

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: January 13, 2016
- II. Item Title: Vote on Charter School Amendment – Explore Academy is requesting to amend grades served.
- III. Executive Summary and Proposed Motions:

Request and Rationale

Explore Academy Charter School requests to amend its instructional program, which currently houses grades 9-12 with an enrollment cap at 500, to include grade levels 6, 7, and 8 with the same enrollment cap of 500. The school seeks to add Grades 6 and 7 in 2017-18 and Grade 8 in 2018-19. The school states the following rationale for its request:

Explore Academy utilizes a unique and innovative academic model, one which has demonstrated success in both student interest/engagement and overall student achievement. Because the model is unique, the transition into the school’s program using shorter learning modules (22-days) and tremendous choice in learning requires a significant adjustment for students coming in from any middle school environment. These students would then undergo two significant paradigm shifts within three academic years, from 5th grade (elementary) to 6th grade (middle school) and then again from 8th grade (middle) to 9th grade (Explore Academy).

Further, adaptation to Explore Academy’s model for students in younger grades would allow more in-depth work and the building of higher levels of student achievement as students progress through the levels in their secondary education. This is particularly true with fundamentals in reading, writing, and mathematics, topics which present challenges as students enter the 9th grade across a wide range of proficiency and deficiency. To work with these students at earlier ages would allow the school to build a common foundation for those younger students, allowing for greater success as they enter the upper grade ranges.

The school feels that offering the curriculum to younger ages, albeit in a manner scaled-down, particularly at the 6th and 7th grade levels, will allow the building of much stronger students throughout what could be a seven-year academic model.

As the charter contract asserts, “If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.” To clarify, the school is not requesting an amendment to its final enrollment cap (currently set at 500), but rather an expansion of the range of grade levels the school would prefer to educate. Such

changes would provide the opposite of an “adverse” effect to its educational program; in fact, the rationale behind this amendment request is to strengthen the educational program by expanding grade levels across which the school and its academic model can work with and develop students in preparation for post-secondary education.

Given the considerable demand (and resulting waiting lists) for options for the middle school grades for many of the 6-12 charters, there exists a need to offer more mid-secondary-level programs within the Albuquerque area. Providing the 6th grade as an entry point would additionally help the school stabilize its population as it continues to grow, using the middle school grades as program to populate the high school grade levels.

The school has provided additional support information included as Appendix A. The school is planning on adding 8 new staff positions to support this change in the program. These additional staff positions are projected to incur an additional \$(478,400) in costs which is to be offset by the additional \$1,116,819 in revenue. The proposed instructional model aligns with the current model and the bell schedule aligns with the current schedule; however some adjustments to the model are proposed for lower grade students. Specifically, the 22 day modules will be extended to 44 day modules for younger students because “[i]t is believed that changing modules each month (as is the case with high school students) would be detrimental for students at younger ages”.

School History

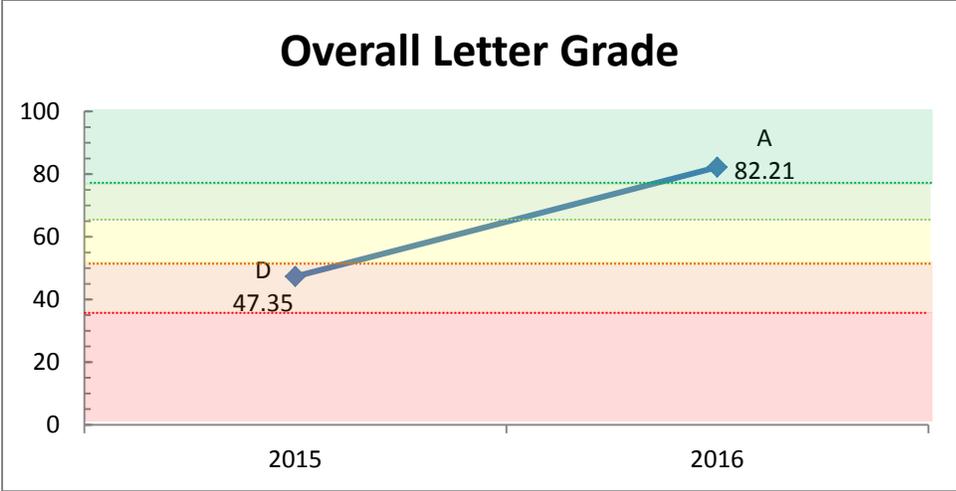
The Explore Academy Charter Application was approved by the Public Education Commission on September 27, 2013. Explore Academy began serving students in 2014.

The Public Education Commission approved the school’s opening as a state authorized charter school for a 5 year term in 2014. The school is authorized to serve grades 9-12 and its enrollment cap is 500. According to the SY2017 80 Day STARS report, the school had 181 students enrolled in December 2016.

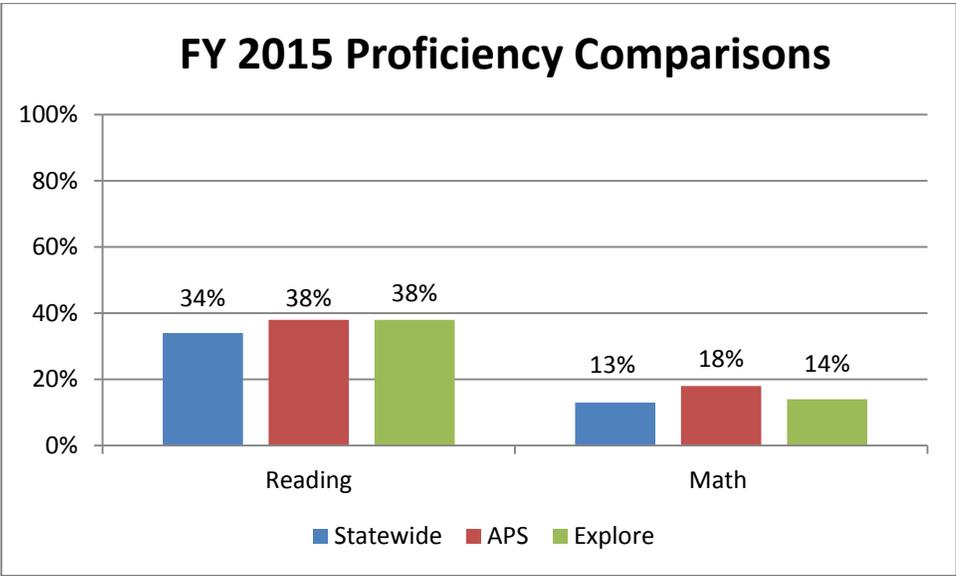
School Performance

Explore High School has received the following school grades:

In 2014-15 the school grade was a D. In 2015-2016 the school grade was an A.

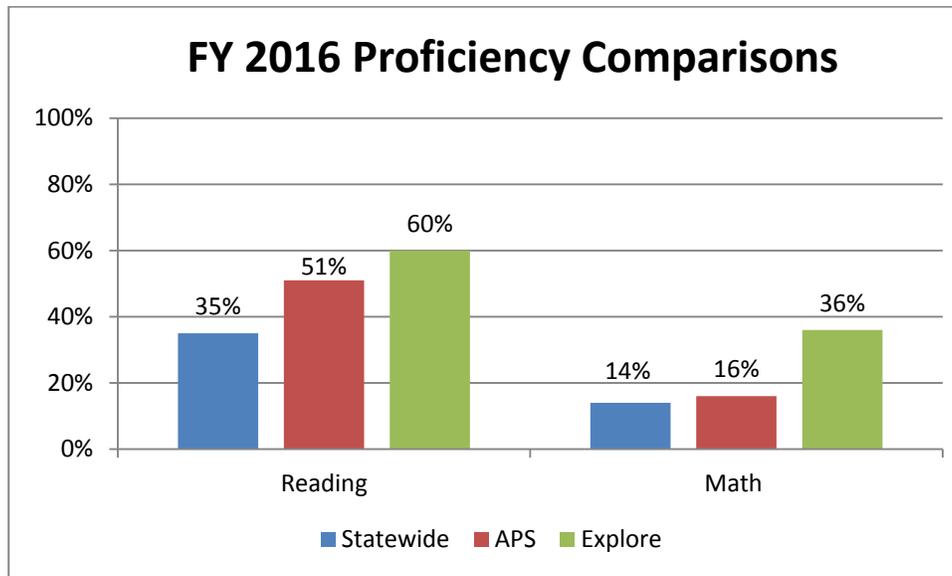


The table below shows a comparison of the school’s state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a slightly higher proficiency percent in reading than the statewide rate and an equivalent proficiency rate as Albuquerque Public Schools’ proficiency rates in reading. The school’s math proficiency rate was lower than the statewide and Albuquerque Public Schools’ proficiency rates in math.



The table below shows a comparison of the school’s state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2016 indicates that the school scored a higher proficiency percent in reading than both the statewide and Albuquerque Public

Schools' proficiency rates in reading. The school's math proficiency rate was also higher than the statewide and Albuquerque Public Schools' proficiency rates in math.

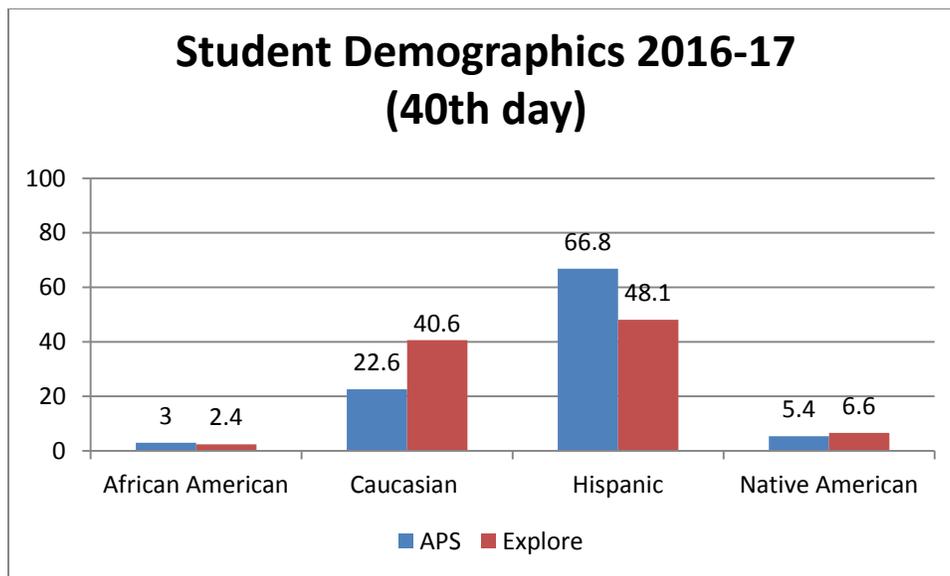
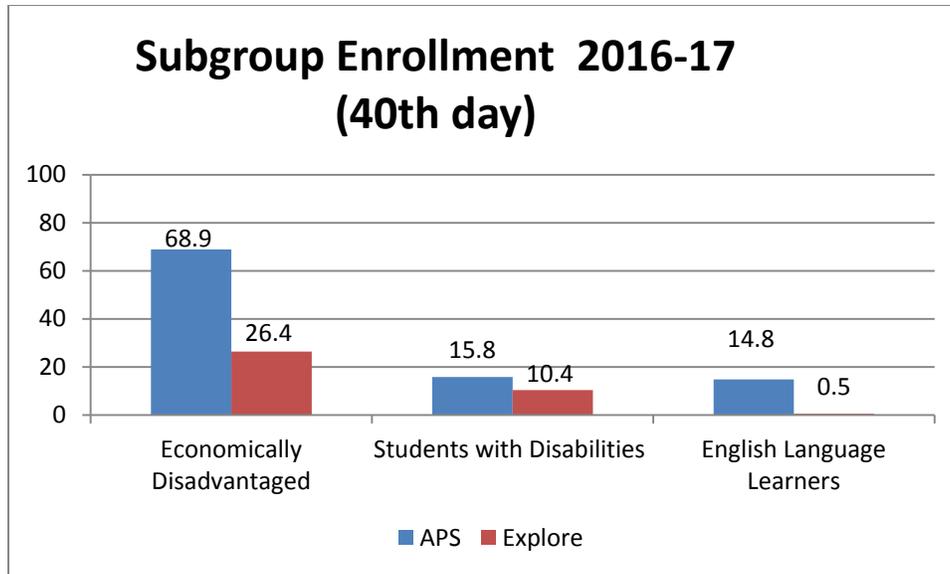


School Enrollment and Demographics Data

The 40 day enrollment count at Explore Academy was 212 students for the 2016-2017 school year and 199 students for the 2015-2016 school year. This demonstrates an increase in total enrollment by 13 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 87%.

Student demographics and subgroup enrollment for Explore for the 2016-17 40 day reporting, as compared to Albuquerque Public Schools' (APS) data is provided below. The STARS data indicates the school has a significantly lower percentage of Economically Disadvantaged students and a percentage of English Language Learners enrolled than the percentage of such students enrolled in schools across the APS District. Explore Academy has a slightly lower percentage of students with disabilities as compared to the APS District's percentage. The data also demonstrates that Explore has lower percentage of Hispanic students as compared to the APS District and a higher percentage of Native American and Caucasian students.



Additional Analysis

The state’s letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

While Explore Academy Charter is making progress, based on the criteria from the letter grading law the school has not yet demonstrated sustained improvement.

The school has not provided any internal data to demonstrate this improved performance is being sustained in the 2017 school year.

Recommendation

CSD recommends that the amendment request be denied at this time and reconsidered at a later date when the school is able to demonstrate the improvement shown in the 2016 school year has been sustained for at least two years. CSD makes this recommendation based on the requirements of law laid out in the letter grading statute, 22-2E-4(E), which requires that a school that has earned a letter grade of D prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

Proposed Motions

- Move to **deny** the amendment request presented by presented by Explore Academy requesting to amend its instructional program to include grades 6 and 7 in 2017-2018 and to include grade 8 in 2018-2019 because the school has not yet demonstrated sustained academic achievement as required by 22-2E-4(E) which requires a school that has earned a letter grade of D to prioritize resources toward proven programs and methods linked to improved student achievement until the school earns a grade of C or better for two consecutive years.
- Move to **approve** the amendment request presented by Explore Academy requesting to amend its instructional program, which currently houses grades 9-12 with an enrollment cap at 500, to include grades 6 and 7 in 2017-2018 and to include grade 8 in 2018-2019 with an enrollment cap at 500 because [PEC TO PROVIDE RATIONALE].

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

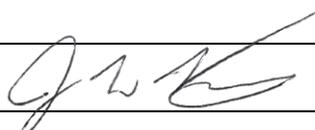
And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Explore Academy

Date submitted: 09/13/16 Contact Name: Justin Baiardo E-mail baiardo@exploreacademy.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01 (a) i. (pg 34)	Authorized school grades: 9-12	Authorized school grades: 6-12	See attached below.	09/13/16

Original Signature of Governing Council President or Designee:  Date: 09/13/16

Printed Name of Governing Council President or Designee: Jesse Pickard

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

Rationale for Amendment Request:

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Revised 10-17-14

MINUTES

GOVERNANCE COUNCIL MEETING



6900 Los Volcanes, Albuquerque, NM 87121

Tuesday, September 13, 2016

5:30 p.m.

GENERAL SESSION

PART I – PRELIMINARY

- A. Call to Order – meeting called to order at 5:31 pm
 - a. Pledge of Allegiance – pledge was recited by all members
- B. Ascertain Quorum
 - a. Attending members: Jesse Pickard, Kelly Gwartney, Gloria Lueras-Kidd; Shane Mulligan, and Ralph Montano. Not in attendance: Robert Morrison
 - b. Staff in attendance: Justin Baiardo, Ashley Rodriguez. Not in attendance: Vicky McCarty
- C. Welcome
 - a. Council president Jesse Pickard welcomed everyone in attendance
- D. Approval of Minutes
 - a. Ralph Montano moved for approval of July and August minutes; Kelly Gwartney seconded the motion; Vote to approve (5-0) The vote to approve June 2016 minutes was tabled to the October 2016 meeting
- E. Approval of Agenda
 - a. Kelly Gwartney moved for approval of agenda, Ralph Montano seconded the motion. Vote was to approve (5-0)

PART II – FINANCIAL OVERVIEW

- A. Budget Report
 - a. Ashley Rodriguez presented the current revenue reports which included information regarding lease reimbursements. She also presented the current bills and disbursement reports.
 - b. There were questions regarding the fees charged by Wells Fargo Bank. Ashley Rodriguez will call Wells Fargo to enquire about the elimination or reduction of the fees
- B. Audit Date
 - a. The annual audit date for Explore Academy has been set for September 19, 2016

Part III – Business

- A. PARRC Scores and School Grade
 - a. The PARRC Scores improved overall with an emphasis on math scores
 - b. The school grade was an A; Only one other APS high school received an A rating.
- B. PED visit to GC meeting
 - a. PED representatives will be attending a GC meeting for every charter school in the state of NM. The GC agreed that any date would be fine for a visit and we will provide dates of meetings
- C. Facility address change request

- a. Ralph Montano moved that Explore Academy request a change of address to 4001 Jefferson NE contingent of financial considerations; Shane Mulligan seconded the motion; Vote to approve (5-0)
- D. Charter Amendment approval for middle school (expansion of grade levels)
 - a. Shane Mulligan moved to approve a charter amendment allowing formation of an Explore Academy middle school; Ralph Montano seconded the motion; Vote to approve (5-0)
- E. Term sheet approval
 - a. Term sheet approval was tabled to the next meeting

PART IV – Closing

- A. Adjourn 6:20 p.m.
- B. The next regular meeting will be held on October 11, 2016

SUPPORTING INFORMATION

EXPLORE ACADEMY CHARTER AMENDMENT REQUEST



To the support Explore Academy’s amendment request for expansion to serve grades 6 to 8 (6 to 12 in total), the following information is provided to specify and clarify the school’s plan to successfully implement said grade levels.

I. PREPARATION

The school’s current teaching staff is composed of many subject area specialists with both endorsements and experience in teaching the middle school grade levels. It has been through the work of all teachers, with the helpful guidance and insight from those with middle school experience (as well as some outside consultants/advisors), that the following plans have been assembled for an Explore Academy middle school. This framework both addresses the needs of the middle school student and fits within the Explore Academy academic paradigm, as well as the school’s projected seven-year student progression plan.

Upon approval, the school will begin the process of recruiting and hiring middle school level teachers to begin the development process of the specific curricular offerings. At this juncture, it is planned to phase in grades 6 and 7 for the 2017-18 school year, with the 8th grade phased in the following year.

II. STAFFING

YEAR 1 (GRADES 6-7)

Explore Academy is planning to staff an additional eight (8) teaching positions based on an estimated enrollment of at least one hundred students for grades 6 and 7. If needed, the staffing plan can be adjusted to six (6) new teaching staff members by utilizing dual-endorsed teachers (sci/math, English/social studies).

The staffing plan, including a framework teaching breakdown is shown below:

ENGLISH 1	ENGLISH 2	SCIENCE 1	SCIENCE 2	SOC ST 1	SOC ST 2	MATH 1	MATH 2
ENG 6	ENG 7	Advisory 7	SCI 6	SOC 6	Prep	MATH 7	MATH 6
ENG 6	ENG 7	SCI 7	Advisory 6	Prep	SOC 7	Advisory 7	MATH 6
Prep							
Advisory 6	ENG 7	SCI 7	Prep	SOC 6	SOC 7	MATH 7	MATH 6
ENG 6	Advisory 7	Prep	SCI 6	SOC 6	SOC 7	MATH 7	Advisory 6
ENG 6	Prep	SCI 7	SCI 6	Advisory 6	SOC 7	MATH 7	Prep
Prep	ENG 7	SCI 7	SCI 6	SOC 6	Advisory 7	Prep	MATH 6

Students will be required to take math, English, social studies, and science each term (see additional info on seminars below), and thus the fifth class will be a mix between physical education and advisory.

For elective offerings, students will be required to take physical education during both 6th and 7th grade, which will be taught by the school's current physical education teacher. Sections for PE will be created specifically for students in grades 6 and 7 with no mixing occurring between older (grades 9-12) and younger students.

Within Explore Academy's high school program, students spend time working outside of class during their "flex" periods. This time, while structured, allows students the freedom to work on homework, collaborate for projects, meet with teachers, and receiving tutoring. For younger students in grades 6 and 7, as a transition into building both time management and academic support skills (note-taking strategies, test-taking strategies, organizational strategies, etc.), students will be required to take a more structured support period called "advisory" as part of their day during alternating terms when they are not taking PE. These periods will be managed by teachers as shown in the chart above.

As seen in the schedule above, teachers will manage these periods to help develop the aforementioned skills in students as they transition into Explore Academy's choice-based curriculum.

YEAR 2+ (GRADES 6-8)

Beginning in 8th grade, students will be mixed within the high school population, although for many content areas, because fundamental classes are generally geared toward younger students (9th and 10th graders), little to no mixing will take place between 8th graders and 11th/12th graders except during common times (flex periods and lunch).

Based on the pre-requisite foundation set forth in the 6th and 7th grade, it is planned for students in 8th grade to begin taking 9th-grade-level coursework in the four core content areas (Algebra I for math, specifically), and thus the school can utilize its current (high school) teaching staff to instruct those classes, which would now shift to a mixture of 8th and 9th grade students where, at present, these classes are populated by a mixture of 9th and 10th grade students.

To this point, with the implementation of middle school grades, the school's curriculum will effectively shift down one grade level (where students can begin earning high school credits in the 8th grade assuming they've met the prerequisite requirements), allowing for an expansion of the school's upper-division elective program offerings (the "majors") which are geared toward a more rigorous, college-preparatory focus.

To accommodate this shift, an expansion will take place in the major programs where all teachers will helm a major program for upper-level students to focus their studies. At present, the major programs are only offered to upperclassmen (11th and 12th grade students); with the shift described above, students in the 10th grade would be eligible to start taking classes within the various majors.

For both foreign language, music, and art, the school will postpone enrollment for students in these elective areas until at least 8th grade, where they would potentially mix with students in grades 9 and 10. Because students are not required to begin their foreign language or take art/music at a specific point in their scheduling, these classes will generally be a mix of students across those three grade ranges.

III. BUDGET

With the expansion in instructional staff as described above, the budgetary impact can be described as follows:

- **Additional Staff for 2017-18:** 8
- **Average Salary Per Staff Member (based on current year average):** \$46,000
- **Benefits Estimate (as percent of salary, based on current year average):** \$13,800
- **Budget Impact Per Staff Member:** \$59,800
- **Total Budget Impact for Additional Staff:** \$478,400

- **Budget Increase Based on 910b5 (growth projections from 213 to 313 students):** \$3,023,839
- **Current Year Budget (based on 213 students):** \$1,907,020
- **Difference:** \$1,116,819
- **Budget Surplus (Difference Above minus Staff Impact Above):** \$638,419
- **Leveled Student Population to Support Staffing Increase:** approximately 440 students (based on 910b5 calculated at no growth for 440 students equally distributed from grades 6-12. The budget set with those parameters is \$2,517,102)

As detailed above, and assuming that the school will recruit at least 50 students for both grades 6 and 7 (a conservative estimate considering charter middle school waiting lists), the budget surplus for the following year based on growth from the current fiscal year would be significant (\$920k).

As the school continues to grow, it would have to reach a total population between 425-440 students. These calculations do not include budget relief provided other factors as the school grows (PSCOC, HB33). With consideration of PSCOC (\$730/MEM) and HB33 (\$608/MEM), additional budget relief to offset operational spending on facility costs could be as high as \$588,737 (calculated based on 440 students). When considering these estimates, enrollment numbers could be lower. This estimate does not include SB9 monies.

IV. REQUIREMENTS

As the middle school will be incorporated in the fabric of Explore Academy's high school program (albeit with a geographical separation between 6th/7th grade and 9th-12th grade populations), the calendar and bell schedule will be identical, so the required instructional hours will be maintained.

As is currently the case, ELL students are identified through a home language survey administered to every new enrolled student. ELL services will continue to be managed by one of the school's current teachers who is provided an extra prep period to manage testing and accommodations for ELL students.

In the case of special education, Explore Academy current special education director will continue to manage all students, including those in grades 6-8. As increased demand comes to exist, the school intends to hire an additional special education director as needed. Budgetary increases would continue to be offset by IDEA-B funding as is currently the case with the school's special education personnel.

As is presently the case, the school provides a full-inclusion environment for both ELL and special education instruction. The school's small class sizes, academic support within the school day

(flex), and modified instruction based on each student's individual needs will continue provide for students within these subpopulations.

V. CONTRACT CHANGE

Per Explore Academy's mission, the school's contract states that it (the school) "will offer shorter learning modules (seminars) through which students will receive concentrated instruction over a smaller subset of academic standards. At the conclusion of each term, students will take an exit exam."

This central component behind the school's academic model will not change, although there will a slight adjustment in the seminar for grades 6 and 7. The shorter learning modules will remain intact, however to promote consistency and stability for these young learners, modules will change every forty-four (44) school days instead of every twenty-two (22), which is currently the case within the high school format. The rationale for this change is to allow younger students more time within the same environment (same teacher, same structure) to build the core, fundamental knowledge required in each content area. It is believed that changing modules each month (as is the case with high school students) would be detrimental for students at younger ages, and so student classes in 6th and 7th grade will be based on quarterly modules (4 per year) rather than month-long modules (8 per year). As students move into the 8th grade, the month-long module framework will be implemented.

To this point, as stated in the charter, the choice-based essence of the school's academic model will provide choices for students per quarterly module. Each learning module will explore a different theme, with students choosing the theme prior to entering the school year. Themes will remain intact for the entirety of the school year, across all four quarterly modules for 6th graders. 7th graders will have the opportunity to explore a new theme each semester (every two quarterly modules).

This transitional model is meant to slowly introduce students into the choice-based framework they will witness as they enter high school courses in which are embedded within each monthly seminar with students changing modules each month.

Exit exams will remain intact across all seven grades at Explore Academy. In continuation of its effort to ensure that students advance through their coursework with no gaps in understanding, students will still be required to demonstrate proficiency (80% or better) on all academic standards within each learning module. 6th and 7th grade modules will allow for much more time for students to work through and demonstrate their understanding as each module is twice as long (44 days instead of 22).

Because the school's high school curriculum is already divided into four basic skills per content area (see below), these four divisions translate appropriately to middle school format with four quarterly modules per school year.

SKILLS

Science

- ~ Argument
- ~ Inquiry
- ~ Investigation
- ~ Modeling

English

- ~ Argument
- ~ Literature
- ~ Language
- ~ Research

Mathematics

- ~ Functions
- ~ Equations
- ~ Shapes
- ~ Statistics

Social Studies

- ~ Compare/Contrast
- ~ Chronological Reasoning
- ~ Interpretation
- ~ Facts vs Opinions

Explore Academy

District: State Charters

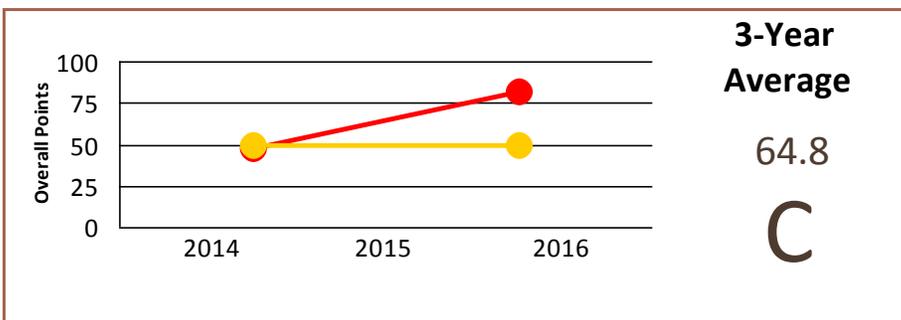
Grade Range: 9 - 11

Code: 557001

This School ■

Statewide C Benchmark ■

Current Standing	Grade	School Points	Possible Points
<p>Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?</p>	A	21.19	30
<p>School Growth Did the school as a whole improve student performance more or less than expected?</p>	A	9.24	10
<p>Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.</p>	A	8.46	10
<p>Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.</p>	B	8.84	10
<p>Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?</p>	NA	2.80	8
<p>Graduation Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?</p>	NA		17
<p>College and Career Readiness What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?</p>	NA		15
<p>Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?</p>		2.00	5



Final School Grade		Total Points
75.0 to < 100.0	A	
65.0 to < 75.0	B	
50.0 to < 65.0	C	
35.0 to < 50.0	D	
0.0 to < 35.0	F	

82.21

This school did not have a complete high school cohort, and did not give the OTL survey. Overall points were adjusted accordingly.

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

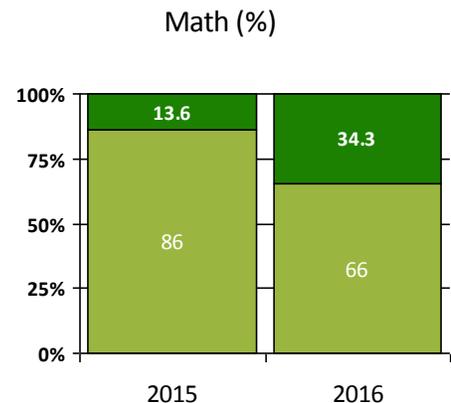
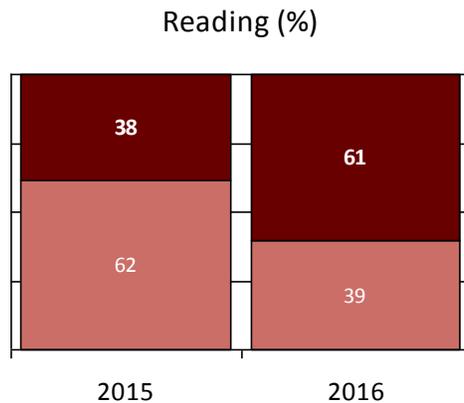
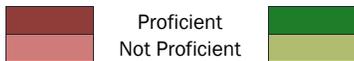
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	60.6	73.2	47.4	68.9	-	53.1	-	70.0	46.8	40.0	-
Proficient and Advanced (Pts)	4.55										
Value-Added Model (Pts)	7.09										
Math											
Proficient and Advanced (%)	34.3	39.1	29.6	40.7	-	30.4	-	-	23.8	20.0	-
Proficient and Advanced (Pts)	2.57										
Value-Added Model (Pts)	6.98										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.420	1.450
Points Earned	4.61	4.63

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	1.09	0.38	0.54	0.60	0.38	0.36	0.94	0.19	0.38	0.32	0.21
Highest 75% (Pts)	4.32										
Lowest 25% (VAS)	1.34	0.82	0.75	0.84	1.06	0.35	-	1.87	0.59	0.53	2.69
Lowest 25% (Pts)	4.55										
<i>Math Growth</i>											
Highest 75% (VAS)	0.95	0.21	0.23	0.27	1.52	0.16	0.63	-0.15	0.12	0.37	0.32
Highest 75% (Pts)	4.14										
Lowest 25% (VAS)	1.07	0.77	0.22	0.46	0.14	0.52	-	0.07	0.38	0.26	-0.01
Lowest 25% (Pts)	4.29										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	89.0	89	88	89	95	88	98	87	89	90	93
Attendance (Points)	2.80										

Survey (Average)	-	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	-	
Count of Surveys (N)	-	

Bonus Points	Participation
<p>While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.</p> <p> <input type="checkbox"/> Student and Parent Engagement <input type="checkbox"/> Truancy Improvement <input type="checkbox"/> Extracurricular Activities <input checked="" type="checkbox"/> Other </p>	<p>Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.</p> <p> Reading (%) 100 Math (%) 99 School exempted from penalty because of size. </p>

Supplemental Information

Similar Schools While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	1.1		9.8		59.5		29.3		33.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	2	(37)	2	(37)	2	(37)	6	(36)	3	(37)	1	(37)
School Growth	4	(37)	2	(37)	3	(37)	5	(36)	2	(37)	3	(37)
Student Growth, Highest 75%	4	(37)	4	(37)	5	(37)	6	(36)	5	(37)	3	(37)
Student Growth, Lowest 25%	7	(37)	5	(37)	6	(37)	8	(36)	4	(37)	3	(37)
Opportunity to Learn	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Graduation	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
College and Career Readiness	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	60.6	73.2	47.4	68.9	-	53.1	-	70.0	46.8	40.0	-
	2015 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
	2014 (%)											
<i>Math Proficiency</i>	2016 (%)	34.3	39.1	29.6	40.7	-	30.4	-	-	23.8	20.0	-
	2015 (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
	2014 (%)											

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

Explore Academy

District: State Charters

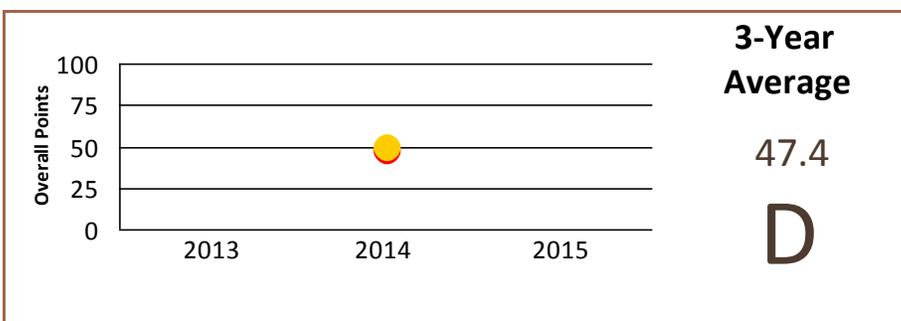
Grade Range: 09 - 10

Code: 557001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		D	10.26	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		B	7.50	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		B	4.42	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	2.90	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	7.12	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.				17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.				15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.00	5



Final School Grade		Total Points 47.35	
75.0 to <	100.0		A
65.0 to <	75.0		B
50.0 to <	65.0		C
35.0 to <	50.0		D
0.0 to <	35.0	F	

* This school did not have a complete high school cohort. Overall points were adjusted accordingly.

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

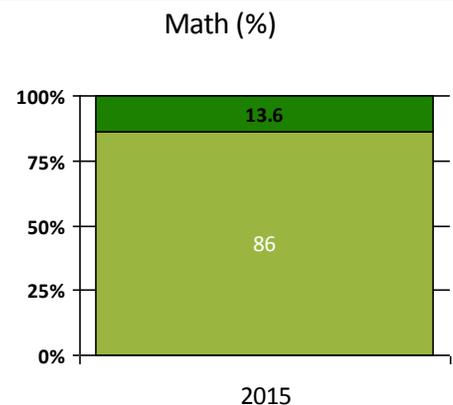
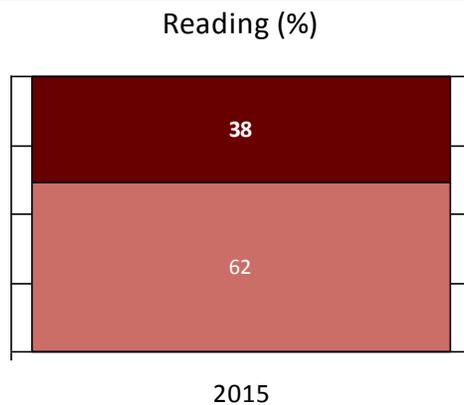
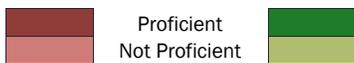
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
Proficient and Advanced (Pts)	1.92										
Value Added Model (Pts)	5.55										
Math											
Proficient and Advanced (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
Proficient and Advanced (Pts)	0.68										
Value Added Model (Pts)	2.11										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	Reading	Math	School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.
Value Added Score	0.426	0.970	
Points Earned	3.33	4.17	

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	0.21	0.29	0.19	0.30	0.26	0.23	0.20	-0.11	0.28	0.06	0.36
Highest 75% (Pts)	2.91										
Lowest 25% (VAS)	0.05	-0.31	-0.14	0.02	0.34	-0.69	0.01	0.11	-0.20	-0.44	-0.24
Lowest 25% (Pts)	2.61										
Math Growth											
Highest 75% (VAS)	-0.51	-0.27	-0.23	-0.58	0.02	-0.06	0.66	-0.32	-0.21	-0.45	0.54
Highest 75% (Pts)	1.51										
Lowest 25% (VAS)	-1.57	-0.37	-0.34	-0.29	0.10	-0.65	-	-0.05	-0.40	-0.81	0.47
Lowest 25% (Pts)	0.29										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	87.9	89.9	85.8	88.4	-	87.4	-	-	88.6	86.6	93.6
Attendance (Points)	2.78										

Survey (Average)	39.1	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.	Reading	39.7
Survey (Points)	4.3		Math	38.5
Count of Surveys (N)	191		General	NA

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement
- Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100
Math (%) 98

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	5.4		7.2		59.0		92.8		14.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	25	(36)	18	(36)	24	(36)	13	(36)	19	(36)	18	(36)
School Growth	8	(36)	6	(36)	12	(36)	3	(36)	5	(36)	6	(36)
Student Growth, Highest 75%	21	(36)	14	(36)	23	(36)	20	(36)	20	(36)	16	(36)
Student Growth, Lowest 25%	27	(36)	23	(36)	30	(36)	28	(36)	25	(36)	25	(36)
Opportunity to Learn	13	(36)	15	(36)	13	(36)	9	(36)	13	(36)	12	(36)
Graduation	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)
College and Career Readiness	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a 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.

	Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Growth Lowest 25% (Q1)	Reading	.0038	Y	N	N	Y	Y	N	Y	Y	N	N	N
	Math	-.0334	N	N	N	N	Y	N	.	N	N	N	Y
Growth Highest 75% (Q3)	Reading	-.0481	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N
	Math	-.0613	N	N	N	N	Y	Y	Y	N	N	Y	Y
Proficiency	Reading	33.3%	Y	Y	N	Y	Y	Y	Y	N	Y	N	N
	Math	17.6%	N	Y	N	Y	N	N	N	N	N	N	N
Graduation	4-Year Cohort	75.6%											

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
	2014 (%)											
	2013 (%)											
<i>Math Proficiency</i>	2015 (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
	2014 (%)											
	2013 (%)											

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)											
Grade 11 to Grade 12 (%)											

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.