade | Students who failed the 3rd 9 week benchmark in the grade (please list below) |
|---|---|---|---|---|
|  |  |  |  |  |

3. Do you have any possible concerns for individual students or the group as a whole?

**Appendix B: Data Review Analysis**

1. **For each school the LEA is apply for complete the Data Driven Instruction/Inquiry (DDI) Table.**
   *Please copy and paste the table if the LEA is applying for more than one school.*

**Name of School:** Click here to enter text.                    **Grade Levels:** Click here to enter text.

1. Describe the schools functional cycle of DDI.

Click here to enter text.

2. Present the schedule for administering common interim assessments in ELA, Math, and Science.  Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for examination of interim assessment data and text-in-hand analysis.

Click here to enter text.

3. Describe the types of supports and resources that will be provided to teachers, as the result of the analysis.

Click here to enter text.

2. **School-Level Baseline Data and Target Setting Chart**

| | Unit | NM State Average | District Average | Baseline | Target for 2014-2015 | Target for 2015-2016 | Target for 2015-2016 |
|---|---|---|---|---|---|---|---|
| **Leading Indicators** | | | | | | | |
| a.  Number of minutes in the school year | Min | | | | | | |
| b.  Student participation in State ELA Assessment | % | | | | | | |
| c.  Student participation in State Math Assessment | % | | | | | | |
| d.  Dropout rate | % | | | | | | |
| e.  Student average daily attendance | % | | | | | | |
| f.  Student average completion of advance coursework | % | | | | | | |
| g.  Suspension rate | % | | | | | | |
| h.  Number of discipline referrals | num | | | | | | |
| i.  Truancy rate | % | | | | | | |
| j.  Teacher attendance rate | % | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| k. Teacher rates as "effective" and "highly effective" | **%** | | | | | | |
| l. Hours of professional development to improve leadership and governance | num | | | | | | |
| m. Hours of professional development in the implementation of high quality interim assessments and data-driven action | num | | | | | | |
| **Academic Indicators** | | | | | | | |
| n. Students scoring "proficient" or higher on ELA assessment | **%** | | | | | | |
| o. Students scoring "proficient" or higher on Math assessment | **%** | | | | | | |
| p. Average SAT score | | | | | | | |
| q. Students take PSAT, ACT | **%** | | | | | | |
| r. High school graduation rate | **%** | | | | | | |
| s. High school graduates accepted into two or four year colleges | **%** | | | | | | |

**Appendix C: Integration of Services Chart**

| School Improvement Grant 1003[g]: Demonstration of Integration of Services |
|---|
| Date: Click here to enter text. |

| LEA/State Charter Contact Information ||
|---|---|
| **LEA/State Charter Name:** Click here to enter text. ||
| **Mailing Address:** Click here to enter text. ||
| **Phone:** Click here to enter text. | **Fax:** Click here to enter text. |
| **Superintendent/Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **LEA/State Charter SIG Contact:** Click here to enter text. | **Email:** Click here to enter text. |
| **Federal Programs Director:** Click here to enter text. | **Email:** Click here to enter text. |

| Resource | Alignment with School Improvement Grant 1003[g] |
|---|---|
| Title I, Part A | Click here to enter text. |
| Title I, Part A | Click here to enter text. |
| Title II, Part A | Click here to enter text. |
| Title II, Part D | Click here to enter text. |
| Title III, Part A | Click here to enter text. |

**Appendix D: Sustainability Workbook**



## School Improvement Grant 1003[g] Cohort II Sustainability Workbook 2014-2017

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

*This manual was developed to provide guidance to the New Mexico School Improvement Grant (SIG) schools to develop sustainability plans:*

*If you have any questions, please contact:*

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# Contents

## Sustainability Workbook Instructions

Sustainability begins with knowing your school's goals, understanding which of your school improvement implementations are helping achieve those goals, and establishing inventive ways to keep those implementations within your school. Decide, as a school leadership team and/or school community, which school improvement processes have created outcomes meeting or exceeding your goals.

In an effort to support New Mexico School Improvement Grant (SIG) Schools in thinking about and developing sustainability of their efforts, the Priority Schools Bureau has compiled the following resources:

- Appendix A: School Improvement Sustainability Proposal
- Appendix B: 2 x 2 Chart for Comparing Programs' Return on Investment
- Appendix C: What Are the Right Interventions?
- Appendix D: School Improvement in Action: Lessons in Sustainability

**You are required to choose and then complete <u>one</u> of these tools (Appendix A *or* Appendix B *or* Appendix C) and upload the final product to the Transformational Goal of your Web EPSS File Cabinet.** This will be done in lieu of your first Quarterly Report for the 2013-2014 school year and is due October 21, 2013. Appendix D is an article to use in guiding your discussions and thinking in completing Appendices A, B and C. The conclusions you draw from using these tools should influence sustainability actions taken and recorded in your application.

The New Mexico Public Education Department would like to thank the following for allowing us to use the documents that appear in the appendices:

- West Virginia Board of Education
- Massachusetts Department of Elementary and Secondary Education
- Education Resource Strategies
- Kirsten Bennett – School Improvement in Action – Lessons in Sustainability
- United States Department of Education

# School Improvement Sustainability Proposal

# School Improvement Sustainability Proposal[9]

Many individuals associate sustainability with finding continuing aid for services established through a grant.  Though, a more extensive interpretation of sustainability requires investigating numerous strategies, which can assist in maintaining the elements of your school improvement program.  By investigating these strategies, your school may discover ways to maintain your school improvement implementations, whether or not you can find or retain additional funding. Sustainability begins with knowing your school's goals, understanding which of your school improvement implementations are helping achieve those goals, and establishing inventive ways to keep those implementations within your school.  Decide as a school leadership team and/or school communities, which school improvement processes, have created outcomes meeting or exceeding your goals.  Focus your efforts on those procedures that manufactured measurable positive results.


Features to consider:
- Positive Climate & Cohesive Culture
- School  Leadership
- Standards-Focused Curriculum, Instruction & Assessments
- Student  Support Services & Family/Community Connections
- Educator Growth & Development
- Efficient  & Effective Management
- Continuous Improvement

The questions on the following pages prompt investigation of the key school improvement implementations concerning strategies for sustainability.  By working through these questions, you can better define the framework for your Sustainability Proposal.

---

[9] West Virginia Board of Education, 2012-2013, School Improvement Sustainability Proposal

## Positive Climate & Cohesive Culture

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Has the school's vision for your shared beliefs and values clarified which elements of your school improvement processes are most important to sustain? | |
| 2. Have you included the goal of high expectations for all as you thought about what elements of your school improvement processes you want to sustain? | |
| 3. What elements from your school improvement processes can your school community sustain to continuously create a more effective, safe, orderly and engaging environment for students? | |

## School Leadership

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Does your school community better understand the role of principal leadership and how he/she is able to exhibit professional knowledge, skills and dispositions? | |
| 2. Does your school community have an understanding of how change happens through school teams and councils? | |
| 3. Have you considered some key aspects of your school community – for example, teacher leadership and the impact on school and classroom improvement? Have you provided adequate authentic opportunities and resources to lean and influence professional practice? | |
| 4. Have you created strong elements of student leadership focused on engaging students in age-appropriate leadership opportunities that have developed self-direction and responsibility for improving self, school and community? | |

## Standards-Focused Curriculum, Instruction and Assessments

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Has your school community developed internal mechanisms and support that can sustain the development and/or creation of classroom learning environments, in which teachers create and manage an inviting instructional setting that is student-centered and fosters self-reflection, intellectual inquiry and self-direction? | |
| 2. Have you thought how your school community should change or adapt to changing educational practices in order to sustain a standards-focused curriculum aligned with the Next Generation Standards, in addition to the 21st Century Learning Skills and Technology Tools? | |
| 3. Has your faculty been trained to use instructional planning to design long and short term instructional plans; guiding student mastery of the standards, based on the needs, interests and performance levels of their students to achieve your school's intended outcomes and goals? | |
| 4. Have you developed a clear, consistent message about the importance of the school's instructional delivery goals and the importance of successfully reaching students to enhance individual progress using multiple strategies, appropriate assessments, learning resources and digital tools in order to sustain your school improvement progress | |

## Student Support Services and Family/Community Connections

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Have you considered how the development of your positive relationships between the school faculty and the students, families and the larger community might assist you in sustaining your school improvement | |

| | |
|---|---|
| progress? | |
| 2. Are there potential partners that you should consider as you thing about sustaining student personal development that could collaborate with faculty to coordinate student support services for health, child nutrition, character education, guidance and counseling, special education and English as a second language? | |
| 3. Have you considered what benefits your partners (community agencies and organizations) will accrue by remaining in the partnership as you sustain your school improvement progress within the area of enhancing the ability to meet the needs of all students? | |

**Educator Growth and Development**

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Have you created strategies to communicate, involve and educate faculty about your professional development objectives that engage faculty members in continuous learning opportunities designed to improve school and classroom practice in order to sustain professional development? | |
| 2. Have you considered what strategies you might continue to use or possibly modify within your teacher collaborative teams, in order to sustain high functioning professional learning communities focused on studying relevant data, problem analysis and the implementation of strategies that improve instructional practice? | |
| 3. Have you considered how to best select and present your evaluation data to enhance sustainability efforts, stimulate faculty participation in the evaluation process, facilitate self-reflection and inform the process of professional growth? | |

## Efficient and Effective Management

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Have you created a facilities management plan to sustain various elements of your facilities, which include cleanliness, maintenance, safety and security, aesthetics, and configuration in meeting learning needs of all students? | |
| 2. Do you have an understanding of financial planning? Have you considered leveraging existing resources, seeking out other community-based organizations or making contacts with businesses or foundations that can help in sustaining the fiscal resources created through the School Improvement Grant? | |
| 3. Have you identified strategies to retain and/or recruit high quality personnel, which can effectively meet the identified needs of students and sustain and/or enhance your school improvement progress? | |
| 4. Have you considered how to best adapt to changing data, information systems, technology tools and infrastructure, which all have been enhanced due to grant monies? How will you continue to sustain the school's upgrades in these areas? | |

## Continuous Improvement

| | Evidence to Support Sustainability or Area to Focus |
|---|---|
| 1. Has the school community established a focused and coherent sustainability plan using elements for improving performance of students based on the mission and goals outlined in the strategic plan? | |
| 2. How will the school community sustain or modify the structures established for building professional relationships and process necessary to collaboratively engage all stakeholders in actions to increase students | |

| | |
|---|---|
| learning? | |
| 3. Have you designed your monitoring process with sustainability in mind? How will faculty monitor changes in practice and implement adjustments, evaluate results of student learning and communicate progress to all stakeholders? | |

# 2x2 Chart for Comparing Programs' Return on Investment

# 2 x 2 Chart for Comparing Programs' Return on Investment [10]

Plot each of your LEA and School SIG initiatives in one of the four squares in the chart below.

- Initiatives that were expensive but produced low academic gains are ones that are typically abandoned in short order.

- Initiatives that were low-cost but also produced low academic gains are also ones not worth keeping.

- Those initiatives that had a high impact on academic gains but came with a high cost are worth keeping, but the challenge would be to secure funding to maintain the program.

- Any initiatives that produced high academic gains and had a low cost attached to them are initiatives that should become part of what becomes "normal operating procedure" at your school.



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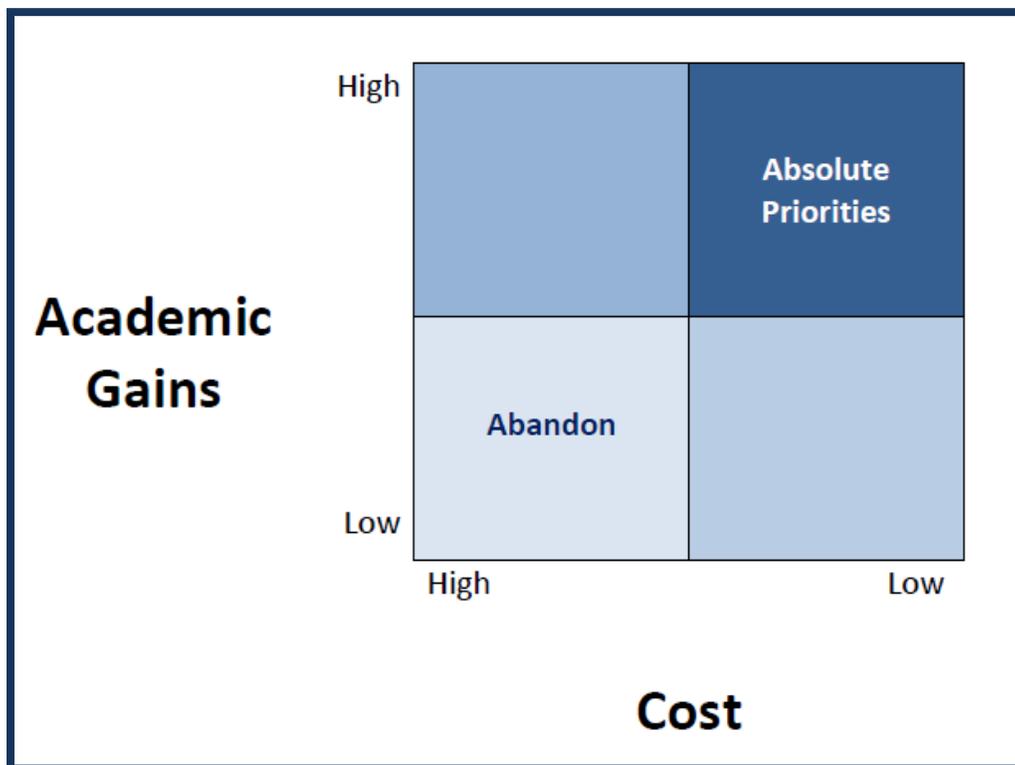
[10] Massachusetts Department of Elementary and Secondary Education (n.d.), Massachusetts' Approach to Supporting LEAs with Turnaround Sustainability Planning

|  | High | Low |
|---|---|---|
| **High** | | |
| **Low** | | |

# What Are The Right Interventions?

## What Are The Right Interventions?[11]

One of the most important findings from our work in school districts/schools is that some interventions are more powerful — and thus more important — than others.

The table below lists the most common intervention strategies that districts generally consider for turnaround schools. They are divided into *mission-critical* interventions that should be first priority for school turnaround, interventions that are *important but* only effective if the mission-critical elements are in place, and interventions that admittedly are *low leverage* and should be considered with caution.

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[11] Education Resource Strategies. (n.d. ) Turn-Around Schools: District Strategies for Success and Sustainability. Retrieved March 18, 2013 from http://erstrategies.org/documents/pdf/turnaround_schools.pdf

**Directions:**
1. Using the chart above, place a check mark in the "Y" (Yes) or "N" (No) column to indicate if the investment was one of your SIG initiatives.
2. Based on your SIG experience, please describe which of those investments you plan to sustain and how you plan to so.

| CATEGORY | | INVESTMENT | Y | N |
|---|---|---|---|---|
| Mission Critical | Strong Leaders | Ensure a transformational principal and high-capacity teachers in every school.<br>• Replace leadership if required.<br>• Replace teachers if required.<br>• Provide compensation and other incentives to teachers and principals.<br>• Provide additional leadership support (e.g., assistant principal or school business manager). | ☐ | ☐ |
| | Expert teacher teams | Provide support and development for teacher teams to continuously improve instruction.<br>• Give extra time for teacher collaboration.<br>• Provide teacher leaders or coaches to build teacher capacity.<br>• Report data on student performance. | ☐ | ☐ |
| | Help for at-risk students | Guarantee baseline health, social, and emotional support to students to ensure readiness for learning. | ☐ | ☐ |
| Important, But . . . | School designs driven by student needs | Provide additional time and attention to accelerate learning.<br>• Expand instructional time.<br>• Provide small group instruction or tutoring for struggling students that is integrated with core instruction. | ☐ | ☐ |
| | Central Support | Provide additional school supervisory support and attention. | ☐ | ☐ |
| Low Leverage | | • Reduce class size across the board.<br>• Introduce standalone tutoring or other academic support programs.<br>• Provide additional time that is not integrated with core programs (e.g., afterschool, summer). | ☐ | ☐ |
| Please describe which of those investments you plan to sustain and how you plan to so: | | | | |

# School Improvement in Action – Lessons in Sustainability

**School Improvement in Action - Lessons in Sustainability**[12]

       Each of the six schools, received $25,000 to carry out a two-year research-guided intervention, to improve literacy or numeracy levels of students. Programs were developed in consultation with all school partners, and involved 50% or more of the students and staff in each school. Activities to improve student outcomes resulted in professional development, new teaching materials and resources, planning and collaboration time, articulated assessment and diagnostic processes, and innovative forms of data analysis and management.

       In order to document the efforts and outcomes of the schools, SAEE contracted Dr. Cynthia Lewis to visit each school, assist in the development of a research-based intervention, monitor progress and write the final report. There were 3,800 students and 100 educators involved overall.

       Lewis' report School Improvement in Action: Lessons in Sustainability weaves together the findings from each of the six case studies, identifies successes and challenges, indicates strategies, and provides recommendations. Following the release of the report in November of 2006, principals and teacher leaders from each of the six schools gathered to share the results of their two-year projects in a SAEE sponsored knowledge exchange forum at the Delta School District resource centre.

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[12] Bennett, Kirsten. (February 18, 2008) School Improvement in Action – Lessons in Sustainability. Retrieved March 18, 2013 from http://ezinearticles.com/?School-Improvement-in-Action---Lessons-in-Sustainability&id=993716

**Overview of Findings**

The focus on understanding learning, together with the integral role of assessment, was clearly at the centre of efforts to improve student achievement in these schools. Assessment FOR learning became part of the school culture. A balance of school-based and standardized tools, including quantitative and qualitative data, disaggregated and tracked by cohort and groups of concern, provided the most powerful information for educators, students, parents and the larger community.

A key component of action research is the understanding that schools build capacity for improved student achievement when continuous learning becomes part of the school culture. In these case studies, meaningful collaboration was enabled through focused dialogue about diagnostic data, and about detailed samples of student work. The research shows that implementing instructional adaptations at the classroom level needs to be grounded in teachers' own judgments and reflections about the quality of their students' work. Teachers need to be supported as they "try on" new approaches and reflect on their effectiveness.

The report stresses that school success relied upon school leaders who provided structural and philosophical support, parents who were informed and involved with the process, and community services that were integrated and coordinated at the school level.

**SCHOOLS AND PROGRAMS**
**Harwin Elementary, Prince George**
At Harwin, the staff conducted research into how to improve and elicit more writing from students in the younger years. More finely-tuned descriptors were developed by the staff in order to reflect emergent growth for their students. Portfolios were implemented, and writing samples were collected and evaluated collaboratively three times per year. Teachers used daily writing and a variety of direct teaching strategies. A school-wide guided reading program was implemented in the second year involving students from across classrooms who were grouped for level-specific reading instruction.

**Parkside Centennial, Langley**
Parkside was interested in a process of building student and parent understanding for actively using key reading strategies through the use of assessment rubrics for self evaluation. The interventions were multi-faceted. Collaborative time was dedicated to deepening understanding of assessment, establishing assessment tools, and implementing a set of four reading strategies (Predict, Clarify, Question, and Summarize). Additional interventions were adapted and implemented for the students most at risk.

**Twelfth Avenue Elementary, Burnaby**
The action research process initiated by the staff at Twelfth Avenue was in the area of reading achievement. Smaller, more flexible ability groupings for reading were formed across grade levels involving the learning support staff in order to form the smallest groups possible for the most at-risk students. Numerous leveled books were purchased and organized in bins. A peer tutoring program was established as well. Intermediate students read with Primary children and

tracked their progress. Staff collaboration time focused on student groupings, instructional materials, assessment and evaluation tools, collective problem solving for processes and plans, and efficient and effective data gathering and analysis.

**Armstrong Elementary, Armstrong**

The action research proposal developed by Armstrong Elementary was oriented to building home-school literacy partnerships in the implementation of a balanced literacy program for all students. The strategies included the Write Traits writing program, the use of school-wide writes as assessment tools based on the British Columbia Performance Standards for Writing, and the implementation of the Four Blocks model. This included structured time in every classroom for guided reading, self-selected reading, writing and working with words (vocabulary, spelling and phonics).

**Jarvis Elementary, Delta**

The purpose of the action research grant at Jarvis was to support the K-4 staff to work together to unpack their own thinking about when and how mathematical "sense-making" is developed and implement instructional strategies to make this process explicit with students and parents. Detailed assessment data provided the baseline for the diagnosis of students' strengths and gaps regarding number concepts in order to inform instruction and teachers' collaborative dialogue. Several teachers piloted the integration of children's literature and mathematical thinking. In Year Two, instructional strategies and interventions were refined in order to focus on students not yet meeting expectations and on promoting parents' understanding. Data was used to assess learning each term, with the common understanding that "meeting expectations" on the report card means 100% attainment of core learning outcomes. The staff also developed a process-based model for parent workshops with special invitation to the parents of at-risk students.

**New Westminster Secondary School**

The first year of the grant's budget was used primarily to release the original research team and the English Department to establish the reading assessment protocols. In addition, a teacher research team was formed voluntarily amongst the staff to engage in reflection about how to teach thoughtful reading and how to assess it. "Learning Rounds" were used as a structure for teachers to collaborate and observe instruction using new strategies and debriefing sessions. In Year Two, staff refined the assessment tool to increase authenticity, requiring students to reflect on their reading and thinking at the end of the assessment process. Teachers also added a qualitative element to data collection about their classes, in order to better adjust to individual classes, and share commonalities across the grade level and department. Time was dedicated to disaggregating the data, discussing overall trends, and specifics regarding groups such as grade cohorts, gender, ESL, Aboriginal, high achieving and at-risk students. In-service and "coaching" by the Learning Facilitator continued to refine aspects of critical thinking skills and task analysis. During Year Two, professional learning opportunities and small group work was extended to the ESL Department, the Social Studies Department, teachers of at-risk students and Special Education assistants.

School Improvement in Action: Lessons in Sustainability concludes with five recommendations for schools and districts at large. Lewis calls for more focused attention to the

relationship between assessment tools, instructional interventions and student progress over time. She says that schools need to provide systemic structures for tracking the progress of individual students from grade to grade, level to level, and school to school. Also, she asserts that it is important to examine strategies for the involvement of parents and the community and to create innovative solutions for the problems of time and expectations around staff teamwork. Lewis also recommends that the principal's role in ensuring instructional quality be more explicit.

**Appendix E: Pre-Implementation Action Plan**

*LEAs must also submit the Budget Summary Chart identifying all Pre-Implementation budgeted expenses*

| School Improvement Grant 1003[g]: Pre-Implementation Action Plan |
|---|
| Date: Click here to enter text. |

| LEA/State Charter Contact Information | |
|---|---|
| **LEA/State Charter Name:** Click here to enter text. | |
| **Mailing Address:** Click here to enter text. | |
| **Phone:** Click here to enter text. | **Fax:** Click here to enter text. |
| **Superintendent/Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **LEA/State Charter SIG Contact:** Click here to enter text. | **Email:** Click here to enter text. |
| **Federal Programs Director:** Click here to enter text. | **Email:** Click here to enter text. |

| Action Plan | |
|---|---|
| Strategy: Click here to enter text. | |
| Proposed Action Step: Click here to enter text. | |
| Beginning Date: Click here to enter text. | End Date: Click here to enter text. |
| Person(s) responsible for each of the pre-implementation activities: Click here to enter text. | |
| Materials and resources necessary to implement the activities: Click here to enter text. | |
| Funding Required: Click here to enter text. | |

| Action Plan | |
|---|---|
| Strategy: Click here to enter text. | |
| Proposed Action Step: Click here to enter text. | |
| Beginning Date: Click here to enter text. | End Date: Click here to enter text. |

| |
|---|
| Person(s) responsible for each of the pre-implementation activities: Click here to enter text. |
| Materials and resources necessary to implement the activities: Click here to enter text. |
| Funding Required: Click here to enter text. |

**Action Plan**

| |
|---|
| Strategy: Click here to enter text. |
| Proposed Action Step: Click here to enter text. |

| | |
|---|---|
| Beginning Date: Click here to enter text. | End Date: Click here to enter text. |

| |
|---|
| Person(s) responsible for each of the pre-implementation activities: Click here to enter text. |
| Materials and resources necessary to implement the activities: Click here to enter text. |
| Funding Required: Click here to enter text. |

**Action Plan**

| |
|---|
| Strategy: Click here to enter text. |
| Proposed Action Step: Click here to enter text. |

| | |
|---|---|
| Beginning Date: Click here to enter text. | End Date: Click here to enter text. |

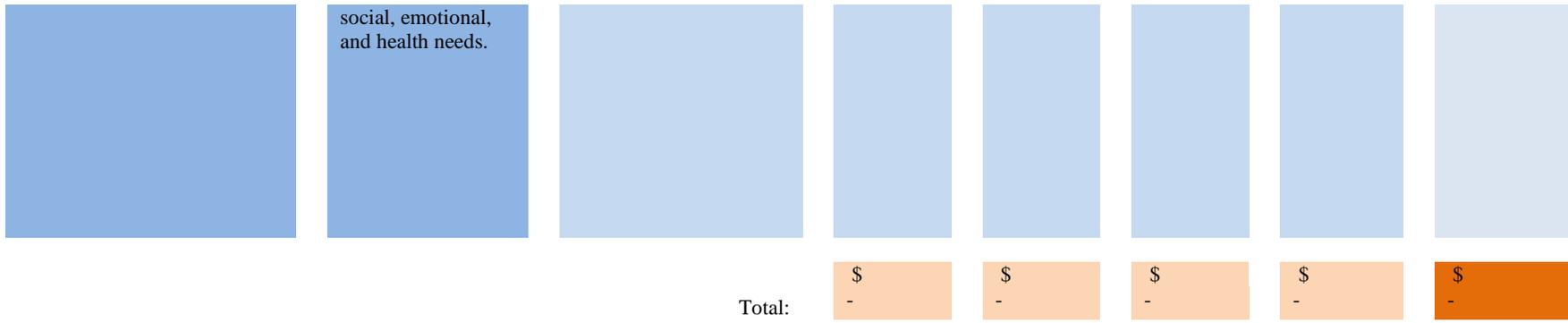| |
|---|
| Person(s) responsible for each of the pre-implementation activities: Click here to enter text. |
| Materials and resources necessary to implement the activities: Click here to enter text. |
| Funding Required: Click here to enter text. |

## Appendix F: Budget Summary Chart (*example, spreadsheet attached to email to superintendent*)

| Turnaround/Transformation Models: | Please identify which model you are implementing | | | | | | |
|---|---|---|---|---|---|---|---|
| **LEA:** | *LEA Name* | | | | | | |
| **School:** | *School Name* | | | **LEA & School** | | | |
| **Criteria - Required** | **Explanation** | **Allowable Budget Items** | **Pre-Imp.** | **Year 1** | **Year 2** | **Year 3** | **Total** |
| Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) | Implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates | | | | | | $ - |
| Using locally adopted competencies to measure the effectiveness of staff | Screen all existing staff and rehire no more than 50 percent (turnaround only) and, Select new staff | | | | | | $ - |
| Implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students. | May include financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions | | | | | | $ - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Common Core State Standards. | Must be research based and aligned data analysis findings | | | | | | $ - |
| Provide staff with ongoing, high quality, job embedded professional development. | Must be aligned with school's comprehensive instructional program and designed with school staff to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | | | | | | $ - |
| Adopt a new governance structure | May include, but is not limited to: Hire a "Turnaround Leader" who reports directly to the Superintendent of Chief Academic Officer; or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability | | | | | | $ - |
| Use data to identify and implement an instructional program | Comprehensive assessments for screening, diagnosis, monitoring progress that informs | | | | | | $ - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | instructional decisions. | | | | | | |
| Continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. | Sources of student data include formative, interim, and summative assessments. | | | | | | $ - |
| Establish schedules and implement strategies that provide increased learning time. | "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: o Instruction in core academic subjects. o Interventions and enrichment. o Teacher collaboration, planning, and professional development within and across grades and subjects. | | | | | | $ - |
| Provide appropriate social-emotional and community-oriented services and supports for students. | Partnering with parents and parent organizations, community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' | | | | | | $ - |

social, emotional, and health needs.

Total: | $ - | $ - | $ - | $ - | $ -

# New Mexico Public Education Department
# Priority Schools Bureau

# Request for Application (RFA) for Priority and Focus Schools

## School Improvement Grant 1003[g]
## Elementary and Secondary Education Act
## CFDA Numbers: 84.377A

## Deadline To Submit RFA:
## February 28,  2014 by 5:00 pm

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

**New Mexico Public Education Department**
**300 Don Gaspar Ave,**
**Santa Fe, NM**
**87505**

**School Improvement Grant 1003[g] LEA Application**

**Purpose:**
School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

New Mexico requested and was approved for the priority and focus school list waiver as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request[13].

In the priority and/or focus schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

**Availability of Funds**
The SEA (New Mexico Public Education Department- NMPED) must allocate at least 95% of its school improvement funds directly to LEAs in accordance with the final requirements. For fiscal year (FY) 2013, funds are available by NMPED by way of a sub-grant to the LEA not less than $50,000.00 or more than $2,000,000.00.

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[13] New Mexico ESEA Flexibility Request (2012)
http://ped.state.nm.us/skandera/waiver/2013/NM.Final%20Waiver.pdf

**LEA Application**

**Utilizing the Web EPSS**
To apply for a School Improvement Grant, an LEA must complete and submit an application to NMPED: Priority Schools Bureau via the Web EPSS on-line tool at:
http://tracker.ped.state.nm.us

The LEAs will use the SEA's online Web Educational Plan for Student Success (Web EPSS) system to submit their application and plan for implementing the selected Improvement Model in identified schools. The LEA Requirements of the application will be completed via an evidence request on the LEA Plan in the Web EPSS at the Ready for Success goal level.

The Web EPSS is an online tool to monitor the implementation and evaluate the effectiveness of a district and/or school improvement plan. The Web EPSS is designed to enhance capacity to track the implementation and evaluate the effectiveness of school and district improvement plans. This tool was developed by South West Comprehensive Center and this is NMPED's seventh year of using the tool for monitoring and planning. NMPED determined that since this tool is already being used by districts and schools to drive their improvement goals, strategies, and action steps, and was successfully used in the SIG 2009-2010 application it made sense to align that work plan to the School Improvement Grant application.

The Web EPSS allows SEAs to post support materials to provide guidance and assistance to LEAs to organize the information for planning, monitoring, and reporting. Once the plan is entered and approved, school, district and SEA staff can view the plan, and monitor progress of activities as well as report progress.

Additionally, each model within the Web EPSS has specific guiding questions that the LEA must use in its application which include Implementation Actions for Districts and Implementation Actions for Schools. These Action Steps will support the goals and strategies in the LEA application embedded in the Web EPSS. Each of the LEAs will work closely with a School Support Specialist from the Priority Schools Bureau (PSB) at NMPED.

**LEA Application**

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Intent to Apply for Eligible Schools**

The LEA MUST implement one of four school intervention models for each school they choose to apply for:

**Turnaround:**
- The district must implement each of the following strategies:
- Replace the principal (if the principal as been at the school less than two years, the LEA can choose not to replace them).
- Grant the new principal sufficient operational flexibility to implement a comprehensive approach.
- Screen and measure the effectiveness of existing staff who can work within the turnaround environment to meet the needs of students and rehire no more than 50%; select new staff.
- Adopt a new governance structure.
- Use data to identify and implement a new or revised instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain effective staff with the skills necessary to meet the needs of the students in the turnaround school.
- Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive educational program and designed with school staff to ensure that staff is equipped to facilitate effective teaching and learning and has the capacity to successfully implement school reform strategies.
- Promote the continuous use of student data to inform and differentiate instruction. Establish schedules and implement strategies that increase learning time for students and staff.
- Provide appropriate social-emotional and community-oriented services and supports for students.

**Transformation:**
LEA must implement each of the following strategies:
Develop and increase teacher and school leader effectiveness by -
- Replacing the principal who led the school prior to commencement of the transformation model (if the principal as been at the school less than two years, the LEA can choose not to replace them).
- Using rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, use multiple observation-based performance assessments, increased graduation rates, and are developed with teacher and principal involvement.

- Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
- Identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff.
- Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
- Implement comprehensive instructional reform strategies that includes -
- Using data to identify and implement research-based instructional programs that are aligned with state academic standards and vertically aligned between grades.
- Promoting continuous use of individualized student data to inform and differentiate instruction to better meet the individual academic needs of students.
- Promoting continuous use of individualized student data to inform and differentiate instruction to better meet the individual academic needs of students.
- Extend learning time and create community-oriented schools by -
- Establishing schedules and strategies that provide increased time for enhanced student learning and enrichment, teacher collaboration and planning.
- Providing ongoing mechanisms for family and community involvement.
- Provide operating flexibility and sustained support in implementing a comprehensive approach to improve student achievement and increase high school graduation rates, and ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SAEA, or designated external provider.

**Restart:**
- The district converts or closes a school and reopens it under a charter school operator or a charter management organization (CMO), both of which are prohibited under state law.

**Closure:**
- The district closes the school with students who attended the school reassigned to other, high-achieving schools within the LEA; these other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet A: LEA Needs Analysis**

The LEA must describe actions it has taken to analyze the needs of its priority and focus schools that it commits to serve and has selected interventions for each school aligned to the needs each school has identified.

Develop a narrative that details how this grant is supported by your LEA?  Describe joint planning that occurred.  Include information such as how the selected intervention model or school improvement model matches the LEA's needs and examines the root cause for school's identification of need for improvement (use various data to analyze the needs of the LEA , they must include, but are not limited to student performance data, curriculum and assessment, effective teachers and leaders).

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet B: Data Review Analysis**

1.  **For each school the LEA is apply for complete the Data Driven Instruction/Inquiry (DDI) Table.**
    *Please copy and paste the table if the LEA is applying for more than one school.*

| **Name of School:** Click here to enter text. | **Grade Levels:** Click here to enter text. |
|---|---|
| 1. Attach the LEA Assessment Calendar for administering common interim assessments in ELA, Math, and Science. | |
| 2. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for examination of interim assessment data and text-in-hand analysis. *SIG Schools must provide a minimum of 60 minutes dedicated to weekly data conversations.* Click here to enter text. | |
| 3. Describe the types of supports and resources that will be provided to teachers, as the result of the analysis leading to improved academic outcomes for students. Click here to enter text. | |

2.  **School-Level Baseline Data and Target Setting Chart  Based on 2012-2013**

| | Unit | NM State Average | District Average | Baseline | Target for 2014-2015 | Target for 2015-2016 | Target for 2015-2016 |
|---|---|---|---|---|---|---|---|
| **Leading Indicators** | | | | | | | |
| a. Number of minutes in the school year | Min | | | | | | |
| b. Student participation in state ELA Assessment | % | | | | | | |
| c. Student participation in state Math Assessment | % | | | | | | |
| d. Dropout rate | % | | | | | | |
| e. Student average daily attendance | % | | | | | | |
| f. Student average completion of advance coursework | % | | | | | | |
| g. Suspension rate | % | | | | | | |
| h. Number of discipline referrals | num | | | | | | |
| i. Truancy rate | % | | | | | | |
| j. Teacher attendance rate | % | | | | | | |
| k. Teacher rates as "effective" and "highly effective" | % | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| l. Hours of professional development to improve leadership and governance | num | | | | | | |
| m. Hours of professional development in the implementation of high quality interim assessments and data-driven action | num | | | | | | |
| **Academic Indicators** | | | | | | | |
| n. Students scoring "proficient" or higher on ELA assessment | % | | | | | | |
| o. Students scoring "proficient" or higher on Math assessment | % | | | | | | |
| p. Average SAT score | | | | | | | |
| q. Students take PSAT, ACT , PLAN | % | | | | | | |
| r. High school graduation rate | % | | | | | | |
| s. High school graduates accepted into two or four year colleges | % | | | | | | |

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet C: LEA Capacity**

The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements by developing a narrative that details their commitment to all seven of the following capacity criteria with flexibility to adjust for student/staff needs based upon on-going assessments:

1. LEA personnel dedicated to supporting this project;
2. Budgeting procedures/practices adjusted to respond efficiently and effectively to the project;
3. Customized supplementary support and resources provided to meet the demands of the project;
4. Precedence given to the project in Human Resources practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers;
5. Developing a plan for sustaining the reforms in the Focus and Priority schools after the funding period ends;
6. Consult with various relevant stakeholders regarding the LEA's application and implementation of school improvement models in its focus and/or priority schools; and
7. Other indicators of LEA commitment (Board awareness and support of turnaround/transformation initiatives, direct communication between Superintendent and project staff, policy changes and procedural expectations that provide freedom and flexibility needed).

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet D: LEA Lack of Capacity**

If the LEA does not apply to serve one of its identified priority and focus schools, it must describe why it lacks the sufficient capacity to do so; the SEA must evaluate the sufficiency of the LEA's claims. Claim of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their priority and focus schools as possible.

The description must appear in the LEA application in Worksheet D.

| LEA Lack of Capacity | |
| --- | --- |
| **LEA Information** | |
| **LEA/State Charter Name:** Click here to enter text. | **LEA NCES ID #:** Click here to enter text. |
| **Mailing Address:** Click here to enter text. | |
| **Phone:** Click here to enter text. | **Fax:** Click here to enter text. |
| **Superintendent:** Click here to enter text. | **Email:** Click here to enter text. |
| **Title One Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **Federal Programs Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **Business Manager:** Click here to enter text. | **Email:** Click here to enter text. |

Please list the eligible schools the LEA will not serve in the School Improvement Grant 1003[g] FY 13:
Click here to enter text.

Describe why the LEA lacks the sufficient capacity serve identified focus and/or priority schools.
Click here to enter text.

_____

Superintendents Signature                    Date

_____

Superintendent (printed name)

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet E: Hexagon Tool[14]**

LEAs are required to use the Hexagon Tool to help the systematically evaluate Intervention (Turnaround/Transformation) via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement, as a needs assessment to inform their SIG application.

Broad factors to consider when doing early stage exploration of Evidence Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- Needs of students; how well the program or practice might meet identified needs.
- Fit with current initiatives, priorities, structures and supports, and parent/community values.
- Resource Availability for training, staffing, technology supports, curricula, data systems and administration.
- Evidence indicating the outcomes that might be expected if the program or practices are implemented well.
- Readiness for Replication of the program, including expert assistance available, number of replications accomplished exemplars available for observation, and how well the program is operationalized.
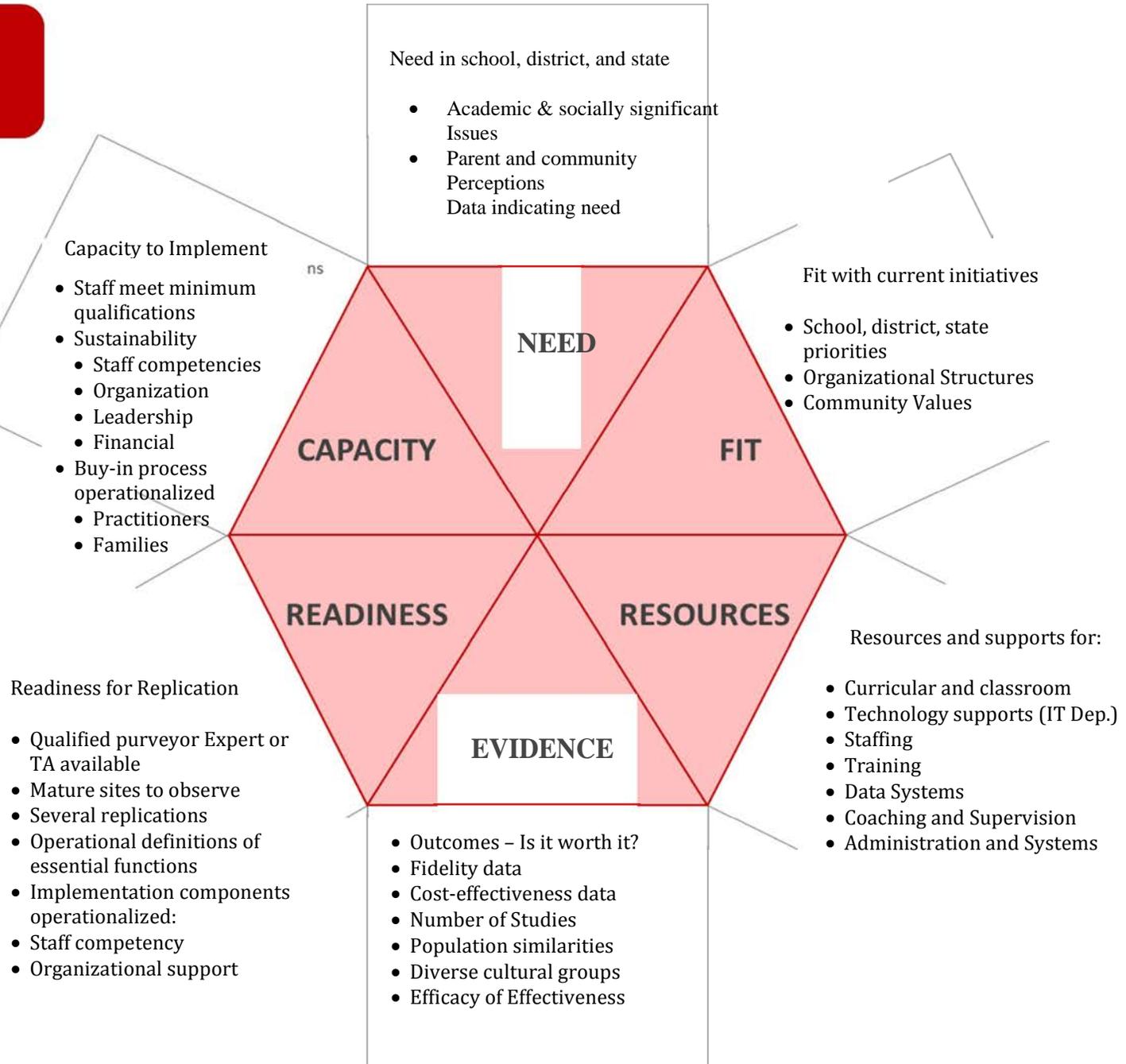- Capacity to Implement as intended and to sustain and improve implementation over time.

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[14] Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

## The Hexagon Tool
## Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

| EBP: | | | |
|---|---|---|---|
| 5 Point Rating Scale: High=5; Medium=3; Low=1. Midpoints can be used and scored as a 2 or 4. | | | |
| | High | Med | Low |
| Need | | | |
| Fit | | | |
| Resource Availability | | | |
| Evidence | | | |
| Readiness for Replication | | | |
| Capacity to Implement | | | |
| Total Score | | | |

**Need in school, district, and state**

- Academic & socially significant Issues
- Parent and community Perceptions
  Data indicating need

**Capacity to Implement**

- Staff meet minimum qualifications
- Sustainability
  - Staff competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized
  - Practitioners
  - Families

**Fit with current initiatives**

- School, district, state priorities
- Organizational Structures
- Community Values

ns

**NEED**

**CAPACITY**

**FIT**

**READINESS**

**RESOURCES**

**EVIDENCE**

**Readiness for Replication**

- Qualified purveyor Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
- Staff competency
- Organizational support

**Resources and supports for:**

- Curricular and classroom
- Technology supports (IT Dep.)
- Staffing
- Training
- Data Systems
- Coaching and Supervision
- Administration and Systems

- Outcomes – Is it worth it?
- Fidelity data
- Cost-effectiveness data
- Number of Studies
- Population similarities
- Diverse cultural groups
- Efficacy of Effectiveness

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**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet F: External Providers**

LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers, if applicable. This written policy should include how the LEA will analyze the operational needs of the school and the goals and expectations for the provider, how the LEA will research and prioritize available providers, how LEAs will engage parents and other stakeholders in the review and selection process, how the external provider's progress towards goals will be reviewed, and define consequences for the provider if the goals and expectations are not met.

For this section, LEAs must attach the written procedure/policy to recruit, screen, and select external providers.

The LEA must also submit a detailed justification for the selection of each provider included in the application. The justification should include any information related to the documentation of research proven history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider's success with similar populations.

**Attachments:**

☐ LEA Written Policy/Procedure for recruitment, screening, and retention of external providers.

☐ Detailed justification for the selection of each provider.

| Attestation of Selected Model |
|---|
| The District must estimate the full cost of implementing its selected intervention for each eligible school it commits to serve, and to give priority  to including these costs in its budget proposal. The District's proposed budget should cover a three year period. |

The LEA/school must provide appropriate and complete required budget items identified below:

- A budget that identifies and explains all proposed costs for district and school level activities for the entire project period to include pre-implementation period plus three years of implementation.  For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project action step, strategy identified. This will be completed in an excel spreadsheet and uploaded to the Web EPPS filing cabinet.

- In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in their application (Worksheet H: Demonstration of Integration of Services).

- Clearly describe and justify any specific district-level  administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

- The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level implementation of the SIG plan proposed in the Web EPSS application.

- The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals.  They must also be supplemental and must not supplant core activities to be provided through other funding sources.

- LEAs must submit quarterly reports via the NMPED Operational Management Budget (OBMS).  These must be cumulative (year to date).

| Quarter | Through Date | Due Date |
|---|---|---|
| 1st | July 01 | September 30 |
| 2nd | October 01 | December 30 |
| 3rd | January 01 | March 30 |
| 4th | April 01 | June 30 |

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet G: Budget Summary Chart** *(example, spreadsheet attached to email to superintendent)*

| Turnaround/Transformation Models: | *Please identify which model you are implementing* | | | | | | |
|---|---|---|---|---|---|---|---|
| **LEA:** | *LEA Name* | | | | | | |

| School: | *School Name* | | | **LEA & School** | | | |
|---|---|---|---|---|---|---|---|
| **Criteria - Required** | **Explanation** | **Allowable Budget Items** | **Pre-Imp.** | **Year 1** | **Year 2** | **Year 3** | **Total** |
| Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) | Implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates | | | | | | $          - |
| Using locally adopted competencies to measure the effectiveness of staff | Screen all existing staff and rehire no more than 50 percent (turnaround only) and, Select new staff | | | | | | $          - |
| Implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students. | May include financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions | | | | | | $          - |
| Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Common Core State Standards. | Must be research based and aligned data analysis findings | | | | | | $          - |
| Provide staff with ongoing, high quality, job embedded professional development. | Must be aligned with school's comprehensive instructional program and designed with school staff to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | | | | | | $          - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Adopt a new governance structure | May include, but is not limited to: Hire a "Turnaround Leader" who reports directly to the Superintendent of Chief Academic Officer; or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability | | | | | | $    - |
| Use data to identify and implement an instructional program | Comprehensive assessments for screening, diagnosis, monitoring progress that informs instructional decisions. | | | | | | $    - |
| Continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. | Sources of student data include formative, interim, and summative assessments. | | | | | | $    - |
| Establish schedules and implement strategies that provide increased learning time. | "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:<br>o Instruction in core academic subjects.<br>o Interventions and enrichment.<br>o Teacher collaboration, planning, and professional development within and across grades and subjects. | | | | | | $    - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Provide appropriate social-emotional and community-oriented services and supports for students. | Partnering with parents and parent organizations, community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. | | | | | | $ - |
| | | Total: | $ - | $ - | $ - | $ - | $ - |

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet H: Demonstration of Integration of Services**

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models.

Resources LEAs may consider when completing the Integration of Services Chart include:

| Resource | Model(s) | Examples of Alignment with 1003[g] |
|---|---|---|
| Title I, Part A | Turnaround, Transformation, Restart | • Stipends for teachers attending professional development<br>• Supplemental instructional materials for extended school hours |
| Title II, Part A | Turnaround, Transformation, Restart | • Registration and travel for teachers attending National Conferences and Workshops<br>• Salary for instructional facilitator to provide ongoing professional development and coaching |
| Title II, Part D | Turnaround, Transformation, Restart | • Instructional technology to be integrated into core subjects<br>• Increased capacity of current data system to promote use of data by all teachers |
| Title III, Part A | Turnaround, Transformation, Restart | • Professional development in strategies for English language learners |

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet H: Demonstration of Integration of Services**

| School Improvement Grant 1003[g]: Demonstration of Integration of Services |
|---|
| Date: Click here to enter text. |

| LEA/State Charter Contact Information | |
|---|---|
| **LEA/State Charter Name:** Click here to enter text. | |
| **Mailing Address:** Click here to enter text. | |
| **Phone:** Click here to enter text. | **Fax:** Click here to enter text. |
| **Superintendent/Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **LEA/State Charter SIG Contact:** Click here to enter text. | **Email:** Click here to enter text. |
| **Federal Programs Director:** Click here to enter text. | **Email:** Click here to enter text. |

| District Process for Aligning Resources |
|---|
| Click here to enter text. |

| Resource | Alignment with School Improvement Grant 1003[g] |
|---|---|
| Title I, Part A | Click here to enter text. |
| Title II, Part A | Click here to enter text. |
| Title II, Part D | Click here to enter text. |
| Title III, Part A | Click here to enter text. |

**New Mexico School Improvement Grant 1003[g] FY 2013**
**Worksheet I: LEA Assurances**

1. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g).
2. Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate.
3. Grantees will report school level data, including trend data over a number of years in the following areas:
    a. Number of minutes in the school year;
    b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
    c. Dropout rate;
    d. Graduation rate;
    e. Student attendance rate;
    f. Number and percentage of students enrolled in advanced coursework or dual
    g. enrollment classes;
    h. Discipline incidents;
    i. Truancy rate;
    j. Distribution of teachers by experience and student achievement; and
    k. Teacher attendance rate.
4. Grantees will meet the additional New Mexico requirements of the 1003(g) grant as listed below:
    - Provide at least 60-90 minutes per week of uninterrupted protected collaboration time for each teacher to work in Professional Learning Communities/grade level meetings/departments to analyze student data;
    - Provide at least five (5) days of site based training at the beginning of the school year on the selected intervention model and process aligned to the selected intervention model.
5. Grantees must commit to attend all required SEA school improvement meetings and trainings.
6. Grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
7. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

_____

Superintendents Signature | Date

_____

Superintendent (printed name)

**Appendix H: LEA Application Criteria Scoring Rubric[15]**

**All areas will use a four-point quality scale for each rubric item or question:**
1. Strong: 3 points
2. Moderate: 2 points
3. Limited: 1 point
4. Not Provided: 0 points

**Bonus Points**
On February 15, 2012 New Mexico was granted a waiver from the Elementary and Secondary Education Act (ESEA). Addressing Principle 2 of the waiver, State-Developed Differentiated Recognition, Accountability, and Support; saw the New Mexico A-F School Grading Act signed and passed during the 2011 legislative session, ushering in a new school accountability era.  With the identification of school grades and status, the Web EPSS was dramatically redesigned to reflect the new expectations.  Priority schools in collaboration with the PED were required to develop an intervention plan that focuses on the Seven Turnaround Principles. Interventions were to be based on data and encourage systemic change that is measureable[16]. Focus Schools were to complete four of the seven Turnaround Principles that address the subgroups not making progress. LEAs were required to approve the principles selected based on each of the subgroups and provide assurances to the PED that they are aligned to the reasons why the school is identified as a focus school.[17]

In acknowledging the work of LEAs and schools, bonus points will be awarded to certain Turnaround principles in the Transformation and Turnaround Model Criteria Rubrics.  To be awarded Bonus Points, the plan must include all elements of "Strong" plus documentation of adoption and implementation of the principle. Evidence is to uploaded to the strategy level of the plan.

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[15] Adapted from School Improvement Grant Rubrics from the following states:  Kansas State Department of Education (2012); Oklahoma State Department of Education (2011); and Ohio Department of Education (2012), Nevada Department of Education (2012).
[16] New Mexico ESEA Flexibility Waiver (2012), pg. 75.
[17] New Mexico ESEA Flexibility Waiver (2012), pg. 87

# New Mexico School Improvement Grant 1003[g] Scoring Rubric

| Item | Points Available | Points Earned |
|------|------------------|---------------|
| Transformational Model | Leadership: 6 points | /6 |
| | Culture and Human Capital: 12 points | /12 |
| | Curriculum and Assessment: 6 points | /6 |
| | Professional Development & Instruction: 6 points | /6 |
| | Bonus Points: 8 points | /8 |

| Item | Points Available | Points Earned |
|------|------------------|---------------|
| Turnaround Model | Leadership: 6 points | /6 |
| | Culture and Human Capital: 15 points | /15 |
| | Curriculum and Assessment: 6 points | /6 |
| | Professional Development & Instruction: 6 points | /6 |
| | Bonus Points: 7 points | /7 |

| Item | Points Available | Points Earned |
|------|------------------|---------------|
| Worksheet A: LEA Needs Analysis | /6 | /6 |
| Worksheet B: Data Review Analysis and Leading Metrics | /6 | /6 |
| Worksheet C: LEA Capacity | /9 | /9 |
| Worksheet E: LEA Lack of Capacity | /0 | /0 |
| Worksheet D: Hexagon Tool | /3 | /3 |
| Worksheet F: External Providers | /6 | /6 |
| Worksheet G: Attestation of Selected Model/Budget Summary Chart | /9 | /9 |
| Worksheet H: Demonstration of Integration of Services | /3 | /3 |
| Worksheet I: LEA Assurances | /3 | /3 |

| | | | |
|---|---|---|---|
| Transformation Model | ** points available | Total Earned | 87 |
| Turnaround Model | ** points available | Total Earned | 90 |

**New Mexico School Improvement Grant**
**Criteria Rubric for the Transformation Model**

| Leadership | | | | |
|---|---|---|---|---|
| Replace the principal who led the school prior to the commencement of the transformation model | | | | |
| The LEA makes a clear commitment to replace the principal if the principal has been at the school for more than two years. | | | | |
| *No points are assigned as this is a non-negotiable.* | | | | |
| Use rigorous, transparent, and equitable evaluation systems* for teachers and principals. | | | | |
| Bonus Point<br>1 point | Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
| Not applicable for this principle. | The LEA has an approved NMTEACH 2013 - 2014 Educator Effectiveness Plan | ■■■■■■■ | | The LEA NMTEACH 2013 – 2014 Educator Effectiveness Plan was not approved. |
| ☐ | ☐ | ■■■■■■■ | | ☐ |
| Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.** | | | | |
| Bonus Point<br>1 point | Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
| Not applicable for this principle. | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff, reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**. | A description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff, reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**. | There is limited evidence to demonstrate that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff, reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |
| **In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. | | | | |

## Culture and Human Capital

Grant the school sufficient operational flexibility in areas such as: Staffing, calendars/time, budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*

| Bonus Points 1 points | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence that the school has addressed areas such as staffing, calendars/time, and budget. | A description provides evidence that the school has addressed areas such as staffing, calendars/time, and budget. | There is limited evidence that the school has addressed areas such as staffing, calendars/time, and budget. | Omitted or vague information is provided for each school to be served.

Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:
(1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
(2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:* financial incentives, increased opportunities for promotion and career growth, flexible work conditions.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff. | A description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff. | There is limited evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff. | Omitted or vague information is provided for each school to be served.

Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

*There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

| Provide ongoing mechanisms for family and community engagement** | | | | |
| --- | --- | --- | --- | --- |
| Bonus Point<br>1 Point | Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement on-going mechanisms for family and community engagement. | A description provides evidence that the school has planned to adopt and implement on-going mechanisms for family and community engagement. | There is limited evidence that the school plans to adopt and implement on-going mechanisms for family and community engagement. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |
| Provide community-oriented services** and supports to students. | | | | |
| Bonus Point<br>1 Point | Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement community-oriented service. | A description provides evidence that the school has planned to adopt and implement community-oriented service. | There is limited evidence that the school plans to adopt and implement community-oriented service. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

*In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

**Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

**Curriculum and Assessment**

Use data to identify and implement an instructional program that is aligned with State academic standards, vertically and horizontally aligned, research-based.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence the school will use data-driven decision-making to inform instructional practice. It is evident that research based strategies and best practices are a priority for maximizing student learning. | A description provides evidence the school will use data-driven decision-making to inform instructional practice and achieve the school's goals and objectives. | There is limited evidence of how the school will use data to inform instructional practice is provided. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

Promote the continuous use of student data to inform and differentiate instruction, such as: formative assessments, progress monitoring, and summative assessments.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description of how instructional practices will be aligned with assessment practices to measure student progress. It is evident there is a sound approach in place. | A description provides evidence of how instructional alignment with assessment and activities are targeted toward strengthening the process in place. | There is limited evidence of how instructional alignment with assessment and activities are targeted toward strengthening the process in place. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

**Instruction and Professional Development**

Provide staff ongoing, high-quality, job-embedded* professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description is provided of how professional development effectiveness will be evaluated and documented, to show impact of professional development or determine needs. | A description is provided of how professional development effectiveness will be evaluated and documented. | There is limited evidence of how professional development will be evaluated and documented. | Omitted or vague information is provided for each school to be served.  Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

Establish schedules and strategies that provide increased learning time.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description that the school is implementing other strategies that extend learning time** and create community-oriented schools, such as-- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school | A description is provided of how the school is implementing other strategies that extend learning time** and create community-oriented schools, such as-- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school | There is limited evidence that the school is implementing other strategies that extend learning time** and create community-oriented schools, such as-- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school | Omitted or vague information is provided for each school to be served.  Response does not address the question. |

New Mexico Public Education Department

| | | | | |
|---|---|---|---|---|
| | staff;<br>(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or<br>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. | staff;<br>(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or<br>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. | staff;<br>(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or<br>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. | |
| ☐ | ☐ | ☐ | ☐ | ☐ |

*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

**In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:
(1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
(2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
(3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
(4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme-based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

## Leadership

| | | | | |
|---|---|---|---|---|
| Replace the principal who led the school prior to the commencement of the transformation model | | | | |
| The LEA makes a clear commitment to replace the principal if the principal has been at the school for more than two years. | | | | |
| *No points are assigned as this is a non-negotiable.* | | | | |

Use rigorous, transparent, and equitable evaluation systems* for teachers and principals.

| Bonus Point 1 point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Not applicable for this principle. | The LEA has an approved NMTEACH 2013 - 2014 Educator Effectiveness Plan | | | The LEA NMTEACH 2013 – 2014 Educator Effectiveness Plan was not approved. |
| ☐ | ☐ | | | ☐ |

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**

| Bonus Point 1 point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Not applicable for this principle. | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff, reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**. | A description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff, reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**. | There is limited evidence to demonstrate that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff, reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates**. | Omitted or vague information is provided for each school to be served.  Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

## Culture and Human Capital

Grant the new principal sufficient operational flexibility in staffing*, screen all existing staff and rehire no more than 50 percent, and select new staff.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Not applicable for this principle. | A detailed and comprehensive description to demonstrate that there is a plan to hire the new principal before the staffing process begins and ensures that the principal will be involved in making decisions at every level of the staffing process. | A description is provided to demonstrate that there is a plan to hire the new principal before the staffing process begins and ensures that the principal will be involved in making decisions at every level of the staffing process. | There is limited evidence to demonstrate that there is a plan to hire the new principal before the staffing process begins and ensures that the principal will be involved in making decisions at every level of the staffing process. | Omitted or vague information is provided for each school to be served.\n\nResponse does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to** financial incentives, increased opportunities for promotion and career growth, and flexible work conditions.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff. | A description provides evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff. | There is limited evidence that the school has planned to adopt and implement multiple innovative and aggressive strategies to help recruit, place, and retain staff. | Omitted or vague information is provided for each school to be served.\n\nResponse does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

Grant the new principal sufficient operational flexibility in staffing calendars/time; budgeting; and implementing fully the Turnaround Model.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Not applicable for this principle. | A detailed and comprehensive description provides evidence the new principal will be hired before calendars/time and budgeting decisions are made, and will be involved in making decisions at every level of the process. | A description provides evidence the new principal will be hired before calendars/time and budgeting decisions are made, and will be involved in making decisions at every level of the process. | There is limited evidence the new principal will be hired before calendars/time and budgeting decisions are made, and will be involved in making decisions at every level of the process. | Omitted or vague information is provided for each school to be served.\n\nResponse does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

| Provide ongoing mechanisms for family and community engagement** | | | | |
|---|---|---|---|---|
| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed description provides evidence that the school has planned to adopt and implement on-going mechanisms for family and community engagement. | A description provides evidence that the school has planned to adopt and implement on-going mechanisms for family and community engagement. | There is limited evidence that the school plans to adopt and implement on-going mechanisms for family and community engagement. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

| Provide community-oriented services** and supports to students. | | | | |
|---|---|---|---|---|
| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence that the school has planned to adopt and implement community-oriented service. | A description provides evidence that the school has planned to adopt and implement community-oriented service. | There is limited evidence that the school plans to adopt and implement community-oriented service. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

* 3 points will be assigned to the application if the principal has been there under two years.

**As used in the discussion of a turnaround model, "staff" includes all instructional staff, but an LEA has discretion to determine whether or not "staff" also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of "staff," as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:
(1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

***In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

****Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

**Curriculum and Assessment**

Use data to identify and implement an instructional program that is aligned with State academic standards, vertically and horizontally aligned, research-based.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description provides evidence the school will use data-driven decision-making to inform instructional practice. It is evident that research based strategies and best practices are a priority for maximizing student learning. | A description provides evidence the school will use data-driven decision-making to inform instructional practice and achieve the school's goals and objectives. | There is limited evidence of how the school will use data to inform instructional practice is provided. | Omitted or vague information is provided for each school to be served.  Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

Promote the continuous use of student data to inform and differentiate instruction, such as: formative assessments, progress monitoring, and summative assessments.

| Bonus Point 1 Point | Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description of how instructional practices will be aligned with assessment practices to measure student progress. It is evident there is a sound approach in place. | A description provides evidence of how instructional alignment with assessment and activities are targeted toward strengthening the process in place. | There is limited evidence of how instructional alignment with assessment and activities are targeted toward strengthening the process in place. | Omitted or vague information is provided for each school to be served.  Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

**Instruction and Professional Development**

Provide staff ongoing, high-quality, job-embedded* professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

| Bonus Point<br>1 Point | Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description is provided of how professional development effectiveness will be evaluated and documented, to show impact of professional development or determine needs. | A description is provided of how professional development effectiveness will be evaluated and documented. | Professional development is listed. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ | ☐ |

Establish schedules and strategies that provide increased learning time.

| Bonus Point<br>1 Point | Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
|---|---|---|---|---|
| Must include all elements of "Strong" plus documentation of adoption and implementation. *Evidence to be uploaded to the strategy level.* | A detailed and comprehensive description that the school is implementing other strategies that extend learning time** and create community-oriented schools, such as--<br>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;<br>(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;<br>(C) Implementing approaches | A description that the school is implementing other strategies that extend learning time** and create community-oriented schools, such as--<br>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;<br>(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;<br>(C) Implementing approaches to improve school climate and | There is limited evidence that the school is implementing other strategies that extend learning time** and create community-oriented schools, such as--<br>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;<br>(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;<br>(C) Implementing approaches | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |

| | | | | |
|---|---|---|---|---|
| | to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or<br>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. | discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or<br>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. | to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or<br>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. | |
| ☐ | ☐ | ☐ | ☐ | ☐ |

*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

**In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:
(1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
(2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
(3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
(4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme-based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

| Work Sheet A: LEA Needs Analysis | | | |
|---|---|---|---|
| Strong 3 points | Moderate 2 points | Limited 1 point | Not Provided 0 point |
| Clearly identifies and prioritizes schools to be served based upon student need and capacity to implement . The LEA has considered factors in its decision to serve eligible buildings. Determination is reasonable, sound, and factors in the decision-making process are specified. Student need is foremost in the decision process. | Schools to be served are identified; however the LEA commits to serve all the schools in the same way (using the same strategies) without evidence that student need and capacity has been examined. | Proposal includes clear identification of the schools to be served with a school improvement 1003(g) grant; no additional information is given. | Omitted or vague information is provided for each school to be served. Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| The LEA has considered a number of factors in its decision to serve the eligible building(s). Number and size of enrollment of schools to serve and management of the school improvement efforts. Need and prioritizing schools based upon student achievement levels of reading and math. Teacher hiring outside of seniority rules; stability for effective teachers; additional time and compensation; analysis of staff credentials and capabilities; commitment by teacher union, school board, parents, administrative staff. The schools served will be served as dictated by the student needs (intervention models, activities, and school improvement strategies differ and are not simply repeated). | The process for determining served buildings is sound, but does not give specific details regarding factors that are considered. Determination of served buildings seems reasonable and prioritized according to student needs. | The LEA has used a process to determine buildings served. However, the determination of the buildings to be served is lacking and some of the decision-making appears faulty. The same interventions are selected for the schools, regardless of student need. | Omitted or vague information is provided for each school to be served. Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |

| Worksheet B: Review Analysis | | | |
|---|---|---|---|
| Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
| The LEA Assessment Calendar is detailed and comprehensive and identifies when common interim assessments in ELA, Math, and Science are administered. | The LEA Assessment Calendar identifies when some common interim assessments are administered. | The LEA Assessment Calendar has been provided but does not identifying when common interim assessments are administered. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| A detailed and comprehensive description provides evidence the school will use data driven decision-making to inform instructional practice, and teachers will have access to support and resources to improve academic outcomes. | A description provides evidence the school will use data driven decision-making to inform instructional practice, and teachers will have access to support and resources to improve academic outcomes. | There is limited evidence the school will use data driven decision-making to inform instructional practice, and teachers will have access to support and resources to improve academic outcomes. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| The LEA has identified all baseline data for each of the leading indicators for which data is currently available. | | | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |

| **Work Sheet C: LEA Capacity** | | | |
|---|---|---|---|
| Strong<br>3 points | Moderate<br>2 points | Limited<br>1 point | Not Provided<br>0 point |
| A detailed and comprehensive description provides evidence that the LEA has the capacity to provide adequate resources and support to each Focus or Priority school in the LEA's application, addressing specifically the area of human capacity at the district level and the ability to recruit and retain qualified and effective principals and teachers. | A description provides evidence that the LEA has the capacity to provide adequate resources and support to each Focus or Priority school in the LEA's application, addressing specifically the area of human capacity at the district level and the ability to recruit and retain qualified and effective principals and teachers. | There is limited evidence that the LEA has the capacity to provide adequate resources and support to each Focus or Priority school in the LEA's application, addressing specifically the area of human capacity at the district level and the ability to recruit and retain qualified and effective principals and teachers. LEA has a plan to provide resources and support to each Focus or Priority school in the LEA's application in the ability to recruit and retain principals. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| A detailed and comprehensive description provides evidence that the LEA has provided reasonable assurance of its ability to overcome any barriers in implementing the selected school intervention models, including changing any policies, procedures, or negotiated agreements. Statements or evidence of support has been provided by the teachers' union, the school board, staff, or parents as applicable. | A description provides evidence that the LEA has provided reasonable assurance of its ability to overcome any barriers in implementing the selected school intervention models, including changing any policies, procedures, or negotiated agreements. Statements or evidence of support has been provided by the teachers' union, the school board, staff, or parents as applicable. | There is limited evidence that the LEA has provided reasonable assurance of its ability to overcome any barriers in implementing the selected school intervention models, including changing any policies, procedures, or negotiated agreements. Statements or evidence of support has been provided by the teachers' union, the school board, staff, or parents as applicable. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| LEA has provided a comprehensive plan for sustaining the reforms in Focus and Priority schools after the funding period ends. | LEA has developed a plan for sustaining the reforms in Focus and Priority schools after the funding period ends. | | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |

| Work Sheet D: LEA Lack of Capacity | | | |
|---|---|---|---|
| Strong<br>3 points | Moderate<br>2 points | Limited<br>1 points | Not Provided<br>0 point |
| | | | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question |
| ☐ | ☐ | ☐ | ☐ |

| Work Sheet E: Hexagon Tool | | | |
|---|---|---|---|
| Strong 3 points | Moderate 2 points | Limited 1 points | Not Provided 0 point |
| The Hexagon Tool has been completed and the findings support the intervention model chosen. | | | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | | | ☐ |

| Worksheet F: External Providers | | | |
|---|---|---|---|
| Strong<br>3 points | Moderate<br>2 points | Limited<br>1 points | Not Provided<br>0 point |
| A detailed and comprehensive description provides evidence of the district's process for recruiting, screening, and details of selecting external providers to ensure their quality. | A description provides evidence of the district's process for recruiting, screening, and details of selecting external providers to ensure their quality. | There is limited evidence of the district's process for recruiting, screening, and details of selecting external providers to ensure their quality. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| There is comprehensive alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider's success with similar populations. | There is alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider's success with similar populations. | There is limited alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider's success with similar populations. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |

| Worksheet G: Budget Summary Chart/Attestation of Selected Model | | | |
|---|---|---|---|
| Strong<br>3 points | Moderate<br>2 points | Limited<br>1 points | Not Provided<br>0 point |
| The budget covers a three year period. | The budget covers a two year period. | The budget covers a one year period. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| The LEA provides a detailed budget narrative that describes how the funds will be used to implement the selected model in each Priority and Focus schools it commits to serve; does not demonstrate how the LEA will conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEAs Priority and Focus schools; and fails to show how the LEA will support school improvement activities for each Priority and Focus schools identified in the LEAs application. | The LEA provides a budget narrative that provides some description of how the funds will be used to implement the selected model in each Priority and Focus schools it commits to serve; does not demonstrate how the LEA will conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEAs Priority and Focus schools; and fails to show how the LEA will support school improvement activities for each Priority and Focus schools identified in the LEAs application. | The LEA provides an extremely limited budget narrative or none at all. The narrative provides the reader with no clearly delineated description of how the funds will be used to implement the selected model in each Priority and Focus schools it commits to serve; does not demonstrate how the LEA will conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEAs Priority and Focus schools; and fails to show how the LEA will support school improvement activities for each Priority and Focus schools identified in the LEAs application. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |
| The budget summary pages reflect an appropriate and clear breakdown and identification of administrative, support, and instructional expenses, and all calculations are correct. | All calculations on the Budget Summary are accurate, but the breakdown of activities into proper administrative support, and instructional categories may not always seem appropriate. | Calculations on the Budget Summary pages may contain numerous errors, and the breakdown of activities into proper administrative, support, and instructional categories may seem totally wrong. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |

| Worksheet H: Demonstration of Integration of Services | | | |
|---|---|---|---|
| Strong<br>3 points | Moderate<br>2  points | Limited<br>1  points | Not Provided<br>0 point |
| A detailed and comprehensive description provides evidence of how the district will align resources to fully implement the model(s) selected. | A description provides evidence of how the district will align resources to fully implement the model(s) selected. | There is limited evidence of how the district will align resources to fully implement the model(s) selected. | Omitted or vague information is provided for each school to be served.<br><br>Response does not address the question. |
| ☐ | ☐ | ☐ | ☐ |

| Worksheet I: LEA Assurances | | | |
|---|---|---|---|
| Strong 3 points | Moderate 2 points | Limited 1 points | Not Provided 0 point |
| The LEA Assurances page was signed and submitted. | | The LEA Assurances page was submitted. | Omitted or vague information is provided for each school to be served. Response does not address the question. |
| ☐ | | ☐ | ☐ |

**Appendix I: LEA Intent to Apply for Eligible Schools**

| LEA Contact Information | |
|---|---|
| **LEA/State Charter Name:** Click here to enter text. | **LEA NCES ID #:** Click here to enter text. |
| **Mailing Address:** Click here to enter text. | |
| **Phone:** Click here to enter text. | **Fax:** Click here to enter text. |
| **Superintendent:** Click here to enter text. | **Email:** Click here to enter text. |
| **Title One Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **Federal Programs Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **Business Manager:** Click here to enter text. | **Email:** Click here to enter text. |
| **Proposed LEA SIG Leadership Team Members:** Click here to enter text. | |

| Eligible Schools | | | | | | |
|---|---|---|---|---|---|---|
| **School Name** | **School NCES ID #** | **Priority or Focus** | **LEA intent for the school** | **Chosen Intervention Model** | **Replacing the Principal** | **Principal Date of Hire** (*if they have been at the school less than two years*) |
| Click here to enter text. | Click here to enter text. | Focus School | Choose an item. | Choose an item. | Choose an item. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Click here to enter text. |
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**Total Number of Schools LEA will serve:** Click here to enter text.

## LEAs Commitment

1. The LEA will commit to the following:
   a. Design and implement the interventions consistent with the final requirements of the grant.
   b. Recruit, screen, and select external providers, if applicable to ensure their quality.
   c. Align other resources with the intervention.
   d. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
   e. Sustain the reforms after the funding period ends.
   f. Work collaboratively with the SEA in monitoring the interventions to include:
   g. completion of required reports, and
   h. Participation in site visits PSB SIG support personnel is on-site.
2. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.
3. Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate.
4. Grantees will report school level data, including trend data over a number of years in the following areas:
   l. Number of minutes in the school year;
   m. Participation rate by subgroup on State assessments in reading/language arts and
   n. mathematics;
   o. Dropout rate;
   p. Graduation rate;
   q. Student attendance rate;
   r. Number and percentage of students enrolled in advanced coursework or dual
   s. enrollment classes;
   t. Discipline incidents;
   u. Truancy rate;
   v. Distribution of teachers by experience and student achievement; and
   w. Teacher attendance rate.

Grantees will meet the additional New Mexico requirements of the 1003(g) grant as listed below:
   a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning

Communities/grade level teams, or departments to analyze data;
   b. Provide at least five (5) days of site based training to support rapid reform at the beginning of each school year; and
   c. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
5. Grantees must commit to attend all required SEA school improvement meetings, trainings, and conferences.
6. Grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
7. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

*The School District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurance contained herein and the conditions that apply to any waivers that the state received through this application.*

_____

Superintendent (printed name) | Phone number

_____

Superintendents Signature | Date

## Appendix J: Technical Assistance and Monitoring

### Technical Assistance

- Regionalized Support from the School Support Specialist assigned to the LEA on a monthly basis
- 4 2-day trainings throughout the 2014-2015 to include:
  - SIG Planning and Orientation Meeting
  - Fixsen Implementation and Sustainability Training
  - Leading Data Driven Schools
  - Turnaround Leadership Competencies
  - Providing Instructional Feedback: Principals as Coaches and Evaluators
- Data Review 2014
- LEA Metrics Submission guidance and support

### Monitoring

- Monthly monitoring and collaboration meetings with the LEA to include:
  - Data driven conversations;
  - Status updates of strategies and action steps in the Web EPSS Transformation or Turnaround Plan or meeting notes uploaded into the Web EPSS;
  - Budget review and amendments (if required); and
  - continued observations with the leadership team.
- Data Review 2014
- Desktop monitoring of the Transformation/Turnaround 2014-2015 plans to reflect strategies to support Q1 and Q3 students based on the Data Review: October 2013 and January 2014
- LEA Metrics submission for each school it is serving due December 12, 2015 by EOB
- Progress Monitoring of Short Cycle Assessment Data
- Quarterly Budget Report via the NMPED Operational Management Budget (OBMS). These must be cumulative (year to date)
  - Due Dates: September 30, December 30, March 30, and June 30

### LEA Assurances

- Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g).
- Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate.
- Grantees will meet the additional New Mexico requirements of the 1003(g) grant as listed below:
  - Provide at least 60-90 minutes per week of uninterrupted protected collaboration time for each teacher to work in Professional Learning Communities/grade level meetings/departments to analyze student data;
  - Provide at least five (5) days of site based training at the beginning of the school year on the selected intervention model and process aligned to the selected intervention model.
- Grantees must commit to attend all required SEA school improvement meetings and trainings.
- Grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
- Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

**Appendix K: Quarterly Report**

LEA/School Implementation: Quarterly Report

School Improvement Grant 1003[g]

**New Mexico Public Education Department**
*Priority Schools Bureau*

## Acknowledgements

| LEA/State Charter Contact Information | |
|---|---|
| **LEA/State Charter Name:** Choose an item. | |
| **Mailing Address:** Click here to enter text. | |
| **Phone:** Click here to enter text. | **Fax:** Click here to enter text. |
| **LEA/State Charter Contact & Position:** Click here to enter text. | **Email:** Click here to enter text. |
| **Superintendent/Director:** Click here to enter text. | **Email:** Click here to enter text. |
| **Federal Programs Director:** Click here to enter text. | **Email:** Click here to enter text. |

| PLA Schools | | |
|---|---|---|
| **Name of School (s)** | **Cohort Year** | **Chosen Intervention Model** |
| Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. |
| Choose an item. | Choose an item. | Choose an item. |

| Quarterly Report Submission Dates | | | |
|---|---|---|---|
| **Quarter 1: 10/21/2013** | **Quarter 2: 1/20/2014** | **Quarter 3: 4/14/2014** | **End of Year: 6/16/2014** |

| Monitoring Completed by: | | | |
|---|---|---|---|
| Choose an item. | Choose an item. | Choose an item. | Choose an item. |

# LEA/State Charter Implementation of SIG Turnaround/Transformation Model

This purpose of Quarterly Report is to assist NM SIG LEAs/State Charter/Schools in gathering data over time on the implementation of the school improvement models in PLA schools. To complete the tool first gather evidence related to the drives and strategies. Then, compare evidence collected to the rubric for each driver. Finally, rate the LEA /State Charter on level of implementation and compliance with model requirements.

## Stages of Implementation[18]

| Exploration | Installation | Initial Implementation | Full Implementation | Innovation | Sustainability |
|---|---|---|---|---|---|
| **Exploration & Adoption** | **Program Installation** | **Initial Implemenation** | **Full Implementation** | **Innovation** | **Sustainability** |
| • Identify need for change<br><br>• Learn about possible solutions<br><br>• Learn about what it takes to implement effectively<br><br>• Develop stakeholders<br><br>• Decide to proceed | • Prepare for use of the innovation<br><br>• Establish the resources needed to use and implement the innovation with fidelity and good outcomes for students | • Actively engage in learning how to do and support the doing of the innovation<br><br>• Initial use of practices by newly trained staff | • Actively work to make full use of the innovation as part of the organizations typical functioning<br><br>• Skillful use of an innovation well-integrated into the repertoire of staff<br><br>• Routinely support and monitor implementation | • Advances in knowledge and skill that come from evaluated changes in how teachers and others make use of a science-based intervention<br><br>• Refine and expand both implementation practices and programs | • Persistent and skillful support for teachers and staff who are using an innovation effectively<br><br>• Consistently achieve<br><br>• Long term survival and continued effectiveness of the implemenation |

[18] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

# Instructions for Completing the Progress Monitoring of LEA/State Charter/School Implementation: Quarterly Report

1. First, upload the blank quarterly report to you Web EPSS at the Transformation/Turnaround Goal Level in word.



2. The Quarterly Report is based on the implementation research of Dr. Dean Fixsen et. al (Fixsen, 2007). The Quarterly Report asks teams to reflect on their level of implementation based on nine drivers. Quality indicators or strategies that tie to your SIG application are provided to support implementation of the driver.



Implementation Driver based on the work of Fixsen et. al., what you are focusing on for this section.

Possible quality indicators/strategies in your SIG application that supports the driver.

3. District and school SIG leadership teams are then asked to reflect on and identify their level of implementation, by clicking on the link "choose item" and clicking on the level of implementation that they agree to as a team.

| Exploration & Adoption | Program Installation | Initial Implementation | | Full Implementation |
|---|---|---|---|---|
| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA to Increase Level of Implementation | | |
| Quarter 1 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |
| Quarter 2 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |
| Quarter 3 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |
| Quarter 4 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |

4. Next, teams are to list any evidence, examples, or artifacts of the quality indicators and strategies that support implementation. These should be uploaded to the Web EPSS filing cabinet in support.

| Exploration & Adoption | Program Installation | Initial Implementation | | Full Implementation |
|---|---|---|---|---|
| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA to Increase Level of Implementation | | |
| Quarter 1 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |
| Quarter 2 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |
| Quarter 3 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |
| Quarter 4 Choose an item. | Click here to enter text. | LEA: | Click here to enter text. | |
| | | School: | Click here to enter text. | |

NMPED
New Mexico Public Education Department

5. Finally the LEA /State Charter and School identify what they are each committed to doing to assist the school in moving to the next level of implementation. (*The reports for the second, third, and fourth quarters will all begin with a review of what the LEA/State Charter/School committed to doing to move to the next level of implementation. There is an expectation that we will see implementation movement when possible each quarter.*)

| Exploration & Adoption | Program Installation | Initial Implementation | | Full Implementation |
|---|---|---|---|---|
| **Level of Implementation** | **Evidence/ Examples/ Artifacts of Quality Indicators and Strategies** | **Next Steps for LEA to Increase Level of Implementation** | | |
| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. | |
| | | **School:** | Click here to enter text. | |
| **Quarter 2** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. | |
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| | | **School:** | Click here to enter text. | |
| **Quarter 4** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. | |
| | | School: | Click here to enter text. | |

6. Save a copy of the Quarterly Report in PDF form and upload it to your Web EPSS under the following corresponding name for each quarter:
   - SIG Quarter 1 Report 10.19.2012
   - SIG Quarter 2 Report 1.18.2013
   - SIG Quarter 3 Report 4.12.2013
   - SIG Final Report 6.14.2012

7. Send an email titled "**Completed Quarterly Report**" to your NMPED PSB support informing them that you have completed the Quarterly Report and it is ready for review by EOB on each due date as detailed below. For the purpose of this report, EOB is defined as 4:00pm MST.

| Quarterly Report Submission Dates 2013 -2014 SY | | | |
|---|---|---|---|
| **Quarter 1: 10/21/2013** | **Quarter 2: 1/20/2014** | **Quarter 3: 4/14/2014** | **End of Year: 6/16/2014** |

| SELECTION | The LEA/ State Charter has revised staffing policies and procedures related to recruitment, interviewing, hiring, and redeploying of principals and other support staff that focus on qualifications and criteria relevant to school improvement. |
|---|---|
| **Transformation/Turnaround Strategies** | |
| **Strategy 1:** | Replace the principal who led the school prior to commencement of the transformation/turnaround model. |
| **Strategy 2:** | Revised hiring criteria and qualifications reflect critical skills identified as important for school improvement. |
| **Strategy 3:** | Hiring policies and procedures were revised to include new qualifications and criteria. |
| **Strategy 4:** | Principals and support staff have been hired, rehired, or evaluated using revised qualifications and criteria based on critical skills. |
| **Strategy 5:** | Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround or transformation school. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation |
|---|---|---|---|

| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA/State Charter to Increase Level of Implementation | |
|---|---|---|---|
| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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| **Quarter 4** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
| | | **School:** | Click here to enter text. |

| Training | The LEA/State Charter provides knowledge of background information, theory, philosophy, and values; introduces the components and rationales of key practices; and provides opportunities to practice new skills and receive feedback in a safe training environment. |
|---|---|

| Transformation/Turnaround Strategies | |
|---|---|
| **Strategy 6:** | Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation |
|---|---|---|---|

| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA/State Charter to Increase Level of Implementation | |
|---|---|---|---|
| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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| **Quarter 4** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
| | | **School:** | Click here to enter text. |

| COACHING & CONSULTATION | The LEA/State Charter provides knowledge of background information, theory, philosophy, and values; introduces the components and rationales of key practices of coaching and consultation; and provides opportunities to practice new skills and receive feedback in a safe training environment. |
|---|---|

| Transformation/Turnaround Strategies | |
|---|---|
| **Strategy 7:** | Coaches provide assistance and support outlined in improvement plan that are aligned with critical skills. |
| **Strategy 8:** | Input gathered on the quality and usefulness of coaching. |
| **Strategy 9:** | Input and feedback used as the basis for examining coaching effectiveness. |
| **Strategy 10:** | Input and feedback guide coaches on how to support staff. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation | |
|---|---|---|---|---|
| **Level of Implementation** | **Evidence/ Examples/ Artifacts of Quality Indicators and Strategies** | **Next Steps for LEA/State Charter to Increase Level of Implementation** | | |
| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. | |
| | | **School:** | Click here to enter text. | |
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| **Quarter 4** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. | |
| | | **School:** | Click here to enter text. | |

| PERFORMANCE ASSESSMENT | The LEA/State Charter utilizes a staff evaluation designed to assess the use and outcomes of the skills that are reflected in the selection criteria, are taught in training, and reinforced and expanded in consultation and coaching processes. | | |
|---|---|---|---|
| **Transformation/Turnaround Strategies** | | | |
| **Strategy 11:** | Use of rigorous, transparent, and equitable evaluation systems for teachers and principals that: 1. Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement. | | |
| **Strategy 12:** | Identify and reward school leaders, teachers, and other staff who, implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | | |
| **Exploration & Adoption** | **Program Installation** | **Initial Implementation** | **Full Implementation** |
| **Level of Implementation** | **Evidence/ Examples/ Artifacts of Quality Indicators and Strategies** | **Next Steps for LEA/State Charter to Increase Level of Implementation** | |
| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** Click here to enter text. | |
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| DECISION SUPPORT DATA SYSTEM | The LEA/State Charter ensures that data systems are in place to evaluate measures such as quality improvement information, organizational fidelity, stakeholder outcomes and student assessment results to assess key aspects of the overall performance of the organization and provide data to support decision making to assure continuing implementation of the core intervention components over time. |
|---|---|

| Transformation/Turnaround Strategies | |
|---|---|
| **Strategy 13:** | Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students. |
| **Strategy 14:** | 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 New Mexico's academic standards and the Common Core Standards in Reading and Math. |
| **Strategy 15:** | Key data sources are identified that allow for assessment of critical skills, improvement plan monitoring, and data-driven decision-making. |
| **Strategy 16:** | Systems are in place to collect data from all relevant/key sources, and the data are used to inform decisions. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation |
|---|---|---|---|

| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA/State Charter to Increase Level of Implementation | |
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| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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| **Quarter 4** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
| | | **School:** | Click here to enter text. |

| FACILITATIVE ADMINISTRATION | The LEA/State Charter provides leadership and makes use of a range of data inputs to inform decision-making, support the overall processes, and keep staff organized and focused on desired outcomes. |
|---|---|

| Transformation/Turnaround Strategies | |
|---|---|
| **Strategy 17:** | Implement a school wide "Response to Intervention" Model. |
| **Strategy 18:** | District uses data from multiple sources to support principals and teachers through training, coaching, and performance assessment. |
| **Strategy 19:** | Provide appropriate social-emotional and community-oriented services and supports for students. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation |
|---|---|---|---|

| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA/State Charter to Increase Level of Implementation | |
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| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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| **Quarter 4** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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| SYSTEMS INTERVENTIONS | The LEA/State Charter utilizes strategies to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioner. |
|---|---|
| | **Transformation/Turnaround Strategies** |
| **Strategy 20:** | Grant new principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. |
| **Strategy 21:** | Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA/State Charter, SEA, or TA providers, community partners, corporate partners that are fully informed by key data sources. |
| **Strategy 22:** | Adopt a new governance structure, which may include, but is not limited to:<br>• requiring the school to report to a new "turnaround" office in the LEA/State Charter or SEA,<br>• hire a "turnaround" leader who reports directly to the Superintendent or Chief Academic Officer, or<br>• enter into a multi-year contract with the LEA/State Charter or SEA to obtain added flexibility in exchange for greater accountability. |
| **Strategy 23:** | Establish schedules and strategies that provide increased learning time. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation |
|---|---|---|---|

| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA/State Charter to Increase Level of Implementation | |
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| **Quarter 1**<br>Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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| STAKEHOLDER INVOLVEMENT | The LEA/State Charter involves stakeholders in the implementation of its improvement model. |
|---|---|

| Transformation/Turnaround Strategies | |
|---|---|
| **Strategy 24:** | District/State Charter actively engages key stakeholders in the implementation of the school improvement plan. |
| **Strategy 25:** | Boards and councils have a parent or community member. |
| **Strategy 26:** | Increased presence of key stakeholders at relevant meetings. |
| **Strategy 27:** | Provide ongoing mechanisms for family and community engagement. |

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation |
|---|---|---|---|

| Level of Implementation | Evidence/ Examples/ Artifacts of Quality Indicators and Strategies | Next Steps for LEA/State Charter to Increase Level of Implementation | |
|---|---|---|---|
| **Quarter 1** Choose an item. | Click here to enter text. | **LEA:** | Click here to enter text. |
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**Appendix L: Waiver Letter focus and priority schools**

**STATE OF NEW MEXICO**
**PUBLIC EDUCATION DEPARTMENT**
**300 DON GASPAR**
**SANTA FE, NEW MEXICO 87501-2786**
**Telephone (505) 827-5800**
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

December 6, 2013

Dear Mr. McCauley:

I am writing to request a waiver of Section I.A.1. of the School Improvement Grant (SIG) final requirements to use the New Mexico focus school and priority school lists (as approved in the State's ESEA flexibility request) in place of the Tier I, Tier II, and Tier III lists.

New Mexico's school grading model was approved in 2012 by the U.S. Department of Education to serve as the state's ESEA accountability method for future years, replacing Adequate Yearly Progress (AYP). The state's ESEA Flexibility Request is available on the website at http://www.ped.state.nm.us/waiver/index.html and outlines the underlying framework for the system, in particular that schools will be monitored on three general factors: current performance; growth; and other academic factors considered important for student learning.

New Mexico focus schools continue to be persistently low achieving. By allowing New Mexico to include focus schools as part of the School Improvement Grant list of eligible schools, the SEA can directly address the low performance of students (growth) and support the implementation of the chosen Turnaround model.

Thank you for your consideration of this request.

Warm regards,

Hanna Skandera
Secretary of Education

HS/LL/dm

cc:     Leighann Lenti, Deputy Secretary for Policy and Program