

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: July 19, 2017
- II. Item Title: Discussion and Possible Action on Charter School Renewal Application Forms and Kit
- III. Executive Summary and Proposed Motions:

The attached materials were provided to the Commission on June 07, 2017 by email and hard copies were made available at the June meeting.

The PED believes it is important that the Commission consider any revisions to the renewal application, and approve a final renewal application, as soon as possible because the applicant schools are beginning to work on their applications over the summer.

Further, we feel it is important for the Commission to consider making revisions to the application at this time because the applicant group we will have this fall will be the first group of renewal applicants who have been operating under a performance contract (as compared to the old charter).

The recommended revisions take into consideration the performance contract/framework context, and also statutory requirements (and changes).

Attached you will find the current application, a track changes version of the recommended revisions, and a clean version of the recommended revisions.

TO: Patricia Gipson, Chair, New Mexico Public Education Commission; Katie Poulos, Executive Director, Charter Schools Office, New Mexico Public Education Department
FROM: National Association of Charter School Authorizers
DATE: January 18, 2017
RE: Renewal Process Recommendations
CC: Hanna Skandera, New Mexico Secretary of Education

Through a joint request from New Mexico’s Public Education Commission (PEC) and Public Education Department (PED), in December 2016, the National Association of Charter School Authorizers (NACSA) conducted an assessment of the state’s 2016-17 renewal process in order to identify strengths and make recommendations for improvement in practice and policy. This Memorandum presents our findings.

Executive Summary

New Mexico’s 2016-17 renewal decision-making process illustrates that PEC and PED have each been striving to strengthen their respective authorizing practices and the overall rigor of renewal decisions. PEC had established draft renewal benchmarks; the renewal procedures were clearer and more robust than in previous rounds; and the analyses presented by PED to PEC were more focused and made express recommendations.

Although both agencies have taken notable strides toward quality charter school renewal decisions, coordination between the two organizations remains limited. An important step toward alignment will be for PEC and PED to develop a common set of outcome-based renewal standards. Without a common set of expectations about what children will learn and agreement about how to apply those expectations, PED and PEC will continue to give schools and their communities mixed messages, at best, and make conflicting, contradictory judgments about school performance, at worst.

Core Competencies

- PEC strives to make merit-based decisions in the best interests of students.
- PED clearly defined its statutory “Standard of Excellence” as a state grade three-year average of C or better.
- Renewal reports include express recommendations for renewal that help frame deliberation.

Key Findings	Key Recommendations
PEC lacks a clearly defined renewal threshold.	Define the minimum renewal threshold in authorizing policies; develop framework roll-up methodology; and develop a guide to renewal term lengths.
Performance framework lacks financial performance measures and standards for SAM schools.	Add financial performance measures to the performance framework and develop educational standards for SAM and small schools.
The renewal process is strong, but members struggled to discern critical information.	Provide concise renewal reports to PEC well in advance of renewal decisions and brief commissioners to communicate critical renewal considerations.
Statutory constraints continue to hinder agency practice.	Support legislation that aligns authorizing responsibilities and removes the vagueness of “substantial progress” from the renewal statute.

Process

NACSA analyzed materials related to PEC's and PED's 2016-17 renewal process and observed renewal hearings on December 7-8, 2016. NACSA was present at hearings for seven of the thirteen schools up for renewal and observed decisions covering the full range from unconditional renewals, to non-renewals, to shortened renewals with conditions.

The review focused on the process that PEC and PED used to reach judgments and decisions. It was not within the scope of our review to assess the merits of particular decisions.

Core Competencies

PEC and PED's Charter Schools Division both demonstrate a commendable commitment to quality. Both organizations strive to make decisions in the best interests of New Mexico's students. Further, PEC and PED have each improved their respective renewal decision-making practices subsequent to NACSA's previous evaluation:

- PED has more clearly defined its "Standard of Excellence" as meaning a school that has received a three-year average grade of C or better.
- PED's renewal reports include an express recommendation for renewal, non-renewal, or conditional renewal with stipulated term lengths that helps to focus deliberation and decision-making.
- PEC and PED both focus their renewal considerations on a school's actual record of success, rather than on promises of future performance.

The process reflects a number of quality practices including transparency regarding the timeline; and clear, timely guidance for schools.

Key Findings and Recommendations

1. PEC lacks a clear standard for earning renewal and policies guiding renewal term lengths.

PEC Should:

- **Define, through authorizer policies, the minimum threshold needed to earn renewal.**
- **Develop a roll-up methodology to inform whether schools meet the renewal threshold.**
- **Develop guiding principles in policy for determining renewal term lengths and conditional renewals.**

Whereas PED has applied a narrow but clear "standard of excellence" based on a three-year average state grade of C or better, the PEC has a plethora of standards that have not yet been implemented. PEC recently passed draft renewal benchmarks but has not defined a minimum threshold required to earn renewal. The benchmarks are loosely aligned with the performance framework and include multiple measures but provide no guidance or methodology for rolling up the multitude of data points developed. PEC did not apply the benchmarks in the 2016 renewals and only passed them as "draft" benchmarks; it is unclear how PEC plans to incorporate them in the future.

Misalignment between PEC and PED was further hampered by inconsistent application of the six categories against which the PED analyzed the schools. These were ineffective in informing PEC renewal decisions—particularly in areas related to student performance standards, special education compliance, and in informing renewal term lengths and conditions. Only three of the 13 schools up for renewal in 2016-17 met the student performance standards in the charter contract, and no school met all six of the categories of analyses outlined by PED.¹ It is unclear what the renewal threshold is, but it appears that schools can still receive a full renewal if they do not meet the student performance standards in the charter contract and/or other requirements analyzed by PED and included in the renewal reports.

Further hampering PEC's ability to synthesize information is the fact that it does not have an established strategy for analyzing or rolling up the performance framework or student performance standards over time. PEC should develop a systematic approach to valuing academic measures like the state grade, comparison analysis, and mission-specific goals. It also should develop minimum expectations of financial health and organizational compliance. A consistent application of valuing specific measures provides critical data for decision-makers to aid in applying professional judgment and deciding on renewal. Rolling up framework measures also provides more transparency to the public about decisions and clearer expectations for performance to schools.

Special education. What may be most illustrative of the need for aligned standards between PED and PEC is that PED had findings of special education noncompliance for eight of 13 schools and noted concerns about IEPs for another three. PEC non-renewed one school due to special education legal compliance concerns, yet this was one of the five schools for which PED had not documented any noncompliance findings. There were parent concerns regarding special education services noted in the record, but there was no indication that PED had found the concerns to be valid or severe enough to be a basis for non-renewal. PEC is rightly concerned about special education compliance, but without a clear standard their treatment of special education issues seemed inconsistent with the information presented by PED.

¹ PED provided analysis to PEC organized into six categories:

- Charter contract material terms
- PED's "Standards of Excellence" (i.e. three-year average of C or better on state grade)
- Student performance standards in the charter contract (i.e. school-developed goals or performance framework, if applicable)
- Generally accepted standards of fiscal management
- Compliance with all provisions of law
- Facilities requirements laid out in NMSA (1978) 22-8B-4.2

Renewal term lengths. PEC and PED lack guiding principles for determining how many years a school is renewed or how conditions are applied. As a result, decisions on renewal term lengths had an appearance of arbitrariness.

Guidance on Implementing Renewal Threshold and Framework Roll-Up Recommendations:

To assist in implementing these recommendations, NACSA suggests that PEC develop a process to establish annual performance ratings and cumulative performance ratings. The process may involve the following steps:

1. Confirm performance framework measures.
2. Develop methodology for rolling up annual performance framework indicators to three single ratings—one for academic performance, one for financial performance, and one for operational performance or compliance.
3. Develop methodology for rolling up annual ratings to cumulative ratings and incorporate analysis into the renewal process.
4. Identify ratings that will earn a standard renewal, expedited renewal, conditional renewal, and non-renewal.
5. Use the lowest standard/rating as your threshold of performance required to earn renewal. (e.g. The expected outcome for any school falling far below the standard in any one indicator/category (academic, financial, or organizational) is non-renewal.)
6. Allow for schools to review ratings annually prior to finalization. Annually report performance ratings publicly to PEC.
7. Make the cumulative report a part of the renewal process, providing the report to schools *prior to* the submission of renewal applications.

2. The performance framework and renewal analysis lack financial performance standards and standards for SAM schools.

PEC Should:

- **Add financial performance measures to the performance framework to ensure analysis of financial health and solvency, not just proper financial management.**
- **Develop a performance framework for pre-approved SAM schools and small schools.**

Whereas divergence in direction between the PED and PEC is the most consistent challenge, there are some important areas in which both are equally deficient.

Financial performance. The PED renewal review and the PEC-approved performance framework both lack financial performance measures. Financial health was not reported on and PEC relied on the director of finance’s opinion on whether a school had a strong fund balance and how well the school responded to requests. There was little documentation of financial stability or viability.

Some New Mexico charter schools struggle financially. Financial stability and viability should be part of a renewal consideration. The measures should include current ratio, enrollment variance, and

total margin. The PED can conduct analysis based on audited financials—a standard practice among authorizers nationally.

SAM school performance. Additionally, the lack of a performance framework for schools using a supplemental accountability model, also known as SAM schools, makes performance analysis particularly challenging for these types of charter schools. One SAM school up for renewal earned a full renewal. The school had received a C average on the state grade and discussion generally found the program to be strong in serving adjudicated youth, but it was not clear how the PEC would or should factor either the state grade or the more qualitative assessments into the ultimate decision.

School systems and authorizers often adjust performance standards for what are commonly called alternative education campuses like SAM schools. Authorizers may increase the weighting of growth measures or place greater reliance on alternative academic measures. However, such practices must be clearly articulated and documented so that the basis for decisions remains clear and principled even as qualitative metrics and professional judgment may play a greater role.

3. The renewal process encompasses a number of national best practices; however, PED analysis was overly detailed and PEC members noted challenges discerning critical information.

PED Should:

- **Provide concise renewal reports to PEC in advance of the renewal decisions and consider briefing meetings with commissioners to ensure that critical information about a school's performance is considered for renewal.**

Generally speaking, the PEC and PED renewal application process is aligned with national best practices. The process includes transparent communication to schools about the process and timeline, informational webinars and in-person meetings to go over the process and answer questions for schools regarding expectations, and comprehensive guidance available on the PEC website.

PED provided performance analysis to the schools up for renewal and provided the opportunity for those schools to respond to the report. Further, PED shared those responses with PEC in the renewal packet. The analysis summarizes the schools' performance over the course of the charter with a focus on the final three years. However, renewal application processes may be overly burdensome on the charter schools because the charter school is required to submit its renewal application prior to PED's report. NACSA suggests that the authorizer provide the school its assessment of performance before the school develops its renewal application. This allows the school to develop its application with more complete information and also to correct the record for any inaccuracies early in the process.

However, while PED improved practices by making recommendations to PEC, the analysis was lengthy and cumbersome to navigate. The summary renewal reports provided to PEC were extremely lengthy and while it is beneficial for PEC members to receive the full packet of information, it was noted that the level of detail was so deep that it was challenging to discern what information was most critical to inform decision-making. Members, therefore, didn't have the ability to focus on the most critical information from each renewal packet. PED could work to deliver the reports sooner,

allowing more time for review and schedule briefing meetings with individual members to outline the major points of each renewal. This is a common practice among some authorizers, especially those with a greater number of schools up for renewal, as was the case for PEC this year.

4. Statutory constraints continue to hinder agency practice.

The NM Legislature Should:

- **Align responsibilities and capacity to fulfill authorizing duties and to hold schools accountable for results.**
- **Enable clearer performance standards by removing the vagueness of “substantial progress” from the renewal standard (NMSA 1978 § 22-8B-12.K(4)).**

PEC and PED are both invested in creating a stronger charter school community focused on quality and are making some strides in realizing this objective through better renewal practices. Nevertheless, the statewide authorizing structure continues to hinder progress and may limit how far the improvements can ultimately progress.

Further, it is unclear whether or how PEC used the statutory renewal standards in its decisions. Because PEC has not defined a minimum threshold of performance, and because the statutory language in New Mexico regarding renewals is ambiguous, it is unclear whether or how PEC used the six categories of analysis PED provided to inform its renewal recommendations.¹ As previously noted in NACSA’s testimony to the LESC², NACSA’s Renewal Benchmark Memo, and the formative authorizer evaluation, charter schools should be renewed based on evidence of success, not progress toward or promises of success in the future. “Substantial progress” is a vague term that is difficult to define and injects ambiguity rather than clarity into the authorizing responsibility. It should be removed as a standard for performance.

² NACSA testified to the Legislative Education Study Committee on August 17, 2016 and provided specific policy recommendations in addition to example language from other states that the LESC could draw on as reference in revising its law. NACSA’s testimony and accompanying memo can be found as Item 5 at https://www.nmlegis.gov/Entity/LESC/Briefs_And_Reports.

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2017-18 State Charter Renewal Application Kit***

Updated June 2017

DRAFT

**Effective Options
for New Mexico's
Families
Charter 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

Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD provides staff support to the PEC and will review your renewal application, conduct the renewal site visits, and make a recommendation for renewal, non-renewal, or a conditional renewal on behalf of the Public Education Department. The PEC makes the final decision regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendation to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2017**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2018**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with the district on the forms and process that they require.

The enclosed renewal application is divided into six parts: **Part A: Your School's Summary Data Report and Current Charter Contract; Part B: Progress Report, Part C: Financial Statement; Part D: Petitions of Support; Part E: Description of the Charter School Facilities; and Part F: Amendment Requests.** These sections address

the requirements of NMSA 1978 § 22-8B-12(J) and are intended to provide the PEC the information necessary to determine if the school's past performance supports renewal of the charter. NMSA 1978 § 22-8B-12(K) provides that a charter may be not renewed if the chartering authority determined the school (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract; (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract; (3) failed to meet generally accepted standards of fiscal management; or (4) violated any provision of law from which the charter school was not specifically exempted.

Part A is provided by the CSD and PED for the school in the summer before Renewal, updated after the newest data is released, and then is provided as Part A to the School's Renewal Application when the PEC receives it in October. The School is asked to verify the information in Part A. The school should also use the information in the contract to report on academic performance goals and other contractual requirements.

Part B offers a School the opportunity to provide information regarding their academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter. This Part of the Application is divided into three sections: Section 1 – Academic Performance, Section 2 – Financial Compliance, and Section 3 – Organizational, Contractual and Governance Responsibilities.

In **Section 1 – Academic Performance**, the school reports on its academic performance during the term of the contract, including achieving the goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

Subsection a - A school that has **not** maintained a C or better letter grade in each of the last four years should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward maintaining a C or higher letter grade. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have maintained a C or better letter grade in each of the last four years **will not** complete this Section.

Subsection b - All schools will report on their performance in relation to school specific charter goals found in the negotiated performance framework. Performance reports related to school specific goals should be supported by raw data (masked to protect PII), provided in an appendix. The school should report on the performance in each of the last four years. Schools that have **not** met their school specific goals in each of the four years should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have met their goals in each of the years of the contract term **will not** provide a narrative.

In Section 2 – Financial Compliance, the school reports on its financial compliance during the term of the contract, including all findings identified in external audits completed and released during the term of the contract, and the requirements of the Financial Performance Framework.

Subsection a – For each year in which the school had findings identified in the external audit, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

Subsection b – For each year in which the school **did not meet** the standards of the Financial Performance Framework, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the ratings on the framework in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

Subsection c - If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence provided in an appendix.

In Section 3 – Contractual, Organizational and Governance Responsibilities, the school reports on its organizational, contractual and governance responsibilities during the term of the contract, including achieving the objectives, state standards of excellence and a and other terms of the charter contract.

Subsection a - Each school will provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms). The narrative will be verified during the site visit. If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school must provide a narrative to

explain the improvement actions the school made during the term of the contract in order to meet those charter objectives.

Subsection b – Each school will identify any organizational compliance findings from the Organizational Performance Framework over the term of the contract and provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the site visit. If the school has received any OCR complaints or formal special education complaints, the school should identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Subsection c – Each school will identify how they have met governance responsibilities during the term of the contract. Specifically, the school will identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members. The school will identify the amount of time any vacancies were open. The school will also identify any board members that did not complete required training hours in any of the years of the contract term. If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the site visit.

Part C offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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. The department has created a form for the report that is incorporated as part of the application.

Part D offers a School the opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the

charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school. These petitions must be completed in the school year in which the applicant is applying for renewal. The school should identify the date on which the petition was completed and the number of eligible signors on that date. Original signatures must be provided in the application.

Part E requires the school to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the NMCI from PSFA, and a copy of any lease documents.

Part F allows the school to identify any amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests.

Upon receipt of the completed application, the CSD will review the application, verify data, and conduct a site visit to verify information provided in the application. Afterwards, the CSD will write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. The School will have a chance to respond to the analysis provided. After CSD receives the School's response, it will evaluate all information available and make a recommendation for a renewal, conditional renewal, or non-renewal.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that a charter may be not renewed by the chartering authority if the chartering authority determines that the charter school:

- committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- failed to meet generally accepted standards of fiscal management;
- violated any provision of law from which the charter school was not specifically exempted.

Please contact charter.schools@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2017 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2017 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to charter.schools@state.nm.us .
Deadlines and Manner of Submission	<p>2017 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact charter.schools@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPPS no later than 11:59 p.m. (mountain time) Tuesday, October 3, 2017.</p> <p>Note: Submission prior to October 3rd, 2017 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (June – September 2017)	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2017. The first training will take place June 7, 2017 and will be an all-day. Details regarding this training and future trainings are available at: http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html .
Renewal Application Review Period (October 3–November 6)	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit and evaluate compliance with academic, organizational, contractual, financial, and governance requirements.
CSD Preliminary Renewal Analysis (November 6)	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in relation to the statutory reasons for non-renewal.
Response to Preliminary Renewal Analysis (November 20)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

PED Recommendation (December 4)**	The PED will send a recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Monday, December 4, 2017 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 14-15)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 14-15, 2017 .

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State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the PED staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the PED will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the PED's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's performance contract defines the terms under which it proposes to operate and the performance framework defines the measurable goals that the school agreed to meet. The PED will analyze the evidence presented in the application from the school, during the renewal site visit, and from the monitoring conducted during the term of the contract to determine if the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter. For applicants that were previously authorized by the district.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The PED will analyze and evaluate student achievement data on required state tests and on other measures set forth in the contract. The school must report data for school specific goals both throughout the term of the contract and as part of the renewal application. The school's own analysis and supporting data will both be considered.

Has the school failed to meet generally accepted standards of fiscal management?

The PED will rely on documentary evidence based on the annual independent financial audits and reports from the School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The PED will rely on documentary evidence gathered by the PED or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations. Evidence will also be evaluated during the site visit and from monitoring reports throughout the term of the contract.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms:**

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

2017 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report and Current Charter Contract (provided by the CSD)

Part B—Progress Report

Part C—Financial Statement

Part D – Petitions of Support

Part E – Description of the Charter School Facilities

Part F – Amendment Requests

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School’s Summary Data Report and Current Charter Contract

(CSD will provide pulling from information provided during the charter term.)

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Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

<p>Meets the Standards</p> <p style="text-align: center;">Or</p> <p>Demonstrates Substantial Progress</p>	<ul style="list-style-type: none"> • In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The narrative describes specific adult (teachers, leaders, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; and • The narrative identifies specific evidence the site visit team should review to understand the improvement actions taken. An evaluation of this evidence supports the implementation of reported improvement actions; and • The narrative identifies sustained, measurable successes resulting from the improvement actions over the contract term. An evaluation of all data and evidence supports the reported successes.
<p>Approaching Progress</p>	<ul style="list-style-type: none"> • The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or • The narrative fails to identify evidence the site visit team should review to understand the improvement actions taken. Or an evaluation of this evidence does not fully support the implementation of reported improvement actions; or • The narrative identifies measurable successes resulting from the improvement actions over the contract term, but the successes are inconsistent and not maintained over time. Or an evaluation of the data and evidence does not fully support the reported successes.
<p>Failing to Demonstrate Progress</p>	<ul style="list-style-type: none"> • The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The narrative is focused on describing circumstances that connected to the poor performance or excuses for the poor performance, but either does not describe improvement actions or describes minimal improvement actions; or • The narrative does not identify any evidence the site visit team should review to understand improvement actions. Or there is no evidence for the site visit team to review to support the implementation of improvement actions; or • The narrative fails to identify any measurable successes over the contract term, or the data demonstrates performance that has continued to decline or remained at an unacceptable level, or evaluation of the data and evidence directly contradicts reported successes.

1. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade over the term of the contract do NOT complete this Section.

School response:

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b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term, do NOT provide a narrative.

School response:

Click here to enter text.

2. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

For any school that has received audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School response:

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b. Financial Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for financial performance and sustainability.

For any school that has received a rating below “meets standard” for one or more financial performance framework indicator during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial performance and sustainability.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School response:

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c. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School response:

[Click here to enter text.](#)

3. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School response:

Click here to enter text.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a rating below “meets standard” for one or more organizational performance framework indicator during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

School response:

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c. Governance Responsibilities

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

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Part C—Financial Statement

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department)

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Part D—Petitions of Support

(1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school. 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school.)

2. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the [_____] Charter School and certify that: the attached petition in support of the [_____] Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of [_____] households which represents [_____] percent of the households whose children were enrolled in the [_____] Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF [_____])

I, [_____] , being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this [_____] day of [_____] 2016.

Notary Public

My Commission Expires:

Part E—Description of the Charter School Facilities and Assurances
(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978)

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website.

School response:

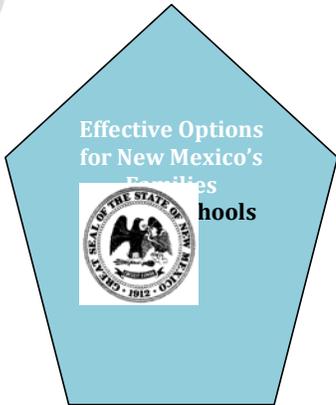
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Part F—Amendment Requests

(Submissions that meet amendment request requirements to support PEC consideration of any requested changes to the material terms of the school contract that would become effective as part of the new contract)

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
~~2016~~2017-17-18 State Charter Renewal Application
Kit**

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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

~~Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations.~~ Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD ~~erves as~~provides staff support to the PEC and will review your renewal application, conduct the renewal site visits, and make a recommendation for renewal, non-renewal, or a conditional renewal on behalf of the Public Education Department. The PEC makes the final ~~determination~~ decision regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 20162017**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 20162018**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with ~~them~~ the district on the forms and process that they require.

The enclosed renewal application is divided into ~~three~~six parts: **Part A: Your School’s Summary Data Report and Current Charter Contract**; **Part B: ~~Self Report (or Looking Back)~~Progress Report**, and **Part C: ~~Self Study (and Looking Forward)~~Financial Statement**; **Part D: Petitions of Support**; **Part E: Description of the Charter School Facilities**; and **Part F: Amendment Requests**. These sections address the requirements of NMSA 1978 § 22-8B-12(J) and are intended to provide the PEC the information necessary to determine if the school’s past performance supports renewal of the charter. NMSA 1978 § 22-8B-12(K) provides that a charter may be not renewed if the chartering authority determined the school (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract; (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract; (3) failed to meet generally accepted standards of fiscal management; or (4) violated any provision of law from which the charter school was not specifically exempted.

Part A is provided by the CSD and PED for the school in the ~~spring~~summer before Renewal, updated in ~~July~~ after the newest data is released, and then is provided as Part A ~~of the coversheet~~ to the School’s Renewal Application when the PEC receives it ~~on~~in October-1st. The School is asked to ~~comment on the data provided in Part B of their application~~verify the information in Part A; however, the School does need to contribute ~~anything to Part A~~. The school should also use the information in the contract to report on academic performance goals and other contractual requirements.

Part B offers a School the opportunity to provide information regarding their academic performance, financial compliance, and organizational, contractual and governance responsibilities ~~successes—outcomes—and improvement actions~~ over the term of their most current charter ~~(we refer to this as “looking back”)~~. This Part of the Application is divided into three sections: Section 1 – Academic Performance, Section 2 – Financial Compliance, and Section 3 – Organizational, Contractual and Governance Responsibilities.

In Section 1 – Academic Performance, the school reports on its academic performance during the term of the contract, including achieving the goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

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Subsection a - A school that has **not** maintained a C or better letter grade in each of the last four years should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward maintaining a C or higher letter grade. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have maintained a C or better letter grade in each of the last four years **will not** complete this Section.

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Subsection b - All schools will report on their performance in relation to school specific charter goals found in the negotiated performance framework. Performance reports related to school specific goals should be supported by raw data (masked to protect PII), provided in an appendix. The school should report on the performance in each of the last four years. Schools that have **not** met their school specific goals in each of the four years should provide a

narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have met their goals in each of the years of the contract term **will not** provide a narrative.

As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school's performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes.

In Section 2 – Financial Compliance, the school reports on its financial compliance during the term of the contract, including all findings identified in external audits completed and released during the term of the contract, and the requirements of the Financial Performance Framework.

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Subsection a – For each year in which the school had findings identified in the external audit, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

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Subsection b – For each year in which the school **did not meet** the standards of the Financial Performance Framework, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the ratings on the framework in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

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Subsection c - If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence provided in an appendix.

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In Section 3 – Contractual, Organizational and Governance Responsibilities, the school reports on its organizational, contractual and governance responsibilities during the term of the contract, including achieving the objectives, state standards of excellence and a and other terms of the charter contract.

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Subsection a - Each school will provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms). The narrative will be verified during the site visit. If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school must provide a narrative to explain the improvement actions the school made during the term of the contract in order to meet those charter objectives.

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Subsection b – Each school will identify any organizational compliance findings from the Organizational Performance Framework over the term of the contract and provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the site visit. If the school has received any OCR complaints or formal special education complaints, the school should identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Subsection c – Each school will identify how they have met governance responsibilities during the term of the contract. Specifically, the school will identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members. The school will identify the amount of time any vacancies were open. The school will also identify any board members that did not complete required training hours in any of the years of the contract term. If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the site visit.

Finally, **Part B** requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Part C offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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. The department has created a form for the report that is incorporated as part of the application.

Part D offers a School the opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school. These petitions must be completed in the school year in which the applicant is applying for renewal. The school should identify the date on which the petition was completed and the number of eligible signors on that date. Original signatures must be provided in the application.

Part E requires the school to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required

documentation includes the E-Occupancy Certificate, a letter regarding the NMCI from PSFA, and a copy of any lease documents.

Part F allows the school to identify any amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests.

Once Parts A, B, and C are complete, ~~Upon receipt of the completed application,~~ the CSD will review the application, verify data, and conduct a site visit to verify information provided in the application. Afterwards, the CSD will ~~then~~ write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation.The School will have a chance to respond to the analysis provided. ~~After~~ Once the CSD receives the School's response, it will evaluate all information available and ~~the CSD sends~~ make a their final Director's Recommendation for a renewal, conditional renewal, or non-renewal.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that a charter may be not renewed by the chartering authority if the chartering authority determines that the charter school:

- ~~a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...~~committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- ~~a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...~~failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- ~~a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...~~failed to meet generally accepted standards of fiscal management;
- ~~a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...~~violated any provision of law from which the charter school was not specifically exempted.

Please contact ~~Scott Binkley, Scott.Binkley@state.nm.us,~~ or ~~Becky Kappus, Becky.Kappus@state.nm.us~~ charter.schools@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2016-2017 State Charter Renewal Application Process and Review Stages

<p>Form and Point of Contact</p>	<p>All submissions should be prepared utilizing the 2016-2017 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Scott Binkley, Scott.Binkley@state.nm.us, or Becky Kappus, Becky.Kappus@state.nm.us charter.schools@state.nm.us.</p>
<p>Deadlines and Manner of Submission</p>	<p>2016-2017 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us or Scott Binkley Scott.Binkley@state.nm.us charter.schools@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPSS no later than 5:00 11:59 p.m. (mountain time) Monday Tuesday, October 3, 20162017.</p> <p>Note: Submission prior to October 3rd, 2016-2017 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
<p>Technical Assistance Workshops (June – September 20162017)</p>	<p>The CSD will provide technical assistance workshops for the charter renewal application process between June and September 20162017. The first training will take place June 107, 2016-2017 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools are available at: http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.</p>
<p>Renewal Application Review Period (October 3–November 146)**</p>	<p>A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit and evaluate compliance with academic, organizational, contractual, financial, and governance requirements.</p>
<p>CSD Preliminary Renewal Analysis (November 146)**</p>	<p>The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in relation to the statutory reasons for non-renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.</p>

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**Response to
Preliminary Renewal
Analysis
(November ~~21~~20)**

Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

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<p>CSD Director's PED Recommendation (November 30-December 4)**</p>	<p>The CSD-PED will send a Final Director's R recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday Monday, November-December 430, 2016-2017. Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.</p>
<p>Final Authorization Meeting of PEC (December 8-9-14-15)**</p>	<p>The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9-14-15, 2016-2017.</p>
<p>Contract Negotiations (December, 2016-March, 2017)**</p>	<p>If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)</p>

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State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the ~~CSD-PED~~ staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the ~~CSD-PED~~ will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the ~~CSD's-PED's~~ recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's ~~charter-performance contract~~ defines the terms under which it proposes to operate and ~~the performance framework~~ defines the measurable goals that the school agreed to meet. The ~~CSD-PED~~ will analyze the evidence presented in the ~~application from the school, during the renewal site visit, and from the monitoring conducting during the term of the contract to determine if the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter. For applicants that were previously authorized by the district~~ ~~report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.~~

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The ~~CSD-PED~~ will ~~examine-analyze and evaluate~~ student achievement data on required state tests and on other measures set forth in the ~~contract. The school must report data for school specific goals both throughout the term of the contract and as part of the renewal application~~ ~~preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school. The school's own analysis and supporting data will both be considered.~~

Has the school failed to meet generally accepted standards of fiscal management?

The ~~CSD-PED~~ will rely on documentary evidence based on the ~~annual independent financial audits and~~ reports from the ~~PED's~~ School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The ~~CSD-PED~~ will rely on documentary evidence gathered by the ~~CSD-PED~~ or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations. ~~Evidence will also be evaluated during the site visit and from monitoring reports throughout the term of the contract.~~

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

~~**Contract Negotiation Process:** (This process takes place after a success renewal process.) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.~~

~~**Contract Negotiation Worksheet (Worksheet):** (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.~~

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

~~**Mission-Specific Indicators/Goals:** The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals MUST BE provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.~~

~~For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.~~

~~Mission-specific indicators/goals put into the renewal application should:~~

- ~~(1) Demonstrate the school’s ability to implement the school’s mission;~~
- ~~(2) Be in format set forth below which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below); and finally,~~
- ~~(3) Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”~~

~~If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.~~

~~SAMPLE. The following is a sample of a strong mission specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission specific indicator looks like. **Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.~~

~~**Cohort 1:** Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.~~

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1— 95% or more of Cohort 1 students graduate AND

Cohort 2— 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1— 90% or more of Cohort 1 students graduate AND

Cohort 2— 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1— 80% or more of Cohort 1 students graduate AND

Cohort 2— 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [*\$22-8B-9.1 NMSA*] ~~(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)~~ The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

~~**Self Study:** The Self Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.~~

2016-2017 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report and Current Charter Contract (provided by the CSD)

Part B—~~Self Report or Looking Back~~ Progress Report

Part C—~~Self Study and Looking Forward~~ Financial Statement

Part D – Petitions of Support

Part E – Description of the Charter School Facilities

Part F – Amendment Requests

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Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School’s Summary Data Report and Current Charter Contract

(CSD will provide pulling from information provided during the charter term.

~~The school will have an opportunity to comment on this information.)~~

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Part B—~~Self-Report/Looking Back~~Progress Report

(A ~~Report~~ report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

<p>Meets the Standards</p> <p style="text-align: center;">Or</p> <p>Demonstrates Substantial Progress</p>	<ul style="list-style-type: none"> • <u>In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence.</u> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • <u>The narrative describes specific adult (teachers, leaders, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; and</u> • <u>The narrative identifies specific evidence the site visit team should review to understand the improvement actions taken. An evaluation of this evidence supports the implementation of reported improvement actions; and</u> • <u>The narrative identifies sustained, measurable successes resulting from the improvement actions over the contract term. An evaluation of all data and evidence supports the reported successes.</u>
<p>Approaching Progress</p>	<ul style="list-style-type: none"> • <u>The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.</u> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • <u>The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or</u> • <u>The narrative fails to identify evidence the site visit team should review to understand the improvement actions taken. Or an evaluation of this evidence does not fully support the implementation of reported improvement actions; or</u> • <u>The narrative identifies measurable successes resulting from the improvement actions over the contract term, but the successes are inconsistent and not maintained over time. Or an evaluation of the data and evidence does not fully support the reported successes.</u>
<p>Failing to Demonstrate Progress</p>	<ul style="list-style-type: none"> • <u>The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.</u> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • <u>The narrative is focused on describing circumstances that connected to the poor performance or excuses for the poor performance, but either does not describe improvement actions or describes minimal improvement actions; or</u> • <u>The narrative does not identify any evidence the site visit team should review to understand improvement actions. Or there is no evidence for the site visit team to review to support the implementation of improvement actions; or</u> • <u>The narrative fails to identify any measurable successes over the contract term, or the data demonstrates performance that has continued to decline or remained at an unacceptable level, or evaluation of the data and evidence directly contradicts reported successes.</u>

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Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

1
A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract ~~failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.~~

a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract provide a narrative that describes the improvement actions targeted to improve the school's letter grade, (school/adult/leader/teacher actions) and the success of those actions, (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade over the term of the contract do NOT complete this Section.

School response:

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New Mexico Educational Standards—School Grading Report

(As measured by the New Mexico Standards-Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years, 2013-14, 2014-15, 2015-16).

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Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

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School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

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Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

--

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

--

Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

--

Graduation—as applicable

Provide a statement of progress regarding your "Graduation" over the past three years and offer any additional information regarding this measure.

--

College and Career Readiness—as applicable

Provide a statement of progress regarding your "College and Career Readiness" over the past three years and offer any additional information regarding this measure.

--

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.

--

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school’s performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

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All applicants must report on each school specific charter goal that is included in the school’s performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

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For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school’s performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

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Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.

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The narrative should reference performance data that can be reviewed and verified either during the site visit or during the “desk audit” review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term, do NOT provide a narrative.

School response:
[Click here to enter text.](#)

~~Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter —as measured by the school’s selected short cycle assessments and/or other standards based instruments.~~

~~Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, as appropriate. In the boxes below, include the results of short cycle assessment(s), or other standards based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. Please~~

copy the box below based on the number of academic/performance goals/indicators you have in your current charter.

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: _____				
Standardized Short Cycle Assessment or other Standards based Instrument(s) Used (Identify level of scores that indicate proficiency): _____				
Data—Average Scores				
Grade-Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
Provide a statement of progress and additional information regarding the above data: _____				

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #2: _____				
Measure(s) Used: _____				
Data—Average Annual Data				
Grade-Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
Provide a statement of progress and additional information regarding the above data: _____				

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: _____
Measure(s) Used: _____
Data: _____
Provide a statement of progress and additional information regarding the above data: _____

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B2. Financial Performance Compliance

The Charter School Act provides as follows:
 A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management ~~at~~ Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

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Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.
 The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

- Yes No Is the school meeting financial reporting and compliance requirements?
- Yes No Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			
1 (12-13)			
2 (13-14)			
3 (14-15)			

Identify any changes made to fiscal management practices as a result of audit findings.

a. Audit

Every charter school is subject to the Audit Act, NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

For any school that has received audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in "tracking and reporting progress on the status of audit findings" to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.

School response:

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b. Financial Performance Framework

<p><u>Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for financial performance and sustainability.</u></p>
<p><u>For any school that has received a rating below “meets standard” for one or more financial performance framework indicator during the term of the contract</u> provide a narrative explaining the improvement actions made (<u>school/adult/leader/board actions</u>) to meet financial compliance requirements and <u>the effectiveness of those actions (improved practices and outcomes)</u> in improving financial compliance.</p> <p><u>Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial performance and sustainability.</u></p> <p><u>Implementation of the described improvement actions should be verifiable through evidence at the site visit. Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.</u></p>
<p><u>School response:</u></p> <p>Click here to enter text.</p>

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c. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

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School response:

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C3. Contractual, Organizational, and Governance Performance Responsibilities

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted ~~at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.~~

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a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

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Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

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The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

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Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

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b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a rating below "meets standard" for one or more organizational performance framework indicator during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

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c. Governance Responsibilities

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC’s performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

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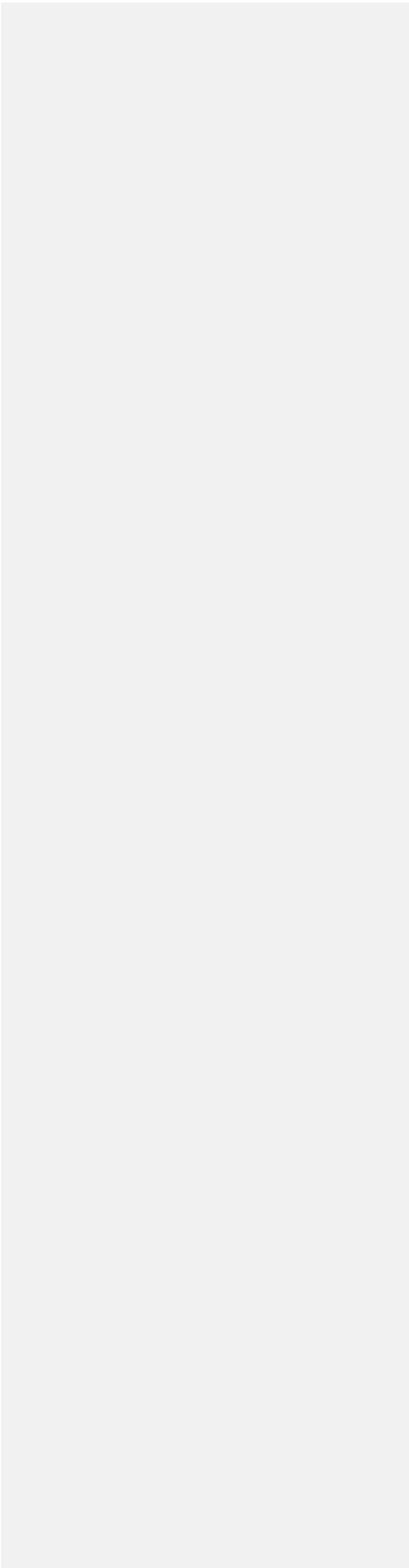
Part C—Financial Statement

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department)

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Part D—Petitions of Support

(1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school. 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school.)

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Material Terms/Violations

Please provide assurances.

Questions	School's Response		Additional details.
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Educational Requirements—Assurances

- 1) Yes No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements.
- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first year mentorship program).
- 8) Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation. _____

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) ~~Yes~~ ~~No~~ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ~~Yes~~ ~~No~~ Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) ~~Yes~~ ~~No~~ Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) ~~Yes~~ ~~No~~ Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) ~~Yes~~ ~~No~~ The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) ~~Yes~~ ~~No~~ The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) ~~Yes~~ ~~No~~ The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation. _____

Employees—Assurances

- a. ~~Yes~~ ~~No~~ The school meets teacher and other staff credentialing requirements
- b. ~~Yes~~ ~~No~~ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ~~Yes~~ ~~No~~ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation. _____

School Environment—Assurances

- a. ~~Yes~~ ~~No~~ The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ~~Yes~~ ~~No~~ The school keeps records of fire inspections and other safety requirements.
- c. ~~Yes~~ ~~No~~ The school meets transportation and nutrition requirements, if applicable.
- d. ~~Yes~~ ~~No~~ The school complies with health and safety requirements.

e. Yes No The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation. _____

Appropriate Handling of Information—Assurances

a. Yes No The school maintains required information in STARS and submits in a timely manner.

b. Yes No The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

c. Yes No The school keep all records safe from fire and theft and stored in a retrievable manner.

d. Yes No All student records are retained and disposed of pursuant to state requirements.

e. Yes No The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation. _____

Governance—Assurances

1) Yes No The school complies with governance requirements? Including:

2) Yes No All required School Policies

3) Yes No The Open Meetings Act

4) Yes No Inspection of Public Records Act

5) Yes No Conflict of Interest Policy

6) Yes No Anti Nepotism Policy

7) Yes No Governing Body Organization and Membership Rules (i.e., Bylaws)

8) Yes No Required Committees (Finance and Audit) and submission of appropriate documentation

9) Yes No Governing Body Mandated Trainings

10) Yes No Governing Body Evaluates Itself

Yes No Is the school holding management accountable?

1) Yes No The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.

2) Yes No The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation. _____

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Part E—Description of the Charter School Facilities and Assurances
(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978)

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F1. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

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The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in Appendix D.

In addition, attach ~~Provide~~ a copy of the building E Occupancy certificate and ~~d~~/~~or~~ a letter from the PSFA with ~~your~~ the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website. ~~Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.~~

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School response:

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G. Term of Renewal

~~A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.~~

~~State the term of renewal requested if less than five years. _____~~

II. Checklist

		Yes)
Appendix A	Financial Statement	<input type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input type="checkbox"/>
Other Attachment(s)	Describe: _____	<input type="checkbox"/>

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Part ~~CF~~ — ~~Self-Study/Looking Forward~~ Amendment Requests

(Submissions that meet amendment request requirements to support PEC consideration of any requested changes to the material terms of the school contract that would become effective as part of the new contract) ~~(Reflection and Vision for the Next Five Years)~~

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II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

2. What main strategies will be implemented to address these priorities?

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

4. Reflect on the academic performance of students your lowest performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

B. Mission Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** renewing schools are

encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the application should:

(1) Demonstrate the school's ability to implement the school's mission

(2) Be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below)

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.

- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

|

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

|

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C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)*

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)*

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____
 _____ Phone #: _____

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Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

Original Signature of Governing Council President or Designee:

_____ Date: _____

Printed Name of Governing Council President or Designee:

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.) _____

Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

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DRAFT

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2016-17 State Charter Renewal Application Kit***

Updated May 2015

**Effective Options
for New Mexico's
Families
Charter 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

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2016**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on

October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact Scott Binkley, Scott.Binkley@state.nm.us, or Becky Kappus, Becky.Kappus@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2016 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2016 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Scott Binkley, Scott.Binkley@state.nm.us , or Becky Kappus, Becky.Kappus@state.nm.us .
Deadlines and Manner of Submission	<p>2016 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us or Scott Binkley Scott.Binkley@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPPS no later than 5:00 p.m. (mountain time) Monday, October 3, 2016.</p> <p>Note: Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (June – September 2016)	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2016. The first training will take place June 10, 2016 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 3–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 21)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday, November 30, 2016 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 8-9)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9, 2016 .
Contract Negotiations (December, 2016–March, 2017)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) Demonstrate the school’s ability to implement the school’s mission;
- (2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.* **Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [*§22-8B-9.1 NMSA*] (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School’s Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

Part B—Self-Report/Looking Back
(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years, 2013-14, 2014-15, 2015-16).

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any

additional information regarding this measure.

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

Opportunity to Learn

Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1:				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):				
Data—Average Scores				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
<i>Provide a statement of progress and additional information regarding the above data:</i>				

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school’s statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #2:				
Measure(s) Used:				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
<i>Provide a statement of progress and additional information regarding the above data:</i>				

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school’s statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1:
Measure(s) Used:
Data:
<i>Provide a statement of progress and additional information regarding the above data:</i>

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

Yes No Is the school meeting financial reporting and compliance requirements?

Yes No Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			
1 (12-13)			

2 (13-14)			
3 (14-15)			

Identify any changes made to fiscal management practices as a result of audit findings.

C. Organizational Performance

The Charter School Act provides as follows:
 A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		Additional details.
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Educational Requirements—Assurances

- 1) Yes No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements.
- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next-step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.

- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) Yes No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) Yes No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) Yes No Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) Yes No Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) Yes No The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) Yes No The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) Yes No The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

- a. Yes No The school meets teacher and other staff credentialing requirements
- b. Yes No The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

- c. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable.
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.
- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

- 1) **Yes** **No** The school complies with governance requirements? Including:
- 2) **Yes** **No** All required School Policies
- 3) **Yes** **No** The Open Meetings Act
- 4) **Yes** **No** Inspection of Public Records Act
- 5) **Yes** **No** Conflict of Interest Policy
- 6) **Yes** **No** Anti-Nepotism Policy
- 7) **Yes** **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) **Yes** **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) **Yes** **No** Governing Body Mandated Trainings
- 10) **Yes** **No** Governing Body Evaluates Itself

Yes No Is the school holding management accountable?

- 1) Yes No The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) Yes No The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the _____ Charter School and hereby certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to all employees of the _____ Charter School. There are _____ persons employed by the _____ Charter School. The petition contains the signatures of _____ employees which represents _____ percent of the employees employed by the _____ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this _____ day of _____ 2016.

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the _____ Charter School and certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of _____ households which represents _____ percent of the households whose children were enrolled in the _____ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this ____ day of ____ 2016.

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist

		Yes)
Appendix A	Financial Statement	<input type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School’s academic priorities over the next five years, if approved.

2. What main strategies will be implemented to address these priorities?

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school’s head administrator held accountable for school performance?

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as “first draft” indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are*

encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the application should:

- (1) Demonstrate the school's ability to implement the school's mission
- (2) Be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below)
- (3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.

- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

<i>Provide Two Mission-Specific Indicators/Goals.</i>
<i>Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)</i>

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____ Phone #: _____

<p style="text-align: center;">Current Charter Application</p> <p style="text-align: center;">Section and Page</p>	<p style="text-align: center;">Current Charter Statement(s)</p>	<p style="text-align: center;">Proposed Revision/Amendment Statement(s)</p>	<p style="text-align: center;">Rationale for Revision/Amendment</p>	<p style="text-align: center;">Date of Governing Body Approval</p>

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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

<u>Public Education Department use only</u>	
Director/General Manager approves change: _____	Date: _____
<i>(No further action taken.)</i>	
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED