

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date: March 11, 2016**
- II. **Item Title:** Discussion and Possible Action On Charter School Amendment Requests - Aldo Leopold Charter School
- III. **Request and Rationale**

Aldo Leopold Charter School has submitted an amendment request to add an additional facility to support their middle school students. The school seeks to maintain its facility at 1422 HW 180 E, Silver City, NM and add a facility at 2138 HW180 E, Silver City, NM. The school recognizes the necessity of the condition that all facility requirements be met.

Proposed Motions: Aldo Leopold Charter School

-Move to **approve** the amendment presented by Aldo Leopold Charter School to add a facility at 2138 HW180 E, Silver City, NM with the conditions that the school must meet all facility requirements.

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504
 And
 Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Aldo Leopold Charter School

Date submitted: 2/12/2016 Contact Name: Eric B. Ahner

E-mail eahner@aldocs.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Current Charter Contract – Page 37 Section 8.01 Organizational Framework (a) Material Terms of the Charter (ix) Facility	For Schools with a Set Location: The Charter School's primary location is: 1422 HW 180 East, Silver City, NM 88061 (Physical Address). The facility meets all applicable facility requirements of State and Federal law. The school is working closely with the PSFA to determine a better facility.	Aldo Leopold Charter School will continue to provide high school services (grades 9-12) at its current location (1422 HW 180 E, Silver City, NM) and will provide middle school services (grades 6-8) at a new facility located at 2138 HW 180 E., Silver City, NM provided that all agreements are met and that ALCS has entered a lease purchase agreement.	We have located a facility and individual who will enter a lease-purchase agreement for this facility. The new building is less than ½ mile from our current facility lending ease in sharing resources. ALCS will continue to seek a permanent site for the high school and will contemplate expansion at the new site, provided funding is available.	2/18/2016

Original Signature of Governing Council President or Designee: _____

Date: 2/18/2016

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Printed Name of Governing Council President or Designee: Keneth Stone, Governing Council Chair

Public Education Commission use only


Public Education Commission Chair:

Date: _____

☐ APPROVED

☐ DENIED

Meeting Minutes
Aldo Leopold Charter School
Regular Governing Council Meeting
February 18, 2016 5:30 pm

Draft Minutes


- I. Convene – meeting called to order by Ken Stone at 5:36. Those present were Ken Stone, Jose Navarro, Eric Ahner, Dale Lane, Mary Gruszka, Shauna McCosh, Stacy Miller, David Peck
- II. Agenda Approval – motion by Shauna seconded by Dale, all in favor
- III. Reading of the Mission and Vision – by David Peck
- IV. Minutes Review and Approval from previous GC meeting – motion by Mary seconded by David, all in favor
- V. Public Comment - none
- VI. Student Council Report – Stacy reported on the four day annual UWC student council trip that focused on climate change this year. Students also attended Udall presentation in Las Cruces. There was also a dance last week. Trip to Winter Count today and tomorrow outside of Phoenix – sustainable skill building workshops. Sophomore trip to AZ last week went well – “civil rights” theme. New Mexico History trip next week to northern parts of the state, will also have shorter trips nearby. Leadership enhancement trip coming up. Seniors will be going to Puerto Rico for Spring break in March. Discussed the school “vibe” settling in third quarter especially with middle school students moving up to HS, constantly evolving but always strong family-feel.
- VII. Staff Report - none
- VIII. Business Manager Report – Harry discussed financial reports and answered questions.
- IX. Committee Reports
 - SAC – met
 - SHAC – reviewed vaccine summit, SASS presentation, parent survivor night was this week, upcoming health fair in April
 - Finance – reviewed budget report
 - Curriculum – haven’t met
 - Facilities – working on MS building, see directors report
 - Nominating – Dave agreed to help publicize
 - Policy – haven’t met
 - Strategic Planning – have been meeting today reviewed data from Input Session last month will be working towards themes
 - Development – met yesterday to discuss grants, enrollment and fundraising event
 - Risk Management – reviewed ski safety policy, looking at hiring NOLS/AEE to review experiential ed curricula
- X. Old Business
 - a. Strategic Plan – Had input session last month – working to format a draft
 - b. Director’s position – Ken has received offers from staff to help work on the hiring process. Need to establish a search committee, 2 GC members – Ken and Shauna. Stacy offers to be student rep, good to have another, she can recruit. Ask staff to nominate reps by secret ballot. Eric suggested working with ACEs to facilitate promoting available position.
 - c. Director’s evaluation process (development) – Ken is working on a draft process

- XI. New Business - none
 - XII. Director Report – See submitted Director's report. Also discussed enrollment and promotion projection. First lottery is tomorrow, many siblings, get priority. Discussion regarding building contracts and budgeting and state legal proceedings. Ken requested a cost projection from Harry and Eric regarding lease agreement, in closed session next month. Reviewed current legislative proposals.
 - XIII. Closed Session – Personnel Issues – cancelled
 - XIV. Action Items
 - a. Budget Adjustment Requests – motion made by Dale to approve BAR #10 as presented seconded by Jose and approved by all
 - b. Policies – Shauna motioned to approve the policies presented last month regarding Bicycle Safety, Breastfeeding, Committee reporting structure and Staff travel. Seconded by Dave and approved by all.
 - c. Amendment request to move middle school – Eric read the statement regarding moving the MS pending procurement of the new building and maintaining HS services at current location. We will continue to look for a site to secure to house the full school pending funding in the future. Permission to move the school is required by the PED to enter into contract negotiations. Motion made by Jose and seconded by Mary. Discussion regarding timing with expansion and hiring a new director in order to open for the new school year. Add language that if the building agreements are not met the amendment will be voided. Motion made to accept as amended by Jose, seconded by Mary, approved by all.
 - XV. Adjourned at 7:50 pm
- Next Regularly Scheduled Meeting Date – Thursday, March 17 at 5:30**

Action Item: Approval to move middle school

Submitted By: Ken Stone

Date: February 18, 2016

Statement:

Assuming that ALCS is able to procure the formal "Billy's BBQ" building that is located at 2138 HW 180 E., grades 6-8 will move to that facility. See the formal amendment request state form for more specific details.

Motion:

I move to accept the amendment request to the ALCS charter as presented. *as amended.*

Made by: Kenneth Stone (Chair)
Dale Lane (Vice Chair)
Shauna McCosh (Sec.)
Mary Gruszka
Jose Herrera
David Peck

Seconded by: Ken Stone (Chair)
Dale Lane (Vice Chair)
Shauna McCosh (Sec.)
Mary Gruszka
Jose Herrera
David Peck

Voting Results:

	For	Against	Abstain
Kenneth Stone	✓		
Dale Lane	✓		
Mary Gruszka	✓		
Jose Herrera	✓		
David Peck	✓		
Shauna McCosh	✓		

Notes:



Director's Signature

2/18/2016

Date



Chair's Signature

2-18-16

Date

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date: March 11, 2016**
- II. **Item Title:** Discussion and Possible Action On Charter School Amendment Requests - Taos Integrated School for the Arts
- III. **Request and Rationale**

Taos Integrated School for the Arts has submitted an amendment request to amend its contract to indicate that the school is anticipating a change of location to consolidate its two locations into one at 9D Ben Romero Rd., El Prado, NM. The school currently operates two facilities at 1021 Salazar Rd, Taos, NM 87571 and 123 Manzanares, Taos, NM.

Proposed Motions: Taos Integrated School for the Arts

-Move to **approve** the amendment presented by Taos Integrated School for the Arts to change its location to 9D Ben Romero Rd., El Prado, NM with the conditions that the school must meet all facility requirements and provide approved governing board minutes for the meeting at which the move and amendment request were approved.

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504
 And
 Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Taos Integrated School of the Arts

Date submitted: 2/17/2016 Contact Name: Rich Greywolf E-mail: rgreywolf@tisataos.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Article VIII Section a. x. p 36	For schools with a Set Location, The Charter School's primary location is: For the 2015-2016 school year students in grades K-4 will receive services at 1021 Salazar Rd., Taos, NM 87571. Students in grades 5-8 will receive services at 123 Manzanares, Taos, Nm 87571.	For School Anticipatins Changing Locations. The School is in the procces of identifying a new location at: 9D Ben Romero Rd., El Prado, NM 87529	School is currently in negotiations to acquire a new property to move both campuses.	2/16/2016



Original Signature of Governing Council President or Designee: _____ Date: 2/16/2016

Printed Name of Governing Council President or Designee: Jill Cline

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Public Education Commission use only

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ DENIED

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date: March 11, 2016**
- II. **Item Title:** Discussion and Possible Action On Charter School Amendment Requests - Uplift Community School
- III. **Request and Rationale**

Uplift Community School has submitted 2 amendment requests to its charter. Because all amendment requests are related to a change in curriculum from an Expeditionary Learning model to a Project Based Learning model, CSD has combined the analysis for both requests.

a.) Uplift Community School requests to amend its current charter mission statement to the following mission statement:

“Uplift Community School will annually increase student academic achievement through interdisciplinary project-based instruction as supported by fieldwork learning expeditions, which focus on community collaboration and a recognition of the region’s cultural diversity.”

The school states the rationale for its request is to “a result of Expeditionary Learning undergoing a national restructuring, which has compromised the ability of Uplift Community School to implement EL consistent with original program design and in a cost effective manner.”

In this proposed new mission statement the school moves from Expeditionary Learning model to Project Based Learning model, however CSD cannot confirm the rigor associated with an outside evaluation associated with the Expeditionary Learning model would be maintained.

b.) The school also seeks to amend its charter school goals and student performance expectations.

The charter school goal #2 as written uses Expeditionary Learning (EL) language and relies on the outside evaluation of the EL school. The school wishes to change the goal to read:

“By May of 2016, 80% of the instructional staff will demonstrate proficiency in interdisciplinary project-based unit design/implementation (consistency with NM Content Standards), as measured by beginning of year Professional Development Plans employing a rubrics based instrument, consistent with NMTEACH protocol.”

The school states that the rationale for its request is that the school “will no longer be operating by the EL “branded” philosophy....”

This change would eliminate the external review and substitute it with internally created rubrics and self-evaluation. CSD finds that this amended goal lacks the rigor needed to successfully evaluate the school's performance. CSD has not obtained student project rubrics or the self-evaluation criteria. CSD also has not received plans for implementation of these two items.

The student performance expectations as written use established the goal that 100% of students will score at least 80% on learning expedition rubrics, four times annually. The school wishes to change the goal to read:

"Teachers at Uplift Community School will employ a rubrics-based student assessment process for interdisciplinary instructional units, as connected to exploratory, experiential, project-based learning. Rubric(s) will assess student academic proficiency in relation to defined grade level "Content Standards", and the learning continuum associated with the Quality Schools Model (QSM) – 'emerging – developing – proficient – advanced'."

This change would eliminate the clear performance goal of 100% of students will score at least 80% and would provide no performance target. The proposed language only requires assessment, but does not establish a performance target. This revision has eliminated all rigor from the goal.

Academic Performance

Uplift's School grade is an F. The school is below state benchmarks in all areas with the exception of Opportunity to Learn and Bonus Points. Because of the school's low academic performance, the decreased rigor presented in each of the amendment requests, and the violation of the material terms of their contract **CSD recommends denial of both amendment requests.**

Proposed Motions: Uplift Community School

-Move to **deny** amendment presented by Uplift Community School to change its mission, charter goal, and student performance expectations based on the school's report card grade of F, the decreased rigor presented in each of the amendment requests, and the violation of the material terms of their contract, as is reflected in the analysis provided by CSD.

-Move to **approve** the amendments presented by Uplift Community School to change its mission, charter goal, and student performance expectations because the school is making a good faith effort to ensure compliance with the material terms of their contract by amending the contract to reflect the program model, Project Based Learning, which is currently being implemented at the school.

-Because the school is making a good faith effort to ensure compliance with the material terms of their contract by amending the contract to reflect the program model, Project Based Learning, which is currently being implemented at the school, I move to **approve** the amendments presented by

Uplift Community School to change its mission, curriculum and 2 charter goals **with the following conditions:**

1. The school provide evidence of rigor in the proposed rubrics based instrument
2. The school provide performance targets for student performance

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

And

Julie Lucero, General Manager, Options for Parents, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: Uplift Community School

Date submitted: 6/25/2015 **Contact Name:** James Cammon **E-mail:** director@upliftschool.org **Date re-submitted:** 1/29/16

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
IV. CHARTER SCHOOL Mission Page 12	The Uplift Community School, in alliance with families and the community of Gallup-McKinley County, will provide a rigorous; state-standards based education to grades K-8th, using an Expeditionary Learning Model (www.elschools.org) to achieve academic success for all students. The Uplift Community School will meet high expectations for achievement by producing meaningful, high quality work that engages cultural diversity, and integrates inquiry and learning in literature, science, social studies and the arts, while building skills in math, reading and writing. The Uplift Community School will develop leadership and teamwork through a process of	Uplift Community School will annually increase student academic achievement through interdisciplinary project-based instruction as supported by fieldwork learning expeditions, which focus on community collaboration and a recognition of the region's cultural diversity.	Uplift Community School is seeking to amend its Mission, as a result of Expeditionary Learning undergoing a national re-structuring, which has compromised the ability of Uplift Community School to implement EL consistent with original program design and in a cost effective manner. The new Mission is focused on interdisciplinary project-based instruction, rather than the constructs of the "branded" EL philosophy.	6/18/2015

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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	planning, reflection and revision and a school culture that values individual initiative and voice.			
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Original Signature of Governing Council President or Designee: Ann Doucette Date: 6/25/2015

Printed Name of Governing Council President or Designee: Ann Doucette

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED

Uplift Community School Governing Council

Special Meeting June 18, 2015
Uplift Community School
406 Hwy 564, Gallup, NM
5:00 pm

Officers:

Ann Doucette: Chair
Kimberly Ross-Toledo: Vice Chair
Cathy Mikesic: Secretary

Members:

Anneke Lundberg
Linda Kaye
Sarah Jones

Agenda

1. Call to Order Ann Doucette, Chair
 2. Roll Call Cathy Mikesic, Secretary
 - Attending-
 - Absent-
 - Also present-
 3. Open Forum:[Timed Item]
 - Welcome, thank you for coming. We value your input.
 - Public comments and observations are limited to the education policy and governance issues as well as the strategic plan for education.
 - If you wish to speak you must sign in on the attendance sheet and complete a comment card (be specific as to which agenda item you are addressing). Give the comment card to the secretary.
 - The Chair will set time limits per presenter at the beginning of the meeting based on the number of persons to address the board.
 4. *Approval of Agenda-
 5. *Approval of Charter amendments to be presented to PEC in July.
 6. *Approval of purchases for computer lab.
 7. *Adjournment
- *Action Item

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Uplift Community School at 505-863-4333 at least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Uplift Community School at 505-863-4333 if a summary or other type of accessible format is needed.

Uplift Community School Governing Council

Special Meeting June 18, 2015
Uplift Community School
406 Hwy 564, Gallup, NM
5:00 pm

Officers:

Ann Doucette: Chair
Kimberly Ross-Toledo: Vice Chair
Cathy Mikesic: Secretary

Members:

Anneke Lundberg
Linda Kaye
Sarah Jones

Minutes

1. Call to Order
4:59 PM
Ann Doucette, Chair
2. Roll Call
Cathy Mikesic, Secretary
Attending- Linda Kaye, Kim Ross-Toledo, Ann Doucette, Cathy Mikesic, Anneke Lundberg via phone, Sarah Jones
Also present- Jim Cammon
3. Open Forum:[Timed Item]
Welcome, thank you for coming. We value your input.
Public comments and observations are limited to the education policy and governance issues as well as the strategic plan for education.
If you wish to speak you must sign in on the attendance sheet and complete a comment card (be specific as to which agenda item you are addressing). Give the comment card to the secretary.
The Chair will set time limits per presenter at the beginning of the meeting based on the number of persons to address the board.
4. *Approval of Agenda- Linda Kaye made motion to approve agenda/Kim Ross-Toledo seconded motion. All present voted aye.
5. *Approval of Charter amendments to be presented to PEC in July.
Cathy Mikesic made motion to accept 3 charter amendments as discussed/ Linda Kaye seconded motion. Jim Cammon presented information on recommendations and wording for amendments from Shelly Cherrin and Julia Barnes. Discussion ensued. Charter amendments will be mission, academic proficiency (reading and math), and exploratory/experiential project based fieldwork expeditions model with rubrics for both teachers and students. Jim Cammon to pull together rubric for assessing experiential learning and will share with GC members via e-mail to discuss next meeting if needed. Agenda and minutes will need to accompany amendment submission. All present voted aye.
6. *Approval of purchases for computer lab- Sarah Jones med motion to approve/Linda Kaye seconded. We are able to use Title I money from SY2013/2014 and SY2014/2015, carry over moneys

for purchase. We can buy computers for \$30,368.00. We will also have Reads to Lead monies not used this year for purchasing tablets. All present voted aye.

7. *Adjournment – Sarah Jones made motion to adjourn/Linda Kaye seconded motion. All present vote aye. Meeting adjourned @6:38 PM .

*Action Item

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DRAFT

Uplift Community School Governing Council

Regular Meeting June 25, 2015
Uplift Community School
406 Hwy 564, Gallup, NM
5:00 pm

Officers:
Ann Doucette: Chair
Kimberly Ross-Toledo: Vice Chair
Cathy Mikesic: Secretary

Members:
Anneke Lundberg
Linda Kaye
Sarah Jones

Agenda

1. Call to Order Ann Doucette, Chair
2. Roll Call Cathy Mikesic, Secretary
 Attending-
 Absent-
 Also present-
3. Open Forum:[Timed Item]
 Welcome, thank you for coming. We value your input.
 Public comments and observations are limited to the education policy and governance issues as well as the strategic plan for education.
 If you wish to speak you must sign in on the attendance sheet and complete a comment card (be specific as to which agenda item you are addressing). Give the comment card to the secretary.
 The Chair will set time limits per presenter at the beginning of the meeting based on the number of persons to address the board.
4. *Approval of Agenda-
5. *Approval of Minutes
 Regular Meeting-June 11, 2015
 Special Meeting- June 18, 2015
6. Committee Reports
 - ASC (Cathy)-
 - Audit (Ann)-
 - Finance (Anneke)-
 - Personnel (Anneke) –
 - Strategic Planning (Ann) -
 - GC Documents (Cathy)-

7. Business Manager's Report-
 8. * Vote on Ann Doucette GC term being extended for 1 year.
 9. School Calendar distribution to families
 10. Discussion of portable building acquisition from GMCS.
 11. Extra supplies for fund raising
 12. * Strategic Plan
 13. Director's Report
 - I. Student enrollment-
 - II. Staff-
 - III. Facilities-
 - IV. Exploratory/experiential project based learning-
 - V. Parent/Community-
 - VI. Athletics/Co-curricular-
 - VII. NMPED-
 - VIII. Business
 - IX. School Operations
 14. *Executive session to discuss terms of Director's Contract
 15. *Vote on Director's Contract
 16. Unfinished/New Business
 17. *Adjournment
- *Action Item

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Julie Lucero, General Manager, Options for Parents, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: Uplift Community School

Date submitted: 6/25/2015 Contact Name: James Cammon E-mail: director@upliftschool.org Date re-submitted: 1/29/16

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
IV. CHARTER SCHOOL Goals: Page 12	Goal: 2. By May of 2016, the school will achieve a minimum average score of 3, "highly implementing", in the annual Implementation Review as performed by Expeditionary Learning using the four-point assessments based on Expeditionary Learning Core Practices.	By May of 2016, 80% of the instructional staff will demonstrate proficiency in interdisciplinary project-based unit design/ implementation (consistent with NM Content Standards), as measured by beginning of year Professional Development Plans employing a rubrics based instrument, consistent with NMTEACH protocol. Teachers at Uplift Community School will employ a rubrics-based student assessment process for interdisciplinary instructional units, as connected to exploratory, experiential, project-based learning. Rubric(s) will assess student academic proficiency in relation to defined grade level "Content Standards", and the learning continuum associated with the Quality Schools Model (QSM) -"emerging - developing- proficient-advanced".	Uplift Community School will no longer be operating by the EL "branded" philosophy, but will continue with an interdisciplinary project-based learning philosophy, as underwritten by relevant and rigorous classroom and experiential fieldwork, that supports enhanced student learning.	6/18/2015
C. STUDENT PERFORMANCE EXPECTATIONS 2. Page 42	2. 100% of students enrolled in Uplift Community School will score at least 80% on learning expedition rubrics each of the four times the rubric is administered annually. The learning expedition rubrics evaluate students' understanding and mastery of NM state standards and benchmarks.			

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Original Signature of Governing Council President or Designee:  Date: 6/25/2015

Printed Name of Governing Council President or Designee: Ann Doucette

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED

☐ DENIED

Uplift Community School Governing Council

Special Meeting June 18, 2015
Uplift Community School
406 Hwy 564, Gallup, NM
5:00 pm

Officers:
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Kimberly Ross-Toledo: Vice Chair
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Uplift Community School Governing Council

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Uplift Community School
406 Hwy 564, Gallup, NM
5:00 pm

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Kimberly Ross-Toledo: Vice Chair
Cathy Mikesic: Secretary

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Linda Kaye
Sarah Jones

Minutes

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7. *Adjournment – Sarah Jones made motion to adjourn/Linda Kaye seconded motion. All present vote aye. Meeting adjourned @6:38 PM .

*Action Item

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Uplift Community School at 505-863-4333 at least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Uplift Community School at 505-863-4333 if a summary or other type of accessible format is needed.

DRAFT

Uplift Community School Governing Council

Regular Meeting June 25, 2015
Uplift Community School
406 Hwy 564, Gallup, NM
5:00 pm

Officers:

Ann Doucette: Chair
Kimberly Ross-Toledo: Vice Chair
Cathy Mikesic: Secretary

Members:

Anneke Lundberg
Linda Kaye
Sarah Jones

Agenda

1. Call to Order Ann Doucette, Chair
2. Roll Call Cathy Mikesic, Secretary
 - Attending-
 - Absent-
 - Also present-
3. Open Forum:[Timed Item]
Welcome, thank you for coming. We value your input.
Public comments and observations are limited to the education policy and governance issues as well as the strategic plan for education.
If you wish to speak you must sign in on the attendance sheet and complete a comment card (be specific as to which agenda item you are addressing). Give the comment card to the secretary.
The Chair will set time limits per presenter at the beginning of the meeting based on the number of persons to address the board.
4. *Approval of Agenda-
5. *Approval of Minutes
 - Regular Meeting-June 11, 2015
 - Special Meeting- June 18, 2015
6. Committee Reports
 - ASC (Cathy)-
 - Audit (Ann)-
 - Finance (Anneke)-
 - Personnel (Anneke) –
 - Strategic Planning (Ann) -
 - GC Documents (Cathy)-



7. Business Manager's Report-
8. * Vote on Ann Doucette GC term being extended for 1 year.
9. School Calendar distribution to families
10. Discussion of portable building acquisition from GMCS.
11. Extra supplies for fund raising
12. * Strategic Plan
13. Director's Report
 - I. Student enrollment-
 - II. Staff-
 - II. Facilities-
 - IV. Exploratory/experiential project based learning-
 - V. Parent/Community-
 - VI. Athletics/Co-curricular-
 - VII. NMPED-
 - VIII. Business
 - IX. School Operations
14. *Executive session to discuss terms of Director's Contract
15. *Vote on Director's Contract
16. Unfinished/New Business
17. *Adjournment
- *Action Item













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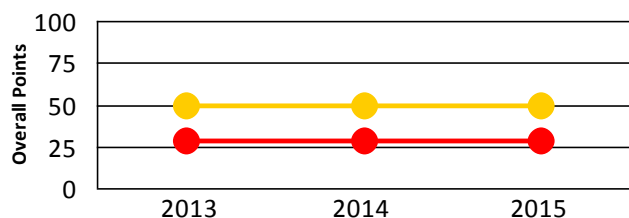
Uplift Community School

District: State Charters

Grade Range: KN - 06 Code: 548001

This School 
Statewide C Benchmark 

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	  21.3	F	9.12	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	  5.8	F	0.14	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  7.2	D	4.00	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  15.3	F	3.93	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	  7.5	B	8.85	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	  1.6		2.94	5



3-Year
Average

28.6

F

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total
Points

28.98

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

			Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
All Students			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading	2014 (Avg SS)	32.3	38.0	28.6	36.1	-	30.4	-	30.9	31.7	-	-	-
	2013 (Avg SS)	33.9	36.3	31.8	40.6	-	27.7	-	32.9	31.5	-	-	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
Math	2014 (Avg SS)	28.9	34.2	25.6	33.9	-	26.9	-	26.5	26.9	-	-	-
	2013 (Avg SS)	30.5	33.7	27.8	36.8	-	22.5	-	31.4	27.6	-	-	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

Details of Each Grade Indicator

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

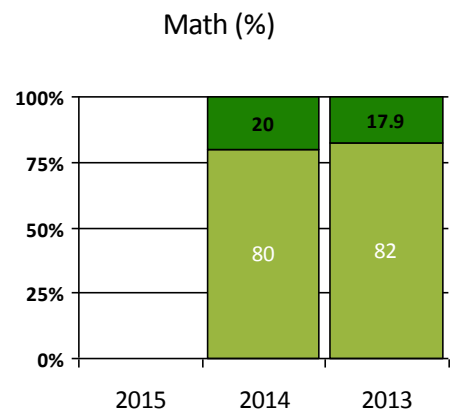
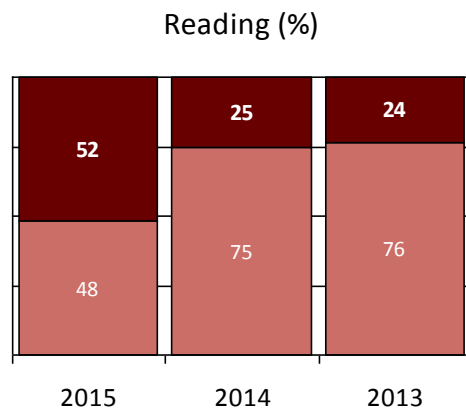
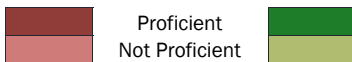
Current Standing

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	51.9	55.6	50.0	75.0		75.0	<2.0	35.7	51.9	25.0	
Proficient and Advanced (Pts)	3.89										
Value Added Model (Pts)	5.23										
Math											
Proficient and Advanced (%)											
Proficient and Advanced (Pts)	-										
Value Added Model (Pts)	-										

3-Year Summary

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



School Growth

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

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

	<i>Reading</i>	<i>Math</i>	
Value Added Score	-1.905	-	School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.
Points Earned	0.14	-	

Student Growth

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

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

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

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.25	-	0.00	0.00	-	-	-	-	0.00	0.00	-
Highest 75% (Pts)	4.00										
Lowest 25% (VAS)	-0.27	-	0.09	-	-	-	-	0.09	0.09	-	-
Lowest 25% (Pts)	3.93										
Math Growth											
Highest 75% (VAS)		-	-	-	-	-	-	-	-	-	-
Highest 75% (Pts)	-										
Lowest 25% (VAS)		-	-	-	-	-	-	-	-	-	-
Lowest 25% (Pts)	-										

Opportunity to Learn (OTL)

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

		Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian		
Attendance (Average)	95.5	94.8	96.1	96.1	-	95.9	-	94.9	95.7	94.5	95.2
Attendance (Points)	5.03										
Survey (Average)	34.4	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> 33.1
Survey (Points)	3.8										<i>Math</i> 34.0
Count of Surveys (N)	83										<i>General</i> 34.8

Bonus Points

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

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

Participation

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

Reading (%) 96

Math (%) 97

School exempted because of size.

Supplemental Information

Similar Schools

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

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

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	13.0		13.0		76.1		100.0		6.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	37	(46)	35	(46)	40	(45)	82	(100)	37	(44)	38	(46)
School Growth	46	(46)	46	(46)	45	(45)	99	(100)	43	(44)	45	(46)
Student Growth, Highest 75%	43	(46)	41	(46)	44	(45)	42	(100)	42	(44)	43	(46)
Student Growth, Lowest 25%	42	(46)	43	(46)	44	(45)	97	(100)	42	(44)	46	(46)
Opportunity to Learn	45	(46)	41	(46)	44	(46)	92	(101)	39	(45)	41	(46)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

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

School History

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	51.9	55.6	50.0	75.0		75.0	<2.0	35.7	51.9	25.0	
	2014 (%)	25.0	40.0	15.4	41.2		13.6		20.8	25.7		
	2013 (%)	23.7	38.9	10.0	50.0		10.0		12.5	15.8		
<i>Math Proficiency</i>	2015 (%)											
	2014 (%)	20.0	28.0	15.0	41.2		9.1		12.0	13.9		
	2013 (%)	17.9	22.2	14.3	25.0		18.2		12.5	10.0		

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)											

End Notes

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



School Grade Report Card 2014

Certified



Final Grade












F

Uplift Community School

District: State Charter

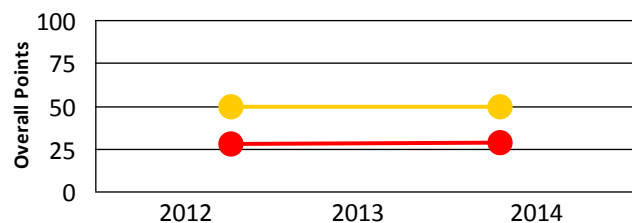
Grade Range: KN - 05 Code: 548001

This School 
Statewide C Benchmark 

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	  21.3	F	5.63	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	  5.8	F	2.14	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	 7.2	F	0.05	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  15.3	F	9.95	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	  7.5	B	8.44	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	  1.6		2.31	5

Total Points

28.52



3 Year
Average

28.4

F

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Details of Each Grade Indicator

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

Current Standing

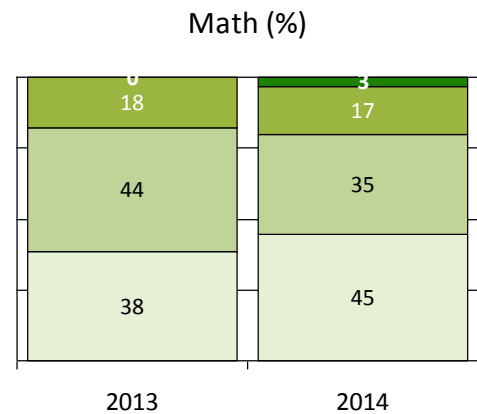
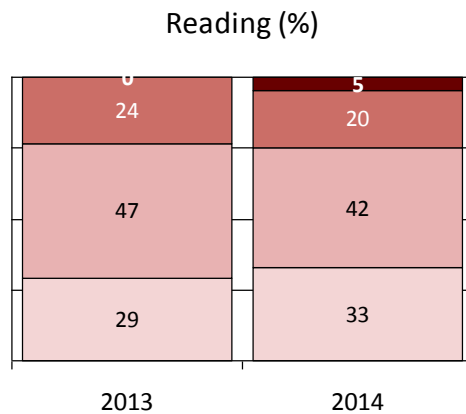
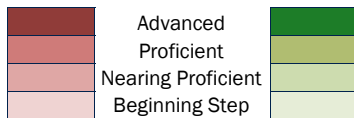
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	25.0	40.0	15.4	41.2	-	13.6	-	20.8	25.7	-	-	-
Proficient and Advanced (Pts)	3.13											
Value Added Model (Pts)	0.00											
Math												
Proficient and Advanced (%)	20.0	28.0	15.0	41.2	-	9.1	-	12.0	13.9	-	-	-
Proficient and Advanced (Pts)	2.50											
Value Added Model (Pts)	0.00											

3 Year Summary

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



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

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

	Reading	Math
Difference from Expected Growth (SS Points)	-0.276	-1.355
Points Earned	1.45	0.69

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

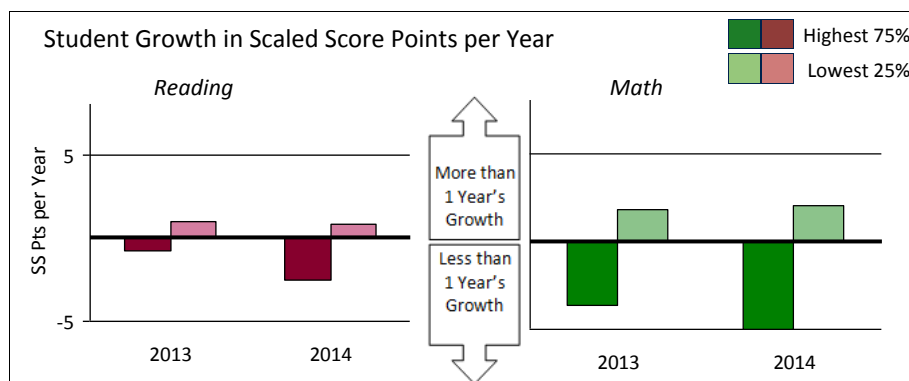
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

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

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

		Gender				Race / Ethnicity										Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient			
		All Students		Female		Male		White		African American		Hispanic		Asian										Am Indian	
		Range		Range		Range		Range		Range		Range		Range										Range	
Reading Growth																									
Highest 75% (SS/Yr)	-2.5	-4.5	-.2	-4.8	-.5	-4.4	-.1	-	-	-4.8	-.5	-	-	-4.7	-.4	-4.6	-.3	-	-	-	-				
Highest 75% (Pts)	0.05																								
Lowest 25% (SS/Yr)	0.8	-	-	-4.1	.2	-	-	-	-	-	-	-	-	-	-	-4.0	.3	-	-	-	-				
Lowest 25% (Pts)	2.37																								
Math Growth																									
Highest 75% (SS/Yr)	-5.0	-6.8	-2.7	-7.3	-3.1	-6.9	-2.7	-	-	-7.3	-3.1	-	-	-7.2	-3.0	-7.2	-3.1	-	-	-	-				
Highest 75% (Pts)	0.00																								
Lowest 25% (SS/Yr)	2.1	-	-	-5.4	-1.2	-	-	-	-	-	-	-	-	-5.2	-1.1	-5.0	-.9	-	-	-	-				
Lowest 25% (Pts)	7.58																								



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 18.0

Math 16.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	95.3	95.5	95.2	95.6	-	95.7	-	94.7	94.1	92.5	95.5	-
OTL Attendance (Points)	5.02											
OTL Survey (Average Total Score)	30.8	31.4	30.5	28.0	-	33.5	-	30.4	32.0	-	-	-
OTL Survey (Points)	3.43											

OTL Survey Questions		The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.										
1. My teacher introduces a new lesson by reminding us of things we already know.	2.8	3.0	2.6	2.6	-	3.0	-	2.8	2.9	-	-	-
2. My teacher explains why what we are learning is important.	3.0	2.9	3.1	2.5	-	3.7	-	2.8	3.1	-	-	-
3. My teacher explains how learning each lesson will help us in the future.	2.6	2.9	2.4	2.4	-	2.9	-	2.5	2.9	-	-	-
4. Everybody gets a chance to answer questions.	3.0	2.7	3.1	2.4	-	3.4	-	2.9	3.2	-	-	-
5. My teacher wants me to explain my answers.	3.9	4.0	3.8	3.8	-	4.1	-	3.7	3.9	-	-	-
6. My teacher explains things in different ways so everyone can understand.	3.3	3.1	3.4	3.1	-	3.6	-	3.2	3.3	-	-	-
7. My teacher helps me when I do not understand.	3.7	3.9	3.6	3.7	-	3.7	-	3.7	3.7	-	-	-
8. I use different materials and tools to help me practice what I am learning.	2.4	2.9	2.1	1.9	-	2.5	-	2.7	2.7	-	-	-
9. My teacher makes sure I understand.	4.0	4.0	3.9	3.9	-	4.3	-	3.7	4.0	-	-	-
10. My teacher takes the time to summarize what we learn each day.	2.8	3.0	2.6	2.6	-	3.0	-	2.8	2.9	-	-	-

Color Key:

	4 or 5, Rated High
	2 or 3, Rated Mid
	0 or 1, Rated Low

Bonus Points

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

☒ Student Engagement ☒ Parental Engagement ☐ Extracurricular Activities ☐ Truancy Improvement

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	95.5	96.2	95.1	94.4	-	95.7	-	96.0	92.1	-	-	-
Math (%)	97.0	96.2	97.6	94.4	-	95.7	-	>98.0	94.7	-	-	-

Supplemental Information

Similar Schools

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

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

School Rank											
Students (% Tested)	ELL		SWD		Ethnicity		ED		Mobility		Composite
	11.9		11.9		72.2		55.2		6.2		
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank Total
Current Standing	46	(46)	45	(46)	46	(46)	46	(46)	44	(46)	46 (46)
School Growth	37	(46)	36	(46)	36	(46)	41	(46)	41	(46)	36 (46)
Student Growth, Highest 75%	46	(46)	46	(46)	46	(46)	46	(46)	46	(46)	46 (46)
Student Growth, Lowest 25%	42	(46)	37	(46)	33	(46)	36	(46)	32	(46)	33 (46)
Opportunity to Learn	46	(46)	46	(46)	45	(46)	46	(46)	42	(46)	45 (46)

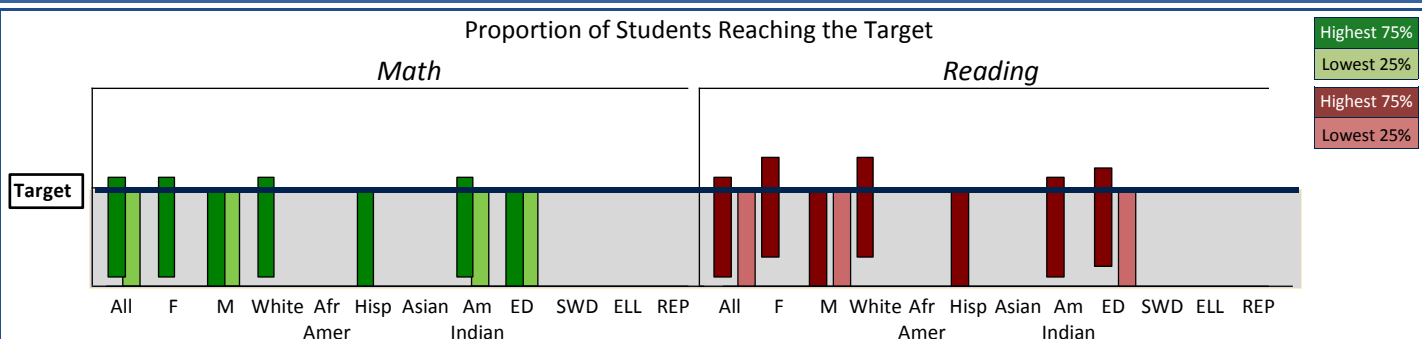
School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading	Highest 75% (%)	12.8	26.1	.0	28.6	-	.0	-	12.5	16.7	-	-
	Lowest 25% (%)	.0	-	.0	-	-	-	-	-	.0	-	-
Math	Highest 75% (%)	6.8	10.5	4.0	14.3	-	.0	-	6.7	4.5	-	-
	Lowest 25% (%)	.0	-	.0	-	-	-	-	.0	.0	-	-

Graduation

For high schools graduation rates for the Cohort of 2013 are available on page 5.





School Grade Report Card 2013

Certified

Final Grade



F













Uplift Community School

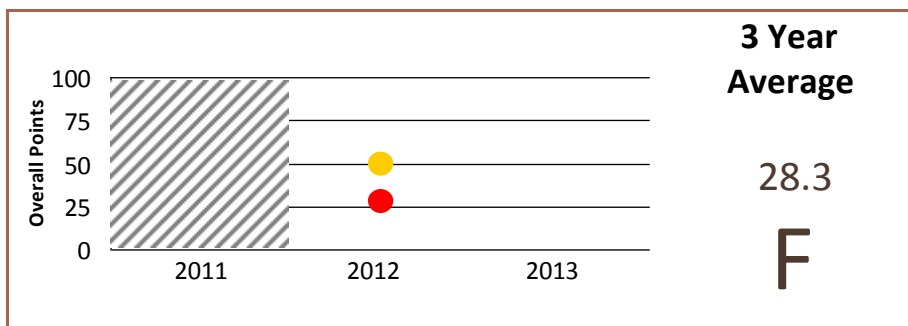
District: State Charters

Grade Range: KN-04

Code: 548001

This School 
Statewide C Benchmark 

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	  21.3	F	6.63	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	  5.8	F	0.85	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  7.2	F	1.53	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  15.3	F	8.31	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	  7.5	B	8.60	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	  1.6		2.34	5



Final School Grade	
75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Total Points

28.26

Details of Each Grade Indicator

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

Current Standing

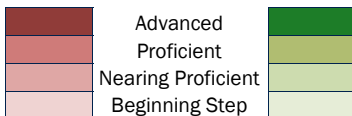
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

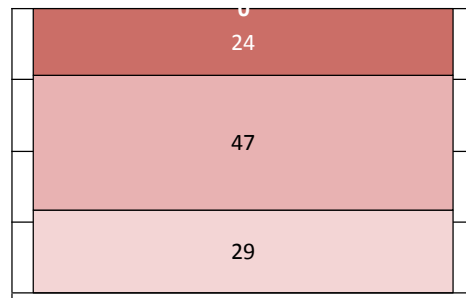
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	23.7	38.9	10.0	50.0	-	10.0	-	12.5	15.8	-	-	-
Proficient and Advanced (Pts)	2.96											
Value Added Model (Pts)	0.93											
Math												
Proficient and Advanced (%)	17.9	22.2	14.3	25.0	-	18.2	-	12.5	10.0	-	-	-
Proficient and Advanced (Pts)	2.24											
Value Added Model (Pts)	0.49											

3 Year Summary

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

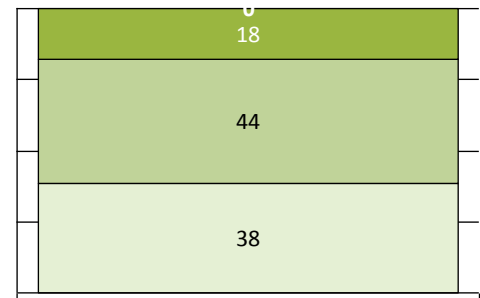


Reading (%)



2013

Math (%)



2013

School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

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

Difference from
Expected Growth (SS Points)

Reading

-0.424

Math

-1.348

Points Earned

0.69

0.16

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

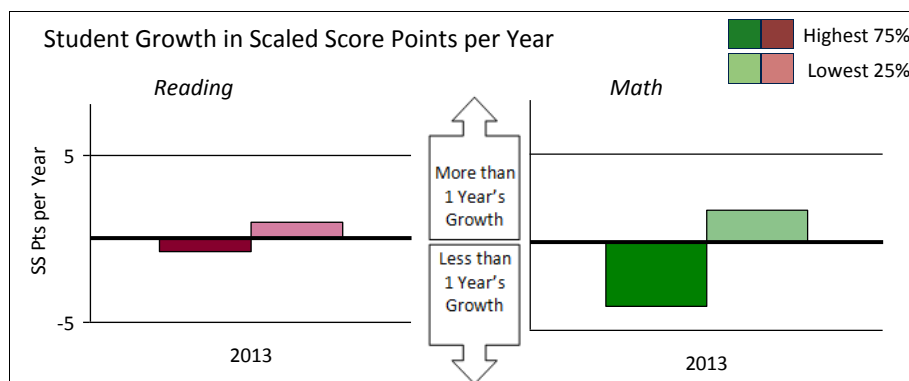
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

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

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

		Gender				Race / Ethnicity										Econ Disadv		Students with		English Language		Redesignated English	
All Students	Female	Male	White	African American	Hispanic	Asian	Am Indian	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To				
Reading Growth		From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To				
Highest 75% (SS/Yr)	-0.8	-3.2	1.7	-3.3	1.7	-3.2	1.8	-	-	-3.4	1.5	-	-	-3.2	1.7	-3.3	1.7	-	-	-3.1	1.9	-	-
Highest 75% (Pts)	1.53																						
Lowest 25% (SS/Yr)	1.0	-2.3	2.7	-2.4	2.6	-2.3	2.7	-	-	-2.5	2.5	-	-	-2.2	2.7	-2.3	2.6	-2.7	2.2	-	-	-	-
Lowest 25% (Pts)	0.19																						
Math Growth																							
Highest 75% (SS/Yr)	-3.6	-5.7	-1.7	-5.6	-1.6	-5.3	-1.3	-	-	-5.8	-1.8	-	-	-5.8	-1.8	-5.9	-1.9	-	-	-5.9	-1.9	-	-
Highest 75% (Pts)	0.00																						
Lowest 25% (SS/Yr)	1.8	-4.0	0.0	-4.5	-0.5	-3.8	0.2	-	-	-4.9	-0.9	-	-	-4.1	-0.1	-4.4	-0.3	-5.3	-1.3	-	-	-	-
Lowest 25% (Pts)	8.12																						



Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences

Reading 18.3

Math 23.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	93.5	93.5	93.6	94.2	-	94.2	-	92.3	91.5	-	93.1	-
OTL Attendance (Points)	4.92											
OTL Survey (Average Total Score)	33.1	34.3	32.2	33.4	-	33.4	-	32.7	33.9	29.3	33.6	-
OTL Survey (Points)	3.68											

OTL Survey Questions		The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.										
1. My teacher introduces a new topic by connecting to things I already know.	2.4	2.6	2.3	2.2	-	3.2	-	2.1	2.4	3.8	2.4	-
2. My teacher explains why what we are learning is important.	3.1	3.2	3.1	3.1	-	3.1	-	3.1	3.4	3.3	2.8	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.5	2.6	2.4	2.3	-	2.1	-	2.8	3.0	1.8	2.6	-
4. Every student gets a chance to answer questions.	3.6	3.7	3.4	3.9	-	2.9	-	3.8	3.3	3.5	3.7	-
5. My teacher wants me to explain my answers.	3.5	3.6	3.5	4.1	-	3.5	-	3.2	3.2	2.8	3.5	-
6. My teacher knows when I understand, and when I do not.	3.5	4.0	3.2	3.8	-	3.4	-	3.4	4.0	1.0	3.9	-
7. My teacher explains things in different ways so everyone can understand.	4.3	4.4	4.2	4.6	-	4.0	-	4.2	4.1	2.3	3.8	-
8. My teacher gives me helpful feedback on work I turn in.	2.5	2.6	2.5	1.9	-	2.9	-	2.8	3.0	3.5	2.5	-
9. My teacher checks our understanding.	4.5	4.6	4.5	4.7	-	4.6	-	4.4	4.4	3.5	4.4	-
10. My teacher takes the time to summarize what we learn each day.	3.1	3.1	3.1	2.8	-	3.6	-	3.0	3.0	4.0	4.1	-

Color Key:

	0 or 1, Low
	2 or 3, Medium
	4 or 5, High

Bonus Points

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

☒ Student Engagement
 ☒ Parental Engagement
 ☐ Extracurricular Activities
 ☐ Truancy Improvement

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	-	-	-	-	-	-	-	-	-	-	-	-
Math (%)	-	-	-	-	-	-	-	-	-	-	-	-

Supplemental Information

Similar Schools

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

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

School Rank											
		<i>ELL</i>		<i>SWD</i>		<i>Ethnicity</i>		<i>ED</i>		<i>Mobility</i>	
Students (% Tested)		16.8		4.2		69.5		49.5		21.1	
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		46	(46)	42	(45)	46	(46)	46	(46)	44	(46)
School Growth		42	(46)	44	(45)	44	(46)	45	(46)	45	(46)
Student Growth, Highest 75%		38	(46)	40	(46)	40	(46)	40	(46)	40	(46)
Student Growth, Lowest 25%		33	(46)	26	(46)	30	(46)	15	(46)	30	(46)
Opportunity to Learn		46	(46)	45	(46)	45	(46)	44	(46)	45	(46)
Graduation		-	(46)	-	(46)	-	(46)	-	(46)	-	(46)
College and Career Readiness		-	(46)	-	(46)	-	(46)	-	(46)	-	(46)

School Growth Targets

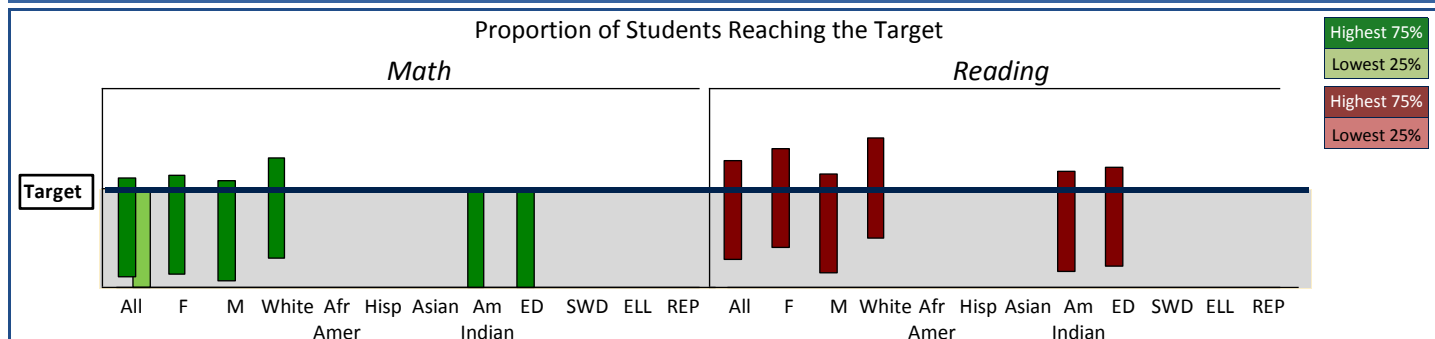
Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity				Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading	Highest 75% (%)	27.6	40.0	14.3	50.0	-	-	-	16.7	21.4	-	-
	Lowest 25% (%)	-	-	-	-	-	-	-	-	-	-	-
Math	Highest 75% (%)	10.3	13.3	7.1	30.0	-	-	-	.0	.0	-	-
	Lowest 25% (%)	.0	-	-	-	-	-	-	-	-	-	-

Graduation

For high schools graduation rates for the Cohort of 2012 are available on page 5.

Target 71.8%



School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

			Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
All Students			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading	2013 (Avg SS)	33.9	36.3	31.8	40.6	-	27.7	-	32.9	31.5	-	-	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
	2011 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
Math	2013 (Avg SS)	30.5	33.7	27.8	36.8	-	22.5	-	31.4	27.6	-	-	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
	2011 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).