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# **I. Public Education Department Renewal Report and Recommendation**



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# 2016 Charter School Renewal Report

*Southwest Intermediate Learning Center*

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## **CSD RECOMMENDATION**

Based on CSD's recommendation for the renewal of Southwest Primary Learning Center, CSD recommends the nonrenewal of this school. If CSD's recommendation of renewal with approval of all amendment requests for Southwest Primary Learning Center is accepted, the school has committed in an addendum to its renewal application to request termination of its charter.

## **SCHOOL SUMMARY**

Southwest Intermediate Learning Center was originally chartered by the Albuquerque Public Schools as the La Luz Del Monte Learning Center in 2005. Southwest Intermediate Learning Center was re-chartered as a state chartered charter school by the Public Education Commission in 2010. In 2015, the school was given a 2 year contract because of ongoing FBI and PED investigations. The charter was granted for a period of 2 years with the following conditions:

- A shortened contract of two years;
- The school will pursue consolidation between Southwest Intermediate and Southwest Secondary School or Southwest Primary;
- Completion of an improvement plan specific to the school; and
- Two annual monitoring visits by the Charter School Division.

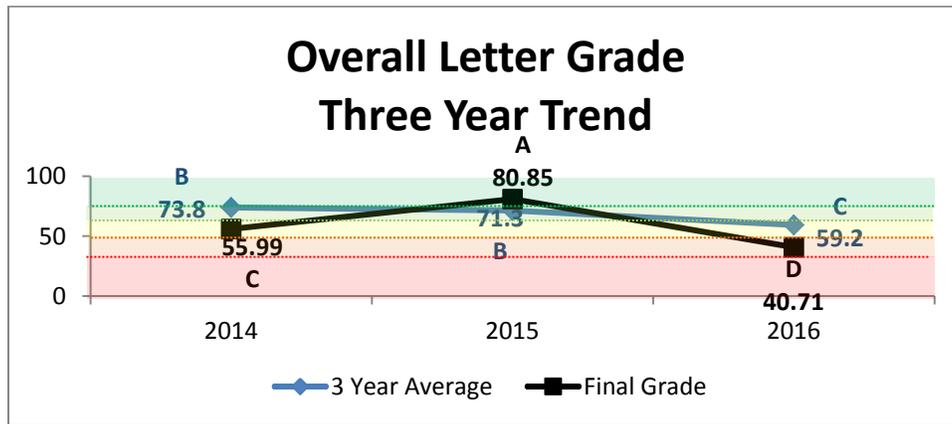
The school submitted its renewal application in a timely manner. The school's renewal application includes no amendment requests. However, the school's application did include an addendum in which the school notes that it is willing to request termination of its charter if the Commission approves the renewal of the Southwest Primary Learning Center along with all of the requested amendments. Specifically, the addendum notes:

Southwest Intermediate Learning Center (SILC) has submitted an application for a five year renewal with the Public Education Commission (PEC). It was a condition of the two year 2015 renewal of SILC's charter that they would pursue consolidation with either Southwest Primary Learning Center (SPLC) or Southwest Secondary Learning Center (SSLC). This pursuit involved stakeholder meetings in the spring of 2016 and eventual voting on the favored options out of

four possibilities - including no consolidation at all. This report summary was submitted to the PEC through the Charter School Division (CSD) of the Public Education Department (PED) on June 30, 2016. It was decided if the consolidation were to go forward that the best scenario would be SILC consolidating with SPLC.

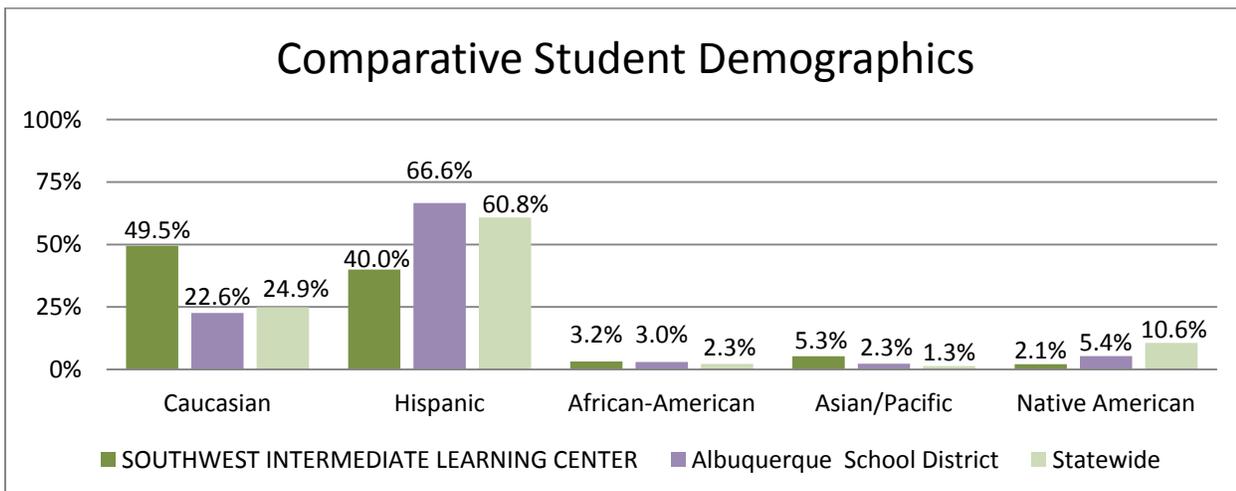
Therefore, SILC is willing to request termination of its charter if SPLC would be allowed to amend its charter to absorb the 7<sup>th</sup> and 8<sup>th</sup> grade students, the programs and the employees that were once SILC. SPLC would have to amend its material terms, its grade levels served and its name, as it would no longer serve only primary grades. A condition of this would also be that SPLC would absorb the allowable cash balances in funds that were once SILC's. The funds should follow the students to maintain the integrity of their programs as well as fund the purchase of the building they have been, and will continue to be, housed in per the approved SILC and SPLC Facility Master Plans.

The following information provides a snapshot of the school's academic performance over the last three years.

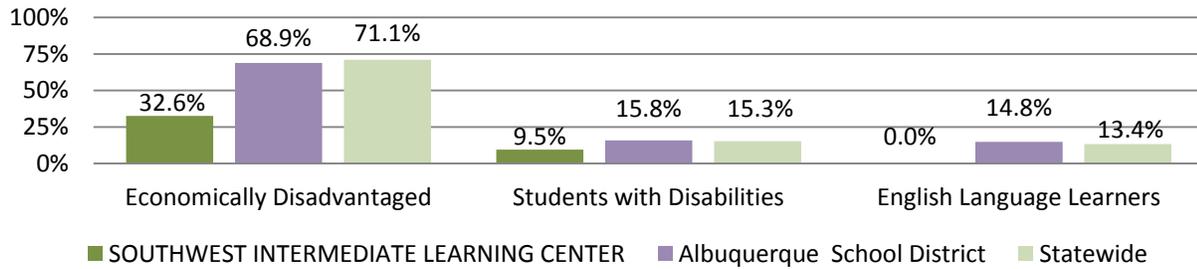


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

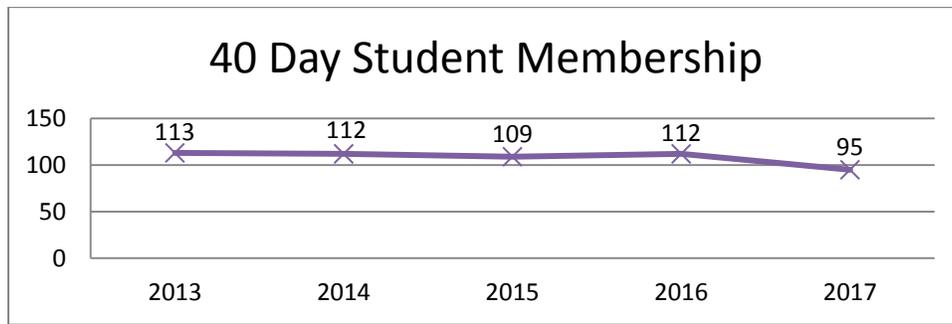
Comparative demographics show the school has higher Caucasian, African American and Asian populations than the surrounding district and lower Native American and Hispanic Populations. The school currently does not have any English Language Learners and has a lower population of students with disabilities and economically disadvantaged students than the surrounding district.



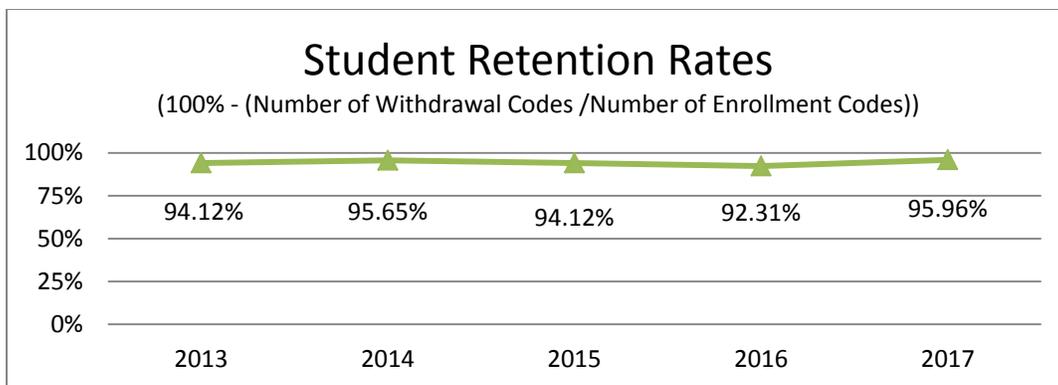
## Comparative Student Subgroup Enrollment



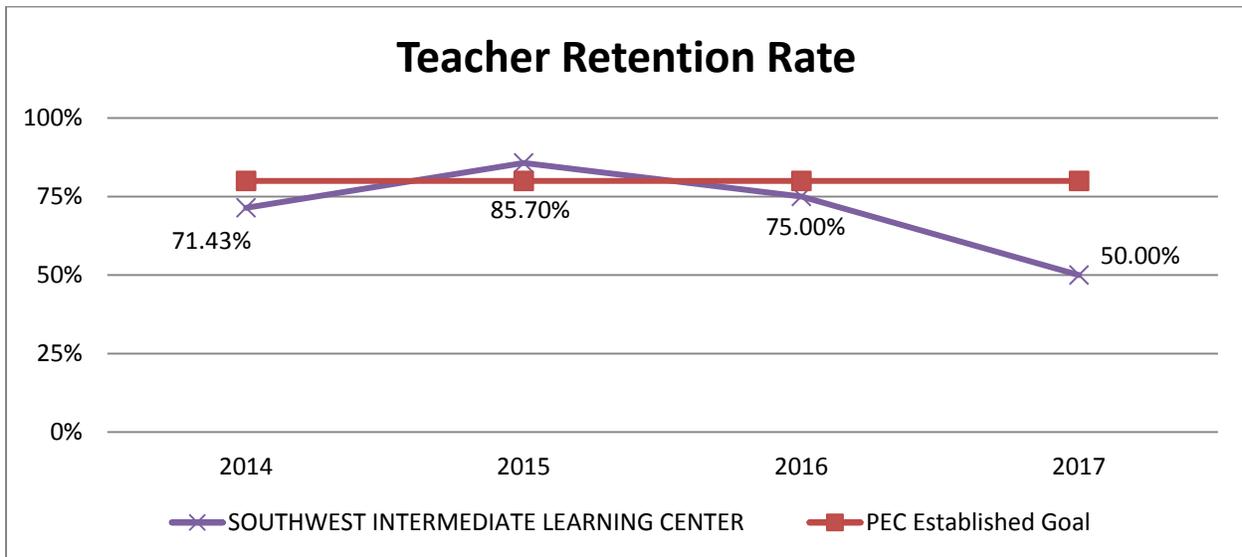
The table below demonstrates the 40 day membership for each of the years in operation. The school’s enrollment has remained consistent every year except during the current school year, which saw enrollment drop- 17 students lower than in the prior year.



The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at some point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at school point during the year). CSD believes this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school’s retention rate appears to have remained relatively consistent. The current year retention is higher than 2016, but cannot be compared to prior years as it does not account for attrition or additional retained enrollments through the year.



The table below demonstrates teacher retention for since 2014. Annually, the school’s teacher retention rate has been below the PEC’s stated goal of 80% retention (lower than 20% turnover), with the exception of 2015. The school had the greatest retention between 2014 and 2015, the rate has declined since that time.



The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by ninety-three percent of the school’s current employees and ninety-five percent of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

During student interviews, students expressed that they like that they feel prepared for when you leave the school and that there is a safe environment. The students like the blended learning environment and feel that the teachers provide students with enough help. They like that they go on Community Based Activities. Several students mentioned that they wanted the school to offer a lunch program. Some of the students wished that the school offered music and art. The students like that it is an accelerated program and challenging. They stated that there is virtually no bullying on this campus because of the discipline and management of the students. They could not think of a bullying situation this year. They felt that the school “Gets you prepared for when you leave.” The students who were interviewed felt satisfied at the level of communication the school provides. They said they can always check their grades and they receive a regular newsletter.

During family interviews, parents expressed that the teachers are superior and they love the technology part of the school. Some parents said they like the flexibility the school provides while others wanted a more traditional schedule. All the parents interviewed expressed that the teachers are very good and they love the technology at the school. The parents mentioned that history and science could be better incorporated into the community based activities or CBAs. The parents like the small school and said they felt their students were safe at the school.

During teacher interviews, teachers articulated that they feel supported by the leadership team and have the ability to use creativity and have autonomy in their classes to make decisions. They believe that the community based activities and accelerated curriculum encourages critical thinking among their students. They believe the leadership team communicates effectively and that they receive ample professional development. They mentioned several PD opportunities, including professional development focused on safety and CPR and heart health.

## **RENEWAL STANDARD**

Pursuant to NMAC 22-8B-12, a charter may be not renewed if the charter school did any of the following:

- (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.

In addition, in 2015 the New Mexico statutes annotated was revised to reflect the following:

On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school:

- (1) is housed in a building that is:
  1. owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government;
    - (a) subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978]; or
  - 2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that:
    - (a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and
    - (b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

## **ANALYSIS**

In order to support the decision making of the Public Education Commission, this renewal report reflects the information known to the Public Education Department in relation to:

- the school's efficacy in fulfilling the conditions, standards, and procedures set forth in the charter contract;
- the schools status in relation to achieving, or making progress toward achieving, the Public Education Department's standards of excellence as reflected in the school letter grade;
- the school's status in relation to achieving, or making progress toward achieving, the student performance standards identified in the charter contract;
- the school's efficacy in meeting generally accepted standards of fiscal management;
- the school's compliance with all provisions of law from which the charter school was not specifically exempted; and
- the school's status in relation to meeting the facilities requirements laid out in 22-8B-4.2.

<b>Summary</b>		
	Meeting Expectations	Not Meeting Expectations
Charter Contract Material Terms	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Public Education Department's Standards of Excellence	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Performance Standards in the Charter Contract	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Generally Accepted Standards of Fiscal Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compliance with all Provisions of Law	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities Requirements Laid Out in 22-8B-4.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**SOUTHWEST INTERMEDIATE LEARNING CENTER HAS NOT FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT**

The School's mission statement is as follows:

The mission of the Southwest Intermediate Learning Center is to utilize blended learning, traditional and community-based instruction in an accelerated academic curriculum to sustain a high-performing learning community.

The school's contract states the school will:

The Southwest Intermediate Learning Center has created a small school and small learning community that has personalized middle-grade education and established the right conditions for enhanced teaching and learning

The Southwest Intermediate Learning uses technology as a tool for teaching, learning, and assessment. Technology is integrated into curriculum with traditional classroom instruction to accelerate learning and provide all students with a well-rounded education. Students use technology in the Smart Lab to gather and organize information, support independent inquiry, and communicate with peers and experts to reinforce their understanding. Students are exposed to a wide variety of experiences through the Community Based Instructional Program, Spanish language instruction at grade levels, physical education, science exploration, and critical thinking challenges.

The Southwest Intermediate Learning Center Provides students with online courses that can be accessed 24 hours a day/ 7 day a week from anywhere they have access to the internet.

The Southwest Intermediate Learning Center provides the technology elective course, Smart Lab that is unique to the school.

The Southwest Intermediate Learning Center is accredited by the AdvancEd/North Central Accreditation Association.

The Southwest Intermediate Learning Center provides a Community-based Activity component to the academic curriculum.

The Southwest Intermediate Learning Center provides state of the art technology to assist instruction in all subject areas including physical education.

During the PEC renewal site visit, team members confirmed that the school has maintained their accreditation through North Central Accreditation, offers the technology elective course, utilizes the Smart Lab, and students can access their grades 24/7.

However, it appears that the school's instructional hours do not exceed the required hours for middle school. The school offers instructional hours Monday-Friday from 8:00 am to 2:45 pm. The school offers 4 class sessions 8:00-9:30, 9:40-11:10, 11:50-1:20, and 1:30-2:45. These 4 sessions total to 345 minutes of instructional time. The school reports 170 instructional days. This schedule only totals to 777.5 hours of instructional time.

The school's contract also states:

The Southwest Intermediate Learning Center provides students and parents with 24/7 access to their grades, progress, percentage completion and attendance data through PowerSchool, an online data management system.

**School's Response**

*345 minutes of instructional time per day for 170 days totals 977.5 hours – the preliminary report has an incorrect calculation of the hours.*

*In the Charter Contract one of the material terms for the program is:*

*The Southwest Intermediate Learning Center Provides students with online courses that can be accessed 24 hours a day/ 7 day a week from anywhere they have access to the internet.*

*SILC 7<sup>th</sup> graders take one (1) online course – life science. SILC 8<sup>th</sup> graders take two (2) online courses – American history and earth science. An online Edgenuity course requires between 5 and 7.5 hours of work per week minimum. The school schedule provides 7<sup>th</sup> graders with 3.5 hours per week and 8<sup>th</sup> graders with 7 hours per week to work on their Edgenuity classes within the instructional schedule. This is not enough time to successfully complete the coursework for most students and therefore the students are required to work on these courses outside of the instructional day. Using the "Attendance Log" in Edgenuity the teachers are able to see the time spent on any given day and specifically what each student did during that time. It is recommended that students work 3-5 hours a week at home on their online course to maintain progress so they finish the courses at semester and at the end of the year. This is an additional 108 to 180 additional instructional hours depending on the grade level. This takes the number of instructional hours to between 1085 and 1157. Therefore, the school does exceed the required hours for middle school education.*

*CSD does not include breaks or passing periods because students do not receive instruction during these times.*

The Southwest Intermediate Learning Center provides Spanish to all 7<sup>th</sup> and 8<sup>th</sup> graders.

The Southwest Intermediate Learning Center provides pre-algebra to all 7<sup>th</sup> and algebra for high school credit to all 8<sup>th</sup> graders.

The Southwest Intermediate Learning Center provides students and their families with a "Sponsor" teacher that acts as an intermediary to all areas of the school.

The Southwest Intermediate Learning Center provides a Community-based Activity component to the academic curriculum.

The Southwest Intermediate Learning Center provides state of the art technology to assist instruction in all subject areas including physical education.

During the PEC renewal site visit, team members confirmed that the school appears to be in compliance with most of the student focused terms listed above. However, when the School Budget and Finance Bureau was reviewing school expenditures, a preponderance SILC field trips, termed "community based activities" had little academic relationship. The trips appeared focused on entertainment or physical education (i.e. trips to Yoga or Cliff's Amusement Park). The Bureau took steps to require justification of how these trips served the mission of education kids and are tied to state standards, and met with the Governing Council to explain that these seem to have deviated away from the vision of arts and museum trips included in the charter contract. The school has taken steps to ensure these trips are more academic in nature, though physical education trips still occur.

**School's Response**

*There have been a lot of corrections in regards to Community-Based Activities which are in the material terms of the charter. The Board has developed specific policy and guidelines around CBA and Field Trips that differentiate between educational trips versus extra-curricular trips.*

Every CBA Trip is meticulously planned and justified before the trip is approved through administration. The school is monitoring that there is an equal amount of trips that address all common core areas of study in Math, Language Arts, Science, and Social Studies.

The CBA must have the following elements in order to be approved:

- Date of the CBA
- Subject Area
- Activity Description
- Activity Connection to the Subject Area
- Transportation
- Assessment for Learning the content of the CBA

The school has cut back in now only doing one CBA per month as opposed to doing two and all POs have been approved thus far for those CBAs given that the sponsor teacher is supplying the appropriate justification when submitting PRs for the CBA.

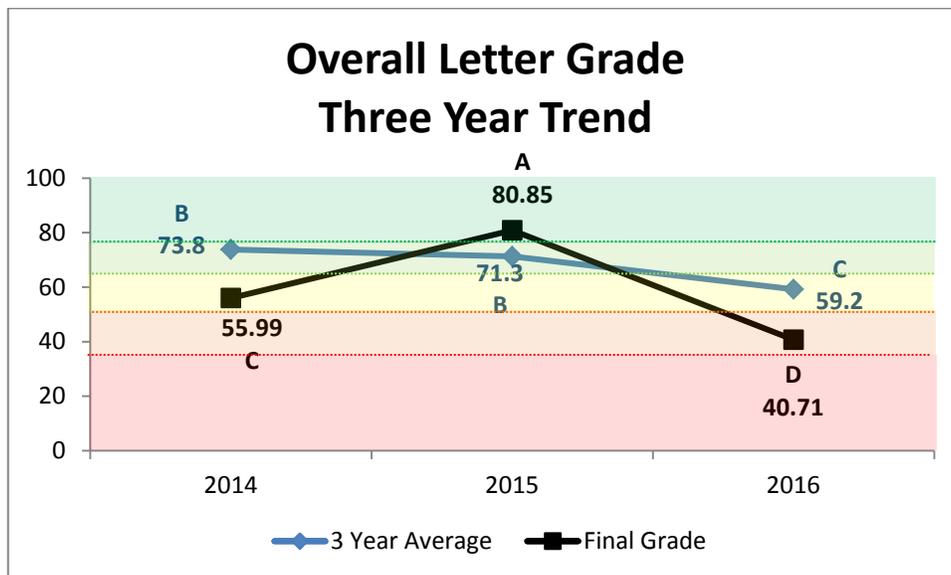
See Board Approved **SILC COMMUNITY-BASED ACTIVITY POLICY** Attached.

For the reasons stated above, it appears that the school has not fulfilled all of the conditions, standards, and procedures set forth in the charter contract.

**SOUTHWEST INTERMEDIATE LEARNING CENTER HAS NOT ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, THE PUBLIC EDUCATION DEPARTMENT’S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE**

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

The table below reflects the school’s academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of C. The current year’s letter grade is a D.



The school’s response to their overall report card performance was:

Southwest Intermediate Learning Center (SILC) received a D grade for the 2016 school year. This is the lowest grade that the school has received in the history of school grades. It has a 3 year average of a C. Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students. The school still performs well above state averages on standardized testing, see Current Standing. The school saw a significant increase in special education students last year and this year. The FTE for special education went from 0.5 last year to 0.75 this year.

The school did not address the action it took to respond to this data, nor did it provide data to address the success of any such efforts. The school should consider providing this information in its response.

### School's Response

#### *Performance Self Study/Analysis-Key Questions*

*Based upon the academic results from the past year, our academic priorities over the next five years are:*

- A 1. Reverse the decline of proficiency scores for all students*
- A. 2. Improve the proficiency rates of our Q1 students*

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

*Strategies to address these both Priorities 1 and 2 include:*

- Collect and analyze student data more frequently, and provide professional development to teachers in this area. A Leadership Team will be developed and will facilitate data analysis meetings after each interim assessment and will make sure that teachers are using high quality data reports.*
- Provide professional development to teachers in areas of researched-based instructional strategies and interventions to target our Q1 students and students with unique needs.*
- Provide more in-class and out-of-class support for struggling students.*
- Strengthen our mentoring and support plan for new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.*
- Provide more time, experience and support to students to be able to navigate computer-based assessments more easily and fluently.*

*In the 2013-2014 school year Southwest Primary implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions such as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress would be monitored and data was kept to determine if any additional action needed to be taken, or if a referral needed to be made for an educational evaluation.*

*In the future, we will continue to use our data to identify struggling students and provide the above support and programs. In addition, we will implement the following practices:*

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only PARCC scores, but the STAR assessment scores as well. We will schedule,*

*on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.*

- We will identify students who are struggling in an effort to determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.*
- We will identify and/or develop assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.*
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.*
- We will make sure we provide specific and timely feedback to students on an ongoing basis.*
- We will review curriculum maps for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.*

*When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill. Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas strategies and interventions to try if students are not learning.*

*Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.*

In the area of current standing, the school earned an F. The application states:

The school still performs well above state averages on standardized testing. Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students.

The percentage of SILC 7<sup>th</sup> graders that received a 3, 4 or 5 on the PARCC testing in reading and mathematics are 69% and 70%. While the state averages are 47% and 47%. The percentage of SILC 8<sup>th</sup> graders scoring 3, 4 or 5 in reading and mathematics was 74% and 70% while the state averages for 8<sup>th</sup> grade were 55% and 45%. SILC 8<sup>th</sup> graders are all tested in algebra I (see graph below).

The PARCC scores are consistent with the STAR Reading and STAR Mathematics interim assessment results from last year. According to STAR interim assessments the average percentage of SILC 7<sup>th</sup> graders that scored at or above grade level for the year was 73% and 74%. The average percentage of SILC 8<sup>th</sup> graders that scored at or above grade level for the year was 79% and 71%. This puts the school in the category of “Meets Standard” for their Academic Performance Goals for the 2016 school year.

The school's narrative does discuss the progress that the students are making but it does not discuss what steps the school is taking to improve this area. Further, the school's response demonstrates a lack of understanding about the school grading. The current standing measure incorporates school growth scores, which are negative in both math and reading, meaning that across the school the students attained less than a full year's worth of growth. The school should not focus on the proficiency numbers, but should provide an explanation on how they are supporting students in growing at a faster rate and provide data that demonstrates the school's success in increasing student growth.

In the area of school growth, the school earned an F. The application states:

Southwest Intermediate Learning Center received an F in School Growth. Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students. The school still performs well above state averages on standardized testing, see Current Standing. The school saw a significant increase in special education students last year and this year. The fte for special education went from 0.5 last year to 0.75 this year

The school's narrative fails to shed light on why the school earned an F in this area and demonstrates a misunderstanding of the state letter grading system. Every student's predicted score in the current year is based on their performance in the two prior years. This exercise adjusts the student's prediction to be in keeping with other students that scored similarly on the same assessments, characterized as the student's "academic peer group." Therefore the resulting standard for growth is somewhat flexible and customized to that student, adjusting expectations for whether they are near the top limit or in the lowest quartile. There is little evidence to suggest that SWILC's students did not have room to grow—only 42% of students were proficient in reading and only 30% were proficient in math. The school should discuss what steps the school is taking to improve this area and should provide data to demonstrate its success.

In the area of Q3 Growth the school earned a D. In the area of Q1 Growth the school earned an F. The application provided the same response as above for both of these indicators. The school did not provide any steps the school is taking to improve this grade.

### **School's Response**

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?

*Struggling students will be identified by reviewing past assessments (SBA, short-cycle and formative), and through parent feedback about past student performance. Teachers will provide in-class Tier 1 interventions and additional support including software for skill building (can be accessed at home), after-school tutoring. If those did not work, a Student Assistance Team meeting will be held. In addition, a Special Education Resource Teacher is available to provide suggestions about instructional strategies and support to teachers.*

*Parents have the ability to check on their student's progress through the Power School program that allows parents to check grades and attendance. Science is provided through Edgenuity for 7<sup>th</sup> graders and Science and History are provided through Edgenuity for 8<sup>th</sup> graders. Parents of students who are taking these classes can check the Edgenuity "Family Portal" to view their progress and attendance for these online courses. In addition, progress reports are sent home at the end of the first and third quarters, and report cards are sent home at the end of the first semester and at the end of the year.*

*We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.*

*Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional Strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Strategies to "check for understanding" and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers.*

*For all struggling students, a team will be developed to address issues or barriers that our students faced with what may be impacting their progress at school. We will look holistically at our students who are struggling, and determine what economic, emotional, medical, and social needs they have, and work to provide the support and resources necessary to assist them.*

*By implementing interim assessments and reviewing the results more frequently, teachers will be able to focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that are more tailored to their unique needs.*

*In addition to the above strategies,*

- Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.*
- Classroom Observations with immediate feedback will be provided to teachers throughout the school year.*

For the reasons stated above, it appears that the school neither achieved, nor made substantial progress toward achieving, the public education department's standards of excellence as reflected in the school letter grade.

### **SOUTHWEST INTERMEDIATE LEARNING CENTER HAS ACHIEVED THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT**

The school's charter, including its original application, incorporated the following goals:

Southwest Intermediate Learning Center will know it is achieving its mission through the following goals:

1. Full-Academic-Year (FAY) students in grades 7 through 8 enrolled at the Southwest Intermediate Learning Center will increase their Reading proficiency as measured by three or more interim assessments, STAR Reading, throughout the academic year.
2. Full-Academic-Year (FAY) students in grades 7 through 8 enrolled at the Southwest Intermediate Learning Center will increase their Math proficiency as measured by three or more interim assessments, STAR Math, throughout the academic year.

**SWILC met Goal 1:** In the Southwest Intermediate Learning Center only 8<sup>th</sup> graders can be Full Academic Year (FAY) students if they are a returning student. The percentage of FAY students tested that scored at or above grade level in reading was 78% which “Meets Standard” in the Performance Framework. The school provided the data to support this goal.

**SWILC met Goal 2:** In the Southwest Intermediate Learning Center only 8<sup>th</sup> graders can be Full Academic Year (FAY) students if they are a returning student. The percentage of FAY students tested that scored at or above grade level in mathematics was 84% which “Exceeds Standard” in the Performance Framework. The school provided the data to support this goal.

As demonstrated in the analysis above Southwest Intermediate Learning Center has achieved the student performance standards identified in the charter contract.

#### School's Response

*The mission specific goals negotiated with the PEC for the 2015-2016 and 2016-2017 school years are rigorous. We set the “exceeds” standard at 85% or more in reading and 80% or more in mathematics for FAY students. These numbers are very high and the students met the goal in reading and exceeded the goal in mathematics.*

#### **SOUTHWEST INTERMEDIATE LEARNING CENTER HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT**

The school has indicated it is following generally accepted accounting principles; the record in the years immediately prior to the current contractual term includes evidence that does not support this assurance.

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had any significant and material weakness findings. The school(s) received a disclaimed audit in fiscal year 2014 and 2015.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan however, requests for additional information has not been received by the PED.

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown.

SILC currently has the Board of Finance suspended by the Secretary and is in corrective action to reobtain the Board. The school is working to resolve outstanding issues related to its financial audits and the current FBI investigation. The Bureau will begin work soon to develop an update to the school's financial oversight plan that may allow the school and the business officer of record to increase its control over certain financial matters (small purchases and payroll). The school still has issues regarding contractual services and purchasing. The Southwest

schools in general still infrequently experience unpaid invoices or payroll from prior periods and identification of all outstanding issues needs to be prioritized and resolved. The school is meeting all state and federal guidelines for payroll.

SILC takes many field trips, termed “community based activities”. When the Bureau was reviewing the expenditures, a preponderance of the activities had little academic relationship. The trips appeared focused on entertainment or physical education (i.e. trips to Yoga or Cliff’s Amusement Park). The Bureau took steps to require justification of how these trips served the mission of education kids and are tied to state standards, and met with the Governing Council to explain that these seem to have deviated away from the vision of arts and museum trips included in the charter contract. The school has taken steps to ensure these trips are more academic in nature, though physical education trips still occur.

During the FY17 budget development, the school had increasing teacher FTE’s despite decreasing membership. The school indicated that some staff were coded to the wrong school in year’s past and needed to be recoded to the SILC. In addition, this school and the others at the Candelaria location are planning to purchase the building. The school therefore has significant cash balances. The School Budget and Finance Analysis Bureau have not had any significant issues with SILC’s required financial reporting.

### **School’s Response**

*The Head Administrator has already submitted the following Attached in this e-mail are the SSLC responses for MEETING THE GENERALLY ACCEPTABLE STANDARDS FOR FISCAL MANAGEMENT. These documents have been uploaded to Web-EPSS as well.*

1. *HA SILC RENEWAL AUDIT RESPONSES*
2. *FY 15 SILC ADDITIONAL AUDIT RESPONSES VIGIL GROUP*
3. *THE TRUE & FALSE SOUTHWEST FINANCIAL CORRECTIVE ACTION*
4. *SOUTHWEST SCHOOLS ROAD MAP FOR FINANCIAL CORRECTIVE ACTIONS*
5. *DRAFT LEASE-TO-PURCHASE*
6. *FAC1 SILC Signed Lease Certification*
7. *FAC2 SILC Signed 100% Lease Assistance Awards*

The PED’s School Budget and Finance Bureau Director and the PED Audit Bureau Director will be available on the day of the PEC meeting to address the school’s responses. Specifically, they will address the process for obtaining PED’s approval of contracts and the school’s continued challenges in this area. However, the PED’s position remains that the school has not met all generally accepted standards of fiscal management because two disclaimed audit opinions were released during the term of the charter contract. Under the PED’s control of financial management, the school has made substantial improvement but is still working toward regaining control of its financial management. Receiving an unmodified audit opinion and demonstrating a decrease in the number and severity of audit findings will demonstrate that the school has met generally accepted standards of fiscal management and should be a condition of a short term renewal.

### **SOUTHWEST INTERMEDIATE LEARNING CENTER HAS NOT COMPLIED WITH ALL PROVISIONS OF LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED**

In the school’s renewal application, the school is asked to make assurances about whether the school is meeting the educational, civil rights, and special population, employee, school environment, appropriate handling of information, and governance requirements of all provisions of law from which the charter school was not specifically exempted. In the application, the school has assured compliance with all provisions of law from which the charter school was not specifically exempted.

In order to determine compliance with all provisions of law from which the charter school is not specifically exempted, CSD conducts annual monitoring visits and desktop monitoring. CSD also relies on reporting from other

bureaus in the Public Education Department. Below are findings that demonstrate whether or not the school has complied with all provisions of law from which the charter school was not specifically exempted.

CSD finds that the school has not complied with the following provisions of law:

### ***Mentorship***

The school was unable to provide CSD staff members of documentation of their mentorship process. CSD has observed no evidence to indicate that the school was compliant with the requirements of mentorship requirements (NMAC 6.60.6.7).

### **School's Response**

*SSLC has started the state-required Mentorship Program November 13, 2016 by having its first Mentorship meeting with identified first and second year teachers.*

*Mentees will have to attend at least three school-offered mentorship classes during the course of the year in Parent Communication, NM Teacher Evaluation Reflection, Getting Excited about Data, Leveling Up through NMPED Licensure, and Critical Conversations and Classroom Management.*

*Mentees are assigned Mentors and must meet with them once a month to go over First Year or Second Year Teacher Checklists.*

*Mentees will write a narrative at the end of the year outlining how Mentorship helped them, and a Mentorship completion Certificate will be placed in their file.*

### ***Instructional Hours***

The school offers instructional hours Monday-Friday from 8:00 am to 2:45 pm. The school offers 4 class sessions 8:00-9:30, 9:40-11:10, 11:50-1:20, and 1:30-2:45. These 4 sessions total to 345 minutes of instructional time. The school reports 170 instructional days. This schedule only totals to 777.5 hours of instructional time.

CSD observed evidence indicating that the school is not meeting the required instructional hours of 1080 hours for middle school students. This evidence indicates that the school has not met the requirements of NMSA §22-2-8.1. If the school has indicated an alternative schedule that would require students to complete coursework outside of the school setting, the school **must** be able to demonstrate how that is monitored and tracked.

### **School's Response**

*In the Charter Contract one of the material terms for the program is:*

*The Southwest Intermediate Learning Center Provides students with online courses that can be accessed 24 hours a day/ 7 day a week from anywhere they have access to the internet.*

*SILC 7<sup>th</sup> graders take one (1) online course – life science. SILC 8<sup>th</sup> graders take two (2) online courses – American history and earth science. An online Edgenuity course requires between 5 and 7.5 hours of work per week minimum. The school schedule provides 7<sup>th</sup> graders with 3.5 hours per week and 8<sup>th</sup> graders with 7 hours per week to work on their Edgenuity classes within the instructional schedule. This is not enough time to successfully complete the coursework for most students and therefore the students are required to work on these courses outside of the instructional day. Using the "Attendance Log" in Edgenuity the teachers are able to see the time spent on any given day and specifically what each student did during that time. It is recommended that students work 3-5 hours a week at home on their online course to maintain progress so they finish the courses at semester and at the end of the year. This is an additional 108 to 180 additional instructional hours depending on the grade level. This takes the number of instructional hours to between 1085 and 1157. Therefore, the school does exceed the required hours for middle school education.*

### **Special Education Requirements**

During the site visit, the PED team member reviewed 7 IEP files. The PED team member noted that the IEPs do not indicate if students' plans call for Individual Service, Group Service, or if this is Not Applicable. The school is not documenting where the services occur. Also, in 3 of the IEPs reviewed, the school did not have evidence that the services are being provided. The school must document a log of these services.

#### **School's Response**

*The school has been logging in Ancillary Providers and there time spent with which students, time spent with that student, and service they are providing.*

*We will have ancillary providers provide copies of their log sheets to the school to monitor the appropriate ancillary time for the student.*

### **English Language Learner Requirements**

CSD reviewed about 25% of student files. CSD noted that 4 of the student files did not contain Home Language surveys. In 2 of the files reviewed indicated another language other than English was spoken and the WAPT had been given, but there was no evidence of ACCESS testing for these students. The STARS 2016-17 40 day report indicates that the school has no English Language Learners. CSD observed evidence indicating the school is not protecting the rights of English Learners because this evidence indicates that the school has not met the requirements of supporting English Learners.

#### **School's Response**

*SILC has made significant process in moving towards a comprehensive English Language Learning program.*

*All students have completed the Home Language Survey and students who qualify for ELL Services have been identified and have been W-APT tested.*

*Once the students actually qualify for ELL Services their parents are notified that their student has qualified and then the parent has to make a determination if they want their student to receive ELL services.*

*Federal civil rights and education laws do not allow a school to fail to meet student needs based on a parent opt-out or a school requirement that parents affirmatively seek services. All ELL identified students, while they do not have to participate in a specific program, must be provided services that allow the student to access grade level curriculum and develop English language skills.*

*If the student and parent desire services then the student is assigned to our ELL Coordinator and the Coordinator meets with the students to plan the accommodations that the student needs and wants to help them with their curriculum. The Coordinator and student determine how much help the student will need.*

*The school has not applied for Title III or Bilingual funds as the school has not had the need as of yet. That could change.*

*All of the students who have qualified for ELL services will take the ACCESS Exam for the first time this year.*

### **SOUTHWEST PRIMARY LEARNING CENTER HAS MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2**

The PSFA and PSCOC have confirmed that the school has not met the facilities requirements laid out in 22-8B-4.2.

## **II. Renewal Applicant Response to Public Education Department**

### **Preliminary Renewal Report**

## **Southwest Intermediate Learning Center's Response to the 2016 Preliminary Renewal Report**

### **Instructional Hours**

345 minutes of instructional time per day for 170 days totals 977.5 hours – the preliminary report has an incorrect calculation of the hours.

In the Charter Contract one of the material terms for the program is:

The Southwest Intermediate Learning Center Provides students with online courses that can be accessed 24 hours a day/ 7 day a week from anywhere they have access to the internet.

SILC 7<sup>th</sup> graders take one (1) online course – life science. SILC 8<sup>th</sup> graders take two (2) online courses – American history and earth science. An online Edgenuity course requires between 5 and 7.5 hours of work per week minimum. The school schedule provides 7<sup>th</sup> graders with 3.5 hours per week and 8<sup>th</sup> graders with 7 hours per week to work on their Edgenuity classes within the instructional schedule. This is not enough time to successfully complete the coursework for most students and therefore the students are required to work on these courses outside of the instructional day. Using the “Attendance Log” in Edgenuity the teachers are able to see the time spent on any given day and specifically what each student did during that time. It is recommended that students work 3-5 hours a week at home on their online course to maintain progress so they finish the courses at semester and at the end of the year. This is an additional 108 to 180 additional instructional hours depending on the grade level. This takes the number of instructional hours to between 1085 and 1157. Therefore, the school does exceed the required hours for middle school education.

### **Community-based Activities**

“School Budget and Finance Bureau was reviewing school expenditures, a preponderance SILC field trips, termed “community based activities” had little academic relationship. The trips appeared focused on entertainment or physical education (i.e. trips to Yoga or Cliff’s Amusement Park). The Bureau took steps to require justification of how these trips served the mission of education kids and

are tied to state standards, and met with the Governing Council to explain that these seem to have deviated away from the vision of arts and museum trips included in the charter contract. The school has taken steps to ensure these trips are more academic in nature, though physical education trips still occur.”

There have been a lot of corrections in regards to Community-Based Activities which are in the material terms of the charter. The Board has developed specific policy and guidelines around CBA and Field Trips that differentiate between educational trips versus extra-curricular trips.

Every CBA Trip is meticulously planned and justified before the trip is approved through administration. The school is monitoring that there is an equal amount of trips that address all common core areas of study in Math, Language Arts, Science, and Social Studies.

The CBA must have the following elements in order to be approved:

- Date of the CBA
- Subject Area
- Activity Description
- Activity Connection to the Subject Area
- Transportation
- Assessment for Learning the content of the CBA

The school has cut back in now only doing one CBA per month as opposed to doing two and *all POs have been approved* thus far for those CBAs given that the sponsor teacher is supplying the appropriate justification when submitting PRs for the CBA.

See Board Approved **SILC COMMUNITY-BASED ACTIVITY POLICY** Attached.

### **ACHIEVING THE PUBLIC EDUCATION DEPARTMENT’S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE**

The preliminary report states that the school did not address the actions it took to address the letter grades in Current Standing, School Growth, Q3 Growth and Q1

Growth. This is discussed in Part C of the application – Self-study and Looking Forward.

### 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.

Based upon the academic results from the past year, our academic priorities over the next five years are:

- A 1. Reverse the decline of proficiency scores for all students
- B. 2. Improve the proficiency rates of our Q1 students

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

Strategies to address these both Priorities 1 and 2 include:

- Collect and analyze student data more frequently, and provide professional development to teachers in this area. A Leadership Team will be developed and will facilitate data analysis meetings after each interim assessment and will make sure that teachers are using high quality data reports.
- Provide professional development to teachers in areas of researched-based instructional strategies and interventions to target our Q1 students and students with unique needs.
- Provide more in-class and out-of-class support for struggling students.
- Strengthen our mentoring and support plan for new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.
- Provide more time, experience and support to students to be able to navigate computer - based assessments more easily and fluently.

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

In the 2013-2014 school year Southwest Primary implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions such as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress would be monitored and data was kept to determine if any additional action needed to be taken, or if a referral needed to be made for an educational evaluation.

In the future, we will continue to use our data to identify struggling students and provide the above support and programs. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only PARCC scores, but the STAR assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.
- We will identify students who are struggling in an effort to determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- We will identify and/or develop assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.
- We will review curriculum maps for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.

When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what

wrong answer choices they made and how students performed on each standard or skill. Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas strategies and interventions to try if students are not learning.

Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.

3. 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?

Struggling students will be identified by reviewing past assessments (SBA, short-cycle and formative), and through parent feedback about past student performance. Teachers will provide in-class Tier 1 interventions and additional support including software for skill building (can be accessed at home), after-school tutoring. If those did not work, a Student Assistance Team meeting will be held. In addition, a Special Education Resource Teacher is available to provide suggestions about instructional strategies and support to teachers.

Parents have the ability to check on their student's progress through the Power School program that allows parents to check grades and attendance. Science is provided through Edgenuity for 7<sup>th</sup> graders and Science and History are provided through Edgenuity for 8<sup>th</sup> graders. Parents of students who are taking these classes can check the Edgenuity "Family Portal" to view their progress and attendance for these online courses. In addition, progress reports are sent home at the end of the first and third quarters, and report cards are sent home at the end of the first semester and at the end of the year.

We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional Strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Strategies to "check for understanding" and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers.

For all struggling students, a team will be developed to address issues or barriers that our students faced with what may be impacting their progress at school. We will look holistically at our students who are struggling, and determine what economic, emotional, medical, and social needs they have, and work to provide the support and resources necessary to assist them.

By implementing interim assessments and reviewing the results more frequently, teachers will be able to focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly

assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that are more tailored to their unique needs.

In addition to the above strategies,

- Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.
- Classroom Observations with immediate feedback will be provided to teachers throughout the school year.

The mission specific goals negotiated with the PEC for the 2015-2016 and 2016-2017 school years are rigorous. We set the “exceeds” standard at 85% or more in reading and 80% or more in mathematics for FAY students. These numbers are very high and the students met the goal in reading and exceeded the goal in mathematics.

### **SSLC HAS MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT**

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5. DRAFT LEASE-TO-PURCHASE

6. FAC1 SILC Signed Lease Certification
7. FAC2 SILC Signed 100% Lease Assistance Awards

### **Teacher Mentorship**

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Mentees will write a narrative at the end of the year outlining how Mentorship helped them, and a Mentorship completion Certificate will be placed in their file.

### **Special Education Requirements**

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The school has been logging in Ancillary Providers and there time spent with which students, time spent with that student, and service they are providing. We will have ancillary providers provide copies of their log sheets to the school to monitor the appropriate ancillary time for the student.

## **English Language Learner Requirements**

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SILC has made significant process in moving towards a comprehensive English Language Learning program.

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Once the students actually qualify for ELL Services their parents are notified that their student has qualified and then the parent has to make a determination if they want their student to receive ELL services.

If the student and parent desire services then the student is assigned to our ELL Coordinator and the Coordinator meets with the students to plan the accommodations that the student needs and wants to help them with their curriculum. The Coordinator and student determine how much help the student will need.

The school has not applied for Title III or Bilingual funds as the school has not had the need as of yet. That could change.

All of the students who have qualified for ELL services will take the ACCESS Exam for the first time this year.

## **SOUTHWEST INTERMEDIATE LEARNING CENTER HAS NOT MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2**

The PSFA and PSCOC have not confirmed that the school has not met the facilities requirements laid out in 22-8B-4.2. Specifically, the school has not demonstrated that public buildings are not available or adequate for the educational program of

the charter school. The PSFA has confirmed, however, that the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state.

**SILC HAS MET THE FACILITY REQUIREMENTS (See F1 HA Audit Responses in WebEPSS).**

**The schools have already been 100% approved for full lease reimbursement and fully certified from PSFA** based on the stipulation that the landlord will maintain the facility being that the facility is privately-owned. These certifications have been completed through Denise Irion and Martica Casias at PSFA.

In the Southwest Master Facility Plan the school has reserved down-payment monies for the Candelaria Site through HB-33 and SB-9 in order to decrease the final purchase price of the building and in effect significantly “decrease” the monthly payments the schools will need to pay going forward which will free-up other funds we can use to put towards the students. The NMPED Chief Financial

Director is aware of these monies and has verified these monies can be indeed used for a down payment on the building.

There has been no *Charter Lease-To-Purchase* deals approved by PED for over a year. Our Head Administrator is a member of the Public School Capital Outlay Oversight Task Force (PSCOOTF) and is working with legislators to clarify the process as Charters are to be in Public Facilities. Southwest is not only moving towards Lease-To-Purchase for its own facility, but is also looking for resolutions with lawmakers so that “all” Charter Schools can Lease-To-Purchase.

## Southwest Intermediate Learning Center's Community-based Activity Policy

### *6. Field Trip and Community-Based Activity Policy*

Southwest Intermediate Learning Center provides curriculum based off-site activities as part of the SILC Charter.

Parent/Guardian permission must be obtained for all trips and students are under the auspices of all school rules during all off campus school related activities.

**Educational Community-Based Activity (CBA) Trips:** The Southwest Intermediate Learning Center recognizes that CBAs are natural extensions of the curricular and extra-curricular programs, including activities. The school board encourages appropriate, carefully planned field CBAs that lead to new learning or reinforce what has been already learned at school.

Each student shall have an equal opportunity to participate in CBAs that are taken by the student group. The availability of CBA opportunities for students is commensurate with the funds that can be allocated or raised to support such activities. The school will strive to offer field trip experiences with a minimum of expense to the individual students. 28 Southwest Intermediate Learning Center (SILC) Employee Handbook – August 2016

**Extracurricular Day Trips:**

Any trip, which is not directly related to the instructional program but is related to a school-sponsored or connected activity, is considered an extracurricular trip. Participation and competition in extra-curricular activities, including athletics, provides an opportunity to teach in a student-centered environment. Extracurricular activities enhance the classroom experience by promoting sportsmanship, cooperation, commitment, and respect.

The school recognizes that there may be the potential for conflict between academic commitments and co-curricular activities. All efforts should be made to have as little disruption to the student academic day/year as possible. Students will remain responsible for all academic activities as assigned by their classroom teacher.

**Justification:**

In planning for a Community-Based Activity sponsor teachers must provide core curriculum justification for the field trip that connects to Math, Science, Language Arts, Social Studies, Fine Arts, or Physical Education. CBAs must be requested by the appropriate core curriculum teacher who is teaching the content that is being studied on that particular field trip.

The justification will be reviewed and approved by Administration for educational viability with the appropriate:

- Date of Field Trip/ CBA
- Subject Area
- Activity Description
- Activity Connection to the Subject Area
- Transportation
- Assessment for Learning the content of the Field Trip/ CBA

**SOUTHWEST INTERMEDIATE LEARNING CENTER HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT**

**Head Administrator of Southwest Intermediate Learning Center Response to 2016 Charter School Renewal Report Statement on Generally Accepted Standards of Fiscal Management. (Responses are in red).**

**SILC has MET the GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT.**

Pursuant to the corrective action status of SILC, all financial transactions, accounting, and internal controls are executed through and under the oversight of the Vigil Group and PED approves all contracts and purchase orders prior to execution and payment. At present, due to the corrective action, the fiscal management of SILC is highly scrutinized and vetted and complies in all material respects with accepted standards of fiscal management.

The school has indicated it is following generally accepted accounting principles; the record in the years immediately prior to the current contractual term includes evidence that does not support this assurance.

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had any significant and material weakness findings.

The school(s) received a disclaimed audit in fiscal year 2014 and 2015. In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a Corrective action plan however, requests for additional information has not been received by the PED.

Corrective Action Plans were delivered to Ms. Amelia Saiz at PED Audit on July 20, 2016 which involved hiring a qualified Head Administrator and Board Minutes and Agendas of the entire fiscal year that outline multiple corrective actions taken by the school during the course of one year.

The Vigil Group has delivered the "additional information" to Brenda Troleson at PED Audit (See **SILC ADDITIONAL AUDIT RESPONSE MEMO VIGIL GROUP**)

Attached). Unfortunately, many of the “additional information requests” involve information and records seized by the FBI in their on-going investigation.

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown.

SILC currently has the Board of Finance suspended by the Secretary and is in corrective action to reobtain the Board. The school is working to resolve outstanding issues related to its financial audits and the current FBI investigation.

The Bureau will begin work soon to develop an update to the school’s financial oversight plan that may allow the school and the business officer of record to increase its control over certain financial matters (small purchases and payroll).

There have been *multiple steps* taken in Financial Corrective Action since August 2015 to remedy any financial discrepancies at the school. This is clearly outlined in two attached documents:

- **The True & False of Southwest Financial Corrective Action** (Attached) which was presented to NMPED Finance June 7, 2016 with a follow-Meeting July 12, 2016 with the Deputy Secretary and NMPED Financial Director with the Board Presidents from all the Southwest Schools.
- **The Roadmap for Southwest Schools Financial Corrective Action** (Attached) as directed by the NMPED Financial Director to solidify and formalize their processes in handling other Charter Schools and now other school districts who have been put into Financial Corrective Action by NMPED. As there was no formalized process in what steps on how to go forward in Corrective Action the state has turned to our schools and to the Vigil Group to outline the steps in which to re-obtain our Boards of Finance.

NMPED has already increased access to the Vigil Group to the school financial system through APTA system, and the Vigil Group has done extensive training with our on-site Business Personnel who are already are active participant in the financial committees as well as the financial sections of all our Board Meetings

The school still has issues regarding contractual services and purchasing. The Southwest schools in general still infrequently experience unpaid invoices or payroll from prior periods and identification of all outstanding issues needs to be prioritized and resolved. The school is meeting all state and federal guidelines for payroll.

SILC complies with all respects with the New Mexico Procurement Code. SILC understanding of the term “procurement violations” as stated in the Renewal Report, is that it refers to unintentional deviations from the process put in place by PED pursuant to corrective action for the purchasing of goods and services, and not violations of the Procurement Code.

NMPED took over signing vendor contracts there is often a “lapse” in time in obtaining signatures on contracts, therefore vendor services that roll from one year to the next keep sending invoices. If a contract is not issued in a timely manner by NMPED then a Purchase Requisition cannot be approved in a timely manner, thus the potential to violate procurement which in effect falls back on PED finance as they are the approving authority. As this was a new process for both the school and NMPED we have now streamlined that process more effectively.

SILC was prepared to upload new PRs into the APTA system as early as June 15, 2016 well before the opening of school, but we were put off until almost the middle of July as NMPED personnel were not available the first of July because of the Fourth of July holiday putting the school in an unfair procurement violation situation.

The issues identified primarily result from going from a system with very few contracting and purchasing controls to a system with multiple levels of controls and approvals, including PED approval of all contracts, purchase orders and payments. These issues have been largely resolved through experience with the new process.

SILC takes many field trips, termed “community based activities”. When the Bureau was reviewing the expenditures, a preponderance of the activities had little academic relationship. The trips appeared focused on entertainment or

physical education (i.e. trips to Yoga or Cliff's Amusement Park). The Bureau took steps to require justification of how these trips served the mission of education kids and are tied to state standards, and met with the Governing Council to explain that these seem to have deviated away from the vision of arts and museum trips included in the charter contract. The school has taken steps to ensure these trips are more academic in nature, though physical education trips still occur.

There has been a lot of corrections in regards to Community-Based Activity Field Trips:

- The Board has developed specific policy and guidelines around CBA and Field Trips that differentiate between Educational trips versus Extra-curricular trips.
- Every CBA Trip is meticulously planned and justified before the trip is approved through administration. The school is monitoring that there is an equal amount of trips that address all common core areas of study in Math, Language Arts, Science, and Social Studies.
- The CBA must have the following elements in order to be approved:
  - Date of Field Trip/ CBA
  - Subject Area
  - Activity Description
  - Activity Connection to the Subject Area
  - Transportation
  - Assessment for Learning the content of the Field Trip/ CBA

The school has cut back in now only doing one CBA per month as opposed to doing two and *all POs have been approved* thus far for those CBAs given that the sponsor teacher is supplying the appropriate justification when submitting PRs for the CBA.

See Board Approved **SILC FIELD TRIP AND COMMUNITY-BASED ACTIVITY POLICY** Attached.

During the FY17 budget development, the school had increasing teacher FTE's despite decreasing membership. The school indicated that some staff were coded to the wrong school in year's past and needed to be recoded to

the SILC. In addition, this school and the others at the Candelaria location are planning to purchase the building.

All staff have been appropriately coded to SILC during the employee contract process. Employees have the appropriate FTE that matches the appropriate percentage of work that the employees do for SILC.

In addition the school has successfully established the OCWA form (Off-Contract Work Approval Form), if soliciting for Off-Contract Work must get approval from the Head Administrator and the Vigil Group, before engaging in any Off-Contract Work.

This method has already been used successfully deployed especially for employees that engage in Off-Contract work for Summer School employment. In the current employee contracts any “above-and-beyond” work has been considered and we have minimized the need to do any Off-Contract work, and staff has also recognized the need to plan and forecast any additional work well in advanced and seek approval early before any Off-Contract work occurs.

The school has been instructed that consolidation could require tougher choices in the future. In addition, this school and the others at the Candelaria location are planning to purchase the building.

We are in fact moving towards a Lease-To-Purchase Agreement with the landlord at the Candelaria Site. The schools have already been **100% approved for full lease reimbursement and fully certified** based on the stipulation that the landlord will maintain the facility being that the facility is privately-owned. These certifications have been completed through Denise Irion and Martica Casias at PSFA.

In the Southwest Master Facility Plan the school has reserved down-payment monies for the Candelaria Site through HB-33 and SB-9 in order to decrease the final purchase price of the building and in effect significantly “decrease” the monthly payments the schools will need to pay going forward which will free-up other funds we can use to put towards the students. The NMPED Chief Financial Director is aware of these monies and has verified these monies can be indeed used for a down payment on the building.

There has been no *Charter Lease-To-Purchase* deals approved by PED for over a year. Our Head Administrator is a member of the Public School Capital Outlay Oversight Task Force (PSCOOTF) and is working with legislators to clarify the process as Charters are to be in Public Facilities. Southwest is not only moving towards Lease-To-Purchase for its own facility, but is also looking for resolutions with lawmakers so that “all” Charter Schools can Lease-To-Purchase.

The school therefore has significant cash balances. School Budget and Finance Analysis Bureau have not had any significant issues with SILC’s required financial reporting.

# Memo

**To:** Brenda Troelsen  
**From:** Joseph Lucero, Business Manager  
**cc:** Kirk Hartom, Head Administrator  
**Date:** November 18, 2016  
**Re:** South West Intermediate Learning Center FY 15 CAP Notice

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Per correspondences regarding the previous responses sent for the FY 2015 Audit finding for the South West Learning Centers. Please see the below *Italic* responses to each bullet list for the two findings for the South West Intermediate Learning Center.

## South West Intermediate Learning Center

### 2014-001 Lack of Internal Controls over Accounting Records (Material Weakness) (Repeated and Modified)

During our test-work over internal controls, we noted the following discrepancies:

- Management was unable to provide two of the thirty cash disbursement transactions selected for testing amounting to \$9,024. Many files were seized by the FBI for an ongoing investigation. All Disbursements are now kept in both a physical and digital format. Disbursement backup is reviewed and approved by the PED School Budget division prior to all payments.
- Two transactions out of thirty tested amounting to \$1,099, the purchase order was not properly authorized, indicating that the purchase was not properly approved before it was made. All Purchase Requisitions are signed off by the principal and head administrator
- Management was unable to provide nine of the thirty personnel files for pay checks amounting to \$5,988. Many files were seized by the FBI for an ongoing investigation. All employee files are now located at the school. In addition, staff reviewed all current employee files for accuracy and completeness in the fall of 2016.
- Outstanding checks in the School's checking account include four checks totaling \$1,619 which have been outstanding more than ninety days. Once Items are 60 days outstanding the

vendor is contacted to see if payment was received. The listing of outstanding checks is reviewed monthly with the boards finance committee and included for every board member to see in their monthly meeting packet.

- The School was unable to provide a listing of capital assets The school worked with PED to contract out with Weiner and Co. and they provided a full physical inventory and asset tagging in the spring of 2016.

#### **2014-002 State Audit Rule (Non-Compliance) (Repeated and Modified)**

- Management was unable to provide sufficient evidence of the board's approved budget. The FY 2016 Budget was presented to the board. Board minutes now reflect this in the Governing Council Meeting Minutes
- Management was unable to provide three out of the twelve Educational Retirement Board (ERB) Contribution Forms to test for compliance with the New Mexico State Auditor Rule. Many files were seized by the FBI for an ongoing investigation. Forms are now submitted timely to ERB and kept digitally by the Vigil group.
- Management was unable to provide two out of the twelve Retiree Health Care Act (RHCA) Contribution Forms to test for compliance with the New Mexico State Auditor Rule. Many files were seized by the FBI for an ongoing investigation. Forms are now submitted timely to RHCA and kept digitally by the Vigil group.
- We noted that in eleven out of thirty payroll transactions tested, the employee's portion of their Educational Retirement Board contribution was calculated at the incorrect contribution rate causing an overstatement of \$106. Management has reviewed and corrected the rates for each employee.
- In one out of two cash receipts tested, the deposit totaling \$24 was not made within twenty-four hours of receipt. Deposits are now made as needed, often more than once a day.
- The School had \$1,573 in actual expenditures in excess of budgetary authority in the capital outlay function of the Public Schools Capital Outlay fund. The schools finance committee and full GC reviews the budget to actuals for all expenditures monthly. Capital funds are now being spent properly
- Because the School did not provide pledged collateral documentation, it appears that the SILC was under collateralized by \$280,176 at June 30, 2015. The school's have pledged collateral agreements in place.
- The School did not perform an annual physical inventory during the year. A physical inventory was conducted by Weiner and Co.

Thank you,  
Joseph Lucero

Business Manager



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# The True and the False of Southwest Learning Center Financial Corrective Action June 7, 2016

Created by Kirk Hartom-Head Administrator with assistance from our Financial Team.

Michael Vigil-The Vigil Group

Sean Fry- The Vigil Group

Rich Brody- Finance Committees

Ronda Joyce – Site Business Manager

## 1. The schools are violating the procurement code.

### FALSE

The Head Administrator and business staff inherited a NMPED take over where school business officials left the organization or were let go in May of 2014. As a result no POs were created for the 15-16 expenditures which caused a windfall of invoices without POs that needed to be paid giving the appearance that the school was expending without approval. The schools backtracked and created all the 15-16 POs for the bills they were receiving and paid past due invoices dating back to 2012. I'm not sure about 2012, I know it was invoices for the year 2014-2015. FBI removed all files so we had no knowledge of items that were not entered in the Apta system.

## 2. The schools are contracting for services that are not allowable.

### FALSE

All of the services by which the schools have contracted for are educationally viable and necessary for the successful operation of the schools. Among these services are basic utilities, leasing of the facilities, educational equipment, professional development, software and software licensing needed for our unique data-driven curriculum, and other services allowable many of which are also being contracted by other schools and districts across the state.

The school subscribes to the following contracting procedure:

**CONTRACTS:** New Mexico law regulations govern the issuance of contracts. The issuance of contracts will comply with State and Federal laws regarding non-discrimination.

## **Procurement**

All procurement shall be achieved by the competitive sealed bid pursuant to Sections 76 through 83 [13-1-103 to 13-1-110 NMSA 1978] of the Procurement Code, except procurement achieved pursuant to the following sections of the Procurement Code [13-1-28 to 13-1-199 NMSA 1978]

1. Small Purchases
2. Sole Source Procurement
3. Emergency Procurement
4. Existing Contracts
5. Purchases from Antipoverty Program Businesses.

SSLC Staff forwards all Purchase Request documents to the Site Business Manager who verifies that sufficient budget exists for the purchase, that the expenditure is correctly classified, and the expense is coded to the appropriate account. The Site Business Manager then forwards to Head Administrator for approval.

Upon completion of the required verifications, the purchase document is recorded as an encumbrance on the Financial Management System. A copy of the Purchase Order is kept by the Business Office until the order is complete and ready for payment.

All requests will be approved or denied in timely matter. A purchase order will give authorization to obtain goods or services. ***Under no circumstance will any employee commit SSLC Charter School to any purchase without the approval of the Business Manager, and Head Administrator.***

### **3. The school's budgets are balanced and there is more than adequate operational funds in the bank.**

#### **TRUE**

Since the Vigil Group has directed finances, all four school budgets have consistently been balanced with the appropriate Budget Adjustments as well as minimizing outstanding POs and invoices that are now current and up-to-date.

The last totals in the bank with carry-over funds are SSLC with well over \$1 million in the bank, SILC just over \$1 million, SPLC just under \$1 million, and SAMS with over \$2 million in the bank. A portion of this carryover cash includes reserve money for "contingent liabilities" in the event the previous administrator is found, through investigation, to have involved the schools in wrong-doing

#### **4. Finance committees have an awareness of how to read their financials.**

##### **TRUE**

The schools have developed financial committees for each school and meet each month before each board meeting to review those financials. Each school actively looks at the Revenues, Expenditures, Check Register, Bank Reconciliation, Outstanding Items, and Trial Balances each month. The Finance Committees are comprised of at least one Board Member as well as a financial expert from UNM who checks the budgets for appropriate and accurate expenditures and anticipate costs going into the future.

#### **5. The school finances have been audited.**

##### **TRUE**

The AXIOM Financial group audited the previous year's finances, but because of the FBI Investigation were only able to secure 9 months of financials which caused the audit to be disclaimed. Of the nine months of financials that were audited and the books were relatively "clean" with only two audit findings. The type of audit report received was adjusted to a "disclaimer of opinion". We are working with the auditor to issue a "qualified" opinion for FY2016.

#### **6. The schools have done an inventory and accounted for assets.**

##### **TRUE**

The schools contracted Weiner and Company in 2015-2016 to do a full school equipment inventory for SSLC, SAMS, SILC, and SPLC. The schools now have a legal and valid system by which to tag and inventory newly purchased items as well as dispose of old and discarded items.

#### **7. The schools have not made any progress in developing Internal Financial Controls.**

##### **FALSE**

The schools have developed and approved several Internal Financial Policies in accordance with state school statutes over the course of the 15-16 school year.

Below are a few of those policies:

1. Equal Employment
2. Employee Relations
3. Position Description
4. **Compensation and Wages**
5. Employee Conflict of Interest
6. Nepotism
7. Employee Standards of Conduct
8. Staff Conduct with Students
9. Sexual Harassment
10. Drug, Alcohol, and Tobacco Free Workplace
11. Health and Safety
12. **Employee Insurance**
13. Duty Day
14. **Leave, Professional Leave, Annual Leave, and Holidays**
15. Family and Medical Leave Act
16. Personnel Evaluations
17. Staff Development
18. Transfer of Employees
19. **Personnel Reduction-In-Force**
20. Conflict Resolution Policy
21. Staff Participation in Political Activities
22. Background Investigations
23. **Records and Certification**
24. **Fraud Awareness, Misconduct, and Whistle Blower**
25. E-mail and Internet Use Policy
26. Transportation
27. **Business Processes and Central Purchasing**
  - a. **Travel and Reimbursement**
  - b. **Central Purchasing**
28. Documents Accepted as Policy

In addition to those policies there were additional adjustments made:

- The Attendance Reimburse Account policy (ARA) was re-vamped to an acceptable level.
- An Off-Contract Work Approval procedure has been enforced for any employee doing work “beyond” their regular work hours, such as Summer School and tutoring.
- The schools have approved an Activity Fund Policy

Receipting of Student Activity Funds:

1. At the time the cash/check is received, the administrative designee will issue a receipt to the source of revenue. All receipts shall be pre-numbered and in triplicate form. The

- original receipt shall be given to the source of the revenue. The second copy shall be given to the Business Office, and the third receipt shall be left in the receipt book.
2. Within 24 hours the schools will take the checks/cash to the bank for deposit. The finalized bank deposit receipt will be given to the Business office to cross check the amount deposited against the receipts provided by the administrative designee.
  3. The Business Manager will record the revenue into the books and assign an account code classification to the revenue. The Business Manager will repeat this step for all cash receipts for the day.
  4. If a check is returned, it is the Business Manager's responsibility to reverse the cash receipt and create an account receivable for the appropriate amount.
  5. The \$40 Activities Fee students pay at the beginning of school goes towards such expenses as:
    - Student Socials
    - Pizza Day
    - Athletic Uniforms
    - Field Day
    - Prom
    - Club T-Shirts
    - Special Events (such as: Game Night, Spelling Bee, Candy Grams, etc.).

## **8. The schools are not using a salary schedule to determine salaries.**

### **FALSE**

The schools have instituted salary schedules for both Instructional and Non-Instructional Salary Schedules where the contracted base salaries will match with the employees "verified experience" and educational levels. THIS WAS NON-EXISTENT IN THE PAST.

Job Descriptions as well as Evaluation processes were also created and carried out to validate those positions and their salaries.

NMPED has directed us NOT to pay employees less than their previous year's salary, but in our new salary schedules there were still a few employees, with the new schedules, who would have their salary reduced as they were already making an "over-and-above" salary in their previous year's salary. These employee's duties were reviewed and a justification for the excess pay was not found. Although not encompassed in the new salary schedule, those employees will be paid their SAME salary as in 2015-2016, BUT WILL NOT see any kind of step or salary increase UNTIL they have caught up with the schools' adopted salary schedule.

## **9. The schools have stipends for “over-and-above” work beyond an employee’s regular salary.**

### **TRUE**

An issue still seems to remain in regards to stipends as adjustments have had to be made in order to recognize the “above -and –beyond” work, and what that work is worth, and make that uniform across the schools. We do not have to be uniform across all schools since we are four separate schools, and with four separate entities no comparability is needed.

As a Charter School, we do not have revenue to hire full-time FTE position as other public schools that work are given a “stipend” which is necessary for the over-and-above work they do in addition to their normal position.

- Activities Directors
- Writing IEPs
- Tutoring
- Student Assistance Teams
- English Language Learning
- Coaching Athletic Teams
- Senior Class Sponsor
- Dual Enrollment
- Yearbook
- Board Secretary
- SPED Coordinator
- Extended Learning Coordinator
- Dual Credit Coordinator
- Maintenance/Landscaping
- CBA Coordinator
- Athletic Director
- After-School Monitor
- Student Council Sponsor
- Youth & Government Sponsor
- Science Club

## **10. The schools take too many non-instructional field trips.**

### **FALSE**

Charter Schools are allowed to be innovative as per Charter School Law. SILC was designed to give students outside educational experiences beyond the regular classroom setting and this innovation is materially outlined in the SILC Charter where it states that the school take two 7<sup>th</sup> and 8<sup>th</sup> grade Community-Based Activity (CBAs) Field trips per month.

We recognize there have been questionable educational field trips (or an abundance of the CBAs at the end of 15-16 revolving around Physical Education) and are now assuring those field trips are justifiable and conform to National Common Core curriculum standards.

It is also important to note that all the “non-instructional” activities where money is spent are coded through the Activity Funds and allowable just as other school districts through their activity funds and policies are allowable.

## **11. The schools have made dramatic systematic changes to comply with state internal control procedures.**

### **TRUE**

The Southwest Learning Centers have actively been engaged with Financial Corrective Action with the following actions:

- Massive training with all staff on purchasing procedures and the importance of “approvals” before “spending” in school finance processes.
- A training session for teachers and staff specifically focused on fraud detection and prevention.
- A separate training session for Boards that focused on fraud detection and prevention. The session also addressed the role of the Boards and offered suggestions as to how past problems can be avoided in the future.
- The balancing of the books by the Vigil Group and the development of realistic balanced budgets for the 16-17 school year.
- The hiring of two Site Business Managers to fix the problem of not having contracts or POs in place for 15-16, but also the timely Purchase Requisitions and PO creation for 16-17 to avoid any procurement violations going forward with ongoing training to eventually assume all Business Management processes.
- Attendance at NMASBO, Spring Budget Workshop, and New Mexico State Audit trainings with Tim Keller by SW Administration, Business Managers, and the Vigil Group.

- Policies have been developed around multiple financial internal controls that are aligned with state statute.
- The Vigil Group and Head Administrator are appropriately using the OBMS system to approve BARS through the Boards and then through NMPED to maintain budget authority at not just the required function level, but at the individual line level in most cases.

## **SOUTHWEST SCHOOLS ROADMAP FOR FINANCIAL CORRECTIVE ACTIONS SINCE AUGUST 2015.**

1. Finance Committees were formed for each Board and have a comprehensive meeting before each Board Meeting directed by the Vigil Group. Budget, Revenues, Expenditures, Vouchers, BARS, Disposal Inventory, and Cash transfers are all vetted with the Boards with official approval.
2. The balancing of the books by the Vigil Group and the development of realistic balanced budgets for the 16-17 school year.
3. Budgets have been balanced with the appropriate Budget Adjustments as well as minimizing outstanding POs and invoices that are now current and up-to-date. The last totals in the bank with carry-over funds are SSLC with well over \$1 million in the bank, SILC just over \$1 million, SPLC just under \$1 million, and SAMS with over \$2 million in the bank. A portion of this carryover cash includes reserve money for “contingent liabilities” in the event the previous administrator is found, through investigation, to have involved the schools in wrong-doing
4. Job Descriptions, Evaluations, and Salary Schedules developed and approved by the Boards for appropriate pay grade and appropriate pay. Salary Schedules did not exist before their creation this year.
5. FTE has been leveraged to effectively and realistically match the actual work of each employee in the appropriate school.
6. Outstanding invoices from SY 2013-2014 were paid in full after POs were created and item or service verified by PED.
7. New Certified Head Administer hired and has collaborated with the PEC to report out on Corrective Action every two months.

8. New Staff oriented to new Staff Handbook and appropriate financial procedures of the school.
9. Two Site Business officials were hired to process PRs and POs through the Vigil Group.
10. A Fixed Asset Inventory was done to identify all fixed assets for each school.
11. Recognize the “above -and –beyond” work of employee in their initial contracts, as opposed to having employee work and then ask for pay afterwards. Employees must request extra work and pay through the OF-Contract Work Approval (OCWA) form and funds must be identified in the budget before OCWA is approved, and what that work is worth, and make that uniform across the schools.
12. Reprimands issued to employees who purchase items before PO approval by PED.
13. Internal Controls Manual was re-establish to include the following policies approved by the Boards:
  - Employee Attendance Reimbursement Account (ARA)
  - Travel Reimbursement Policy
  - Purchasing Policy and Procedures
  - Student Activity Fund Policy
  - Fundraising Procedures
  - Equal Employment
  - Employee Relations
  - Position Description
  - Compensation and Wages
  - Employee Conflict of Interest
  - Nepotism
  - Employee Standards of Conduct
  - Employee Insurance
  - Duty Day

- Leave, Professional Leave, Annual Leave, and Holidays
- Family and Medical Leave Act
- Personnel Evaluations
- Staff Development
- Transfer of Employees
- Personnel Reduction-In-Force
- Conflict Resolution Policy
- Personnel Records and Files Policy

14. Community-Based Activity /Field Trip Justification Policy so expenditures are justified for Common Core Curriculum.

15. Audit Training with State Auditor Tim Keller.

16. Successful Development and IDEA-B AND Title I Application with specific budget for activities.

17. Procurement process properly followed with RFPs for bids over \$ 60,000 purchases.

18. Legal cost around FBI Investigation have been minimized as schools divide legal expenses between three lawyers vetted by the Boards for cost effectiveness.

19. Training with all staff on purchasing procedures and the importance of “approvals” before “spending” in school finance processes.

20. A training session for teachers and staff specifically focused on fraud detection and prevention with a separate training session for Boards that focused on fraud detection and prevention. The session also addressed the role of the Boards and offered suggestions as to how past problems can be avoided in the future.

21. The hiring of two Site Business Managers to fix the problem of not having contracts or POs in place for 15-16, but also the timely Purchase Requisitions and PO creation for 16-17 to avoid any procurement violations going forward with ongoing training to eventually assume all Business Management processes.
22. Attendance at NMASBO, Spring Budget Workshop, and New Mexico State Audit trainings with Tim Keller by SW Administration, Business Managers, and the Vigil Group.
23. Policies have been developed around multiple financial internal controls that are aligned with state statute.
24. The Vigil Group and Head Administrator are appropriately using the OBMS system to approve BARS through the Boards and then through NMPED to maintain budget authority at not just the required function level, but at the individual line level in most cases.
25. Successful Budget Technical Review with NMPED Deputy Secretary and NMPED Financial Director in June of 2016.
26. Successful Board Presidents Financial Corrective Action Review with NMPED Deputy Secretary and NMPED Financial Director in July of 2016.
27. Successful consolidation plans approved to combine SILC and SPLC into Southwest Preparatory with grades 4-8 eliminating one school, one entire budget, and the small school adjustment funds only to one school instead of two schools.
28. Successful Lease Assistance Applications submitted and approved by PSFA as well as certifying that the private landlord agrees to maintenance of the existing building to continue lease or Lease-To-Purchase options for the Candelaria site.

### **III. Renewal Applicant 2016 Charter School District Report Card**

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

**District Grade D**

	Total Number	Percent
<b>Schools Rated in District</b>	1	100.0
<b>Schools in Priority Status</b>	0	0.0
<b>Schools in Focus Status</b>	0	0.0
<b>Schools in Strategic Status</b>	0	0.0
<b>Schools in Reward Status</b>	0	0.0

Source: PED Accountability Bureau

**What are school grades?**

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

**What are School District Report Cards?**

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

**What is contained in this report?**

This report provides a concise summary of the LEA and its schools:

## LEA Demographic Profile

## Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

## Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

## School Board Member Training

## Budgeted Expenditures

## Teacher Credentials

## Post-Secondary Achievement (College Going, Credit Accumulation)

## Parent Survey on the Quality of Education

**Definitions and Abbreviations**

**LEA** Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

**Subgroups**

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

**High/Low Poverty Schools** Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

**Recently Arrived** These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

**Student Demographics**

	LEA		State	
	Number	%	Number	%
All Students	110	100.0	335,694	100.0
Female	52	47.3	164,149	48.9
Male	58	52.7	171,545	51.1
Caucasian	61	55.5	82,116	24.5
African American	4	3.6	7,302	2.2
Hispanic	39	35.5	205,853	61.3
Asian	4	3.6	4,345	1.3
American Indian	2	1.8	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	42	38.2	240,438	71.6
SWD	8	7.3	49,729	14.8
ELL	1	0.9	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	0	0.0	14,844	4.4

Source: LEA 120th-day submission to the PED

## Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

\*\*\* Priority Status (5% of schools that are lowest performing)

\*\* Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

\* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Southwest Intermediate Learning Center Charter	D		

## Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	37	63	30	70	73	27
7	LEA Prior	58	42	47	53	79	21
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	46	54	30	70		
8	LEA Prior	64	36	34	66		

Blanks or missing rows indicate too few students to report (N<10)

## Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	42	58	30	70	73	27
Female	LEA Current	52	48	27	73	79	21
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	32	68	32	68	67	33
Caucasian	LEA Current	44	56	41	59	78	22
Caucasian	State Current	43	57	33	67	64	36
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	36	64	15	85	68	32
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	LEA Current	30	70	15	85	70	30
Economically Disadvantaged	State Current	21	79	15	85	34	66
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89

## Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Southwest Intermediate Learning Center Charter						

Southwest Intermediate Learning Center Charter	42	58	30	70	73	27
Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.						Source: PED Accountability Bureau

Budgeted Expenditures		
Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.		
	Amount \$	Percent %
Capital Outlay	\$122,662	11.5
Central Services	\$106,387	10.0
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$0	0.0
General Administration	\$126,257	11.8
Instruction	\$431,376	40.4
Instructional Support Services	\$121,612	11.4
Operations & Maintenance	\$92,784	8.7
Other Support Services	\$604	0.1
School Administration	\$52,209	4.9
Student Support Services	\$13,929	1.3
Student Transportation	\$0	0.0

Source: PED School Budget and Financial Analysis Bureau

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Amber Romero	5
Elizabeth Armijo	5
Judy Chapman	5
Ken Chapman	5
Leah Graham	5
Meredith Winters	5
Shannon Dickson	5

Source: NM School Board Association

Teacher Credentials				
		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA	
	Low Poverty Schools	2.2	.0	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty.				
Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Southwest Intermediate Learning Center Charter	8	50.0	50.0	0.0

\* Does not include Below Bachelors  
Blank=no data available or not applicable

Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education	
Q1	My child is safe at school.
Q2	My child's school building is in good repair and has sufficient space to support quality education.
Q3	My child's school holds high expectations for academic achievement.
Q4	School personnel encourage me to participate in my child's education.
Q5	The school offers adequate access to up-to-date computers and technologies.
Q6	School staff maintain consistent discipline, which is conducive to learning.
Q7	My child has an adequate choice of school-sponsored extracurricular activities.

- Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.  
 Q9 The school staff employ various instructional methods and strategies to meet my child's needs.  
 Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	99	96	92	95	90	93	86	62	92	87	92
Southwest Intermediate Learning Center Charter	99	96	92	95	90	93	86	62	92	87	92

Source: PED anonymous survey collected from parents annually

### National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

#### Statewide Participation 2015

	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

\* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

# Rounds to zero

## **IV. Charter School Renewal Application**

**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**





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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

**1 | Page**

Renewal Application 2016-17, Approved by the PEC 032814, updated May 2015.

October 1<sup>st</sup>. 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](mailto:Scott.Binkley@state.nm.us), or Becky Kappus, [Becky.Kappus@state.nm.us](mailto: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

<b>Form and Point of Contact</b>	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, <a href="mailto:Scott.Binkley@state.nm.us">Scott.Binkley@state.nm.us</a> , or Becky Kappus, <a href="mailto:Becky.Kappus@state.nm.us">Becky.Kappus@state.nm.us</a> .
<b>Deadlines and Manner of Submission</b>	<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 @ <a href="mailto:Becky.Kappus@state.nm.us">Becky.Kappus@state.nm.us</a> or Scott Binkley <a href="mailto:Scott.Binkley@state.nm.us">Scott.Binkley@state.nm.us</a></p> <p>Files must be submitted via your account on the WEB EPPS no later than 5:00 p.m. (mountain time) <b>Monday, October 3, 2016.</b></p> <p>Note: <b>Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review.</b> 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>
<b>Technical Assistance Workshops (June – September 2016)</b>	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.
<b>Renewal Application Review Period (October 3–November 14)**</b>	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.
<b>CSD Preliminary Renewal Analysis (November 14)**</b>	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.
<b>Response to Preliminary Renewal Analysis (November 21)</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

<b>CSD Director's Recommendation (November 30)**</b>	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on <b>Thursday, November 30, 2016</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 8-9)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December, 8-9, 2016</b> .
<b>Contract Negotiations (December, 2016–March, 2017)**</b>	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. 11<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> 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.)

# NM PED Charter School Division - School Snapshot Report

## Southwest Intermediate Learning Center

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

### General Information

Mailing Address: 10301 Candelaria NE, Albuquerque, NM 87112  
 Physical Address: 10301 Candelaria NE, Albuquerque, NM 87112  
 Phone: (505) 296-7677 Ext:                      Fax: (505) 296-0510    Website: www.sslc-nm.com  
 Opened: 2005                      State Appvd: Dec-09                      Renewal: 2015  
 School District: Albuquerque                      County: Bernalillo

### Administration:

Staff	Year Began	Phone	Email
Kirk Hartom, Head Administrator		(505) 296-7677	khartom@sslc-nm.com
Michael Vigil, Chief Financial Officer			michael@vigilgroup.net
Robert Pasztor, Principal		(505) 296-7677	rpasztor@silc-nm.com
Sharon Huber, Director of Student Data		(505) 296-7677	shuber@silc-nm.com

### Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Cheryle Brody                      President				
Judy Chapman                      Board				
Lisa De Temple                      Board				
Krista Keay                      Board				

Other:	Email	Notes
Vince Vigil, Budget Analyst	vince.vigil@state.nm.us	

**Mission:** The mission of the SILC is to utilize blended learning, traditional and community-based instruction in an accelerated academic curriculum to sustain a high-performing learning community.

### Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP Total (40 day)	Teacher	Teacher/Student Ratio:
	7-8		112	8	

### Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	A	A	C	A	D
2. 3 Year Avg Grade		A	B	B	C
3. Current Standing	A	A	A	B	F
4. School Growth	A	A	F	C	F
5. Highest Performing Students	A	A	D	B	D
6. Lowest Performing Students	C	F	F	A	F
7. Opportunity to Learn	A	A	A	A	A
8. Graduation			na		
9. Career and College			na		
10. Reading Proficiency	96.4	91.1	83.8	61	42
11. Math Proficiency	90	91.1	75.7	40.5	29.6
12. SAMS	N	N	N	N	N

# NM PED Charter School Division - School Snapshot Report

## Southwest Intermediate Learning Center

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

**13. SAMS Graduation %**

<b>14. Bonus Points</b>	0	2.4	5	5	5
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**Enrollment**

	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	112	112	113	112	109
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	39.3%	42.9%	46.9%	50.9%	51.4%
3. % Female	60.7%	57.1%	53.1%	49.1%	48.6%
4. % Caucasian	58.9%	51.8%	54.9%	64.3%	61.5%
5. % Hispanic	32.1%	40.2%	35.4%	26.8%	27.5%
6. % African American	3.6%	3.6%	4.4%	5.4%	4.6%
7. % Asian	3.6%	4.5%	4.4%	2.7%	4.6%
8. % Native American	1.8%	0.0%	0.9%	0.9%	1.8%
9. % Economically Disadvantaged	28.6%	28.6%	30.1%	25.0%	30.3%
10. % Title 1 TS	0.0%	100.0%	98.2%	19.6%	17.4%
11. % Title 1 T	0.0%	0.0%	0.0%	28.6%	20.2%
12. %Title 1 S	0.0%	0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	3.6%	2.7%	4.4%	6.3%	7.3%
15. % ELL	0.0%	0.0%	0.0%	0.0%	0.0%

**Priority School Status**

	2012-13	2013-14	2014-15	2015-16
1. Priority Status (blank equals 'None')				
2. Final Grade	A (SY11-12)			
3. Met Year 1 Conditions				
4. Met Year 2 Conditions				
5. Title 1	Y			
6. School Improvement Grant	N			
7. SAM				
8. Status Category				

**Accreditation Status (NCA-AdvancED North Central Association; HSTW-High Schools That Work)**

**Accredited:** Instructional Audit Notes

**NCA Accreditation:** Y                      **NCA Expiration:** 6/30/2014

**NCA Notes:** NCA site: accredited 6/8/2006; will be re-accredited next yr

**HSTW Accreditation:**                      **HSTW Notes:**



## **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).*

Southwest Intermediate Learning Center (SILC) received a D grade for the 2016 school year. This is the lowest grade that the school has received in the history of school grades. It has a 3 year average of a C. Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students. The school still performs well above state averages on standardized testing, see Current Standing. The school saw a significant increase in special education students last year and this year. The FTE for special education went from 0.5 last year to 0.75 this year.

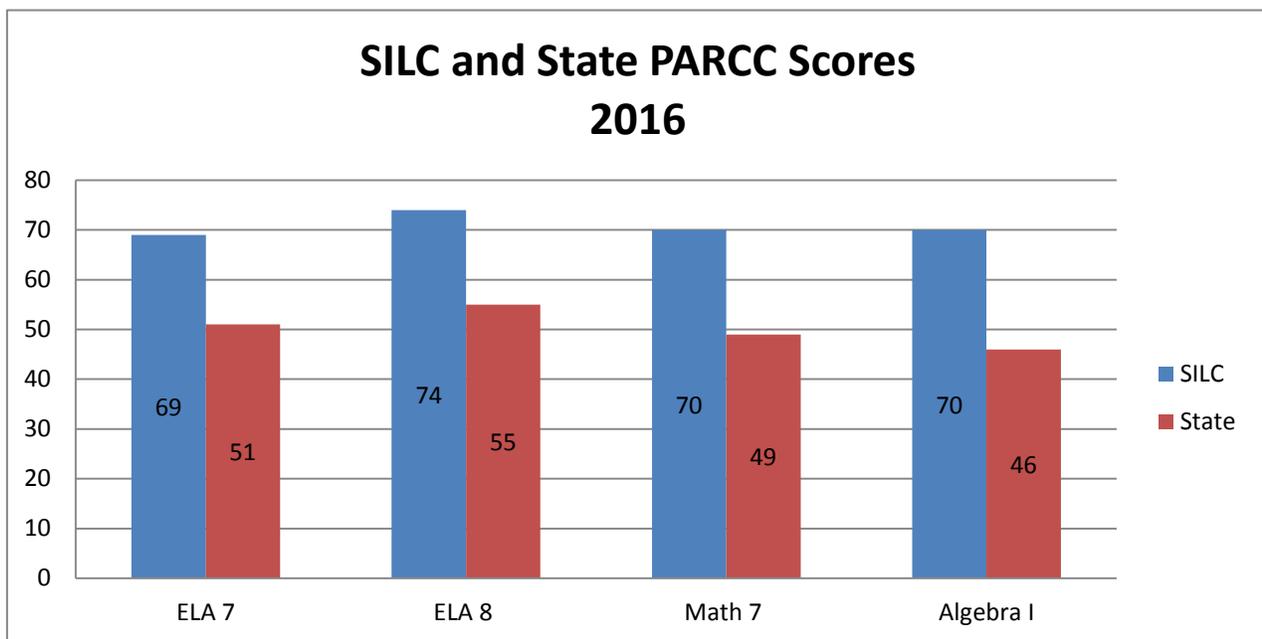
### Current Standing

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

Southwest Intermediate Learning Center (SILC) received an F grade in Current Standing for 2016. The school still performs well above state averages on standardized testing. Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students.

The percentage of SILC 7<sup>th</sup> graders that received a 3, 4 or 5 on the PARCC testing in reading and mathematics are 69% and 70%. While the state averages are 47% and 47%. The percentage of SILC 8<sup>th</sup> graders scoring 3, 4 or 5 in reading and mathematics was 74% and 70% while the state averages for 8<sup>th</sup> grade were 55% and 45%. SILC 8<sup>th</sup> graders are all tested in algebra I (see graph below).

The PARCC scores are consistent with the STAR Reading and STAR Mathematics interim assessment results from last year. According to STAR interim assessments the average percentage of SILC 7<sup>th</sup> graders that scored at or above grade level for the year was 73% and 74%. The average percentage of SILC 8<sup>th</sup> graders that scored at or above grade level for the year was 79% and 71%. This puts the school in the category of “Meets Standard” for their Academic Performance Goals for the 2016 school year.



Teachers spent 4 days a year in a professional learning community meeting analyzing this data and developing strategies to address the low-performing students. When the population of a school is only 112 students the effect of the proficiency of several students is significant.

### **School Growth**

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

Southwest Intermediate Learning Center received an F in School Growth, did the school as a whole improve the performance more or less than expected? Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students. The school still performs well above state averages on standardized testing, see Current Standing. The school saw a significant increase in special education students last year and this year. The fte for special education went from 0.5 last year to 0.75 this year.

### **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.*

Southwest Intermediate Learning Center received a D in Q3 Growth, are the highest performing students in math and reading improving more or less than expected? Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students. The school still performs well above state averages on standardized testing, see Current Standing. The school saw a significant increase in special education students last year and this year. The FTE for special education went from 0.5 last year to 0.75 this year.

### **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.*

Southwest Intermediate Learning Center received a F in Q1 Growth, are the lowest performing students in math and reading improving more or less than expected? Each year, typically all 56 7<sup>th</sup> graders move on to the 8<sup>th</sup> grade. Then 56 new 7<sup>th</sup> graders are drawn to fill the school. This means that each year 50% or more of the students are new to the school while the other 50% are considered full academic year (FAY) students. The school still performs well above state averages on standardized testing, see Current Standing. The school saw a significant increase in special education students last year and this year. The FTE for special education went from 0.5 last year to 0.75 this year.

### **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.*

Southwest Intermediate Learning Center received an A in Opportunity to Learn.

### **Graduation—as applicable**

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

N/A

**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.*

N/A

**Bonus Points**

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

Southwest Intermediate Learning Center received all 5 Bonus Points for 2016.

**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:
--

## 2.2 Mission-Specific INDICATOR – READING SHORT CYCLE ASSESSMENT

Full-Academic-Year (FAY) students in grades 7 through 8 enrolled at the Southwest Intermediate Learning Center will increase their Reading proficiency as measured by three or more interim assessments, STAR Reading, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.b Did the school reach proficiency goals in reading?

**Exceeds Standard:**

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

**85% or more of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests**

**Meets Standard:**

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

**75-84% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests**

**Does Not Meet Standard:**

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

**65-74% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests**

**Falls far below:**

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

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency):

STAR Reading Interim Assessment

**Data—Average Scores**

<b>Grade Level</b>	<b>Year 1 School Year 12-13</b>	<b>Year 2 School Year 13-14</b>	<b>Year 3 School Year 14-15</b>	<b>Year 4 School Year 15-16</b>
7				74
8				71
8 FAY				78

*Provide a statement of progress and additional information regarding the above data:*

In the Southwest Intermediate Learning Center only 8<sup>th</sup> graders can be Full Academic Year (FAY) students if they are a returning student. The percentage of FAY students tested that scored at or above grade level in reading was 78% which “Meets Standard” in the Performance Framework.

**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:
---------------------------------------

## 2.1 Mission-Specific INDICATOR – MATH SHORT CYCLE ASSESSMENT

Full-Academic-Year (FAY) students in grades 7 through 8 enrolled at the Southwest Intermediate Learning Center will increase their Math proficiency as measured by three or more interim assessments, STAR Math, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.a Did the school reach proficiency goals in math?

**Exceeds Standard:**

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

80% or more of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year

**Meets Standard:**

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

70-79% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year.

**Does Not Meet Standard:**

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

60-69% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year

**Falls far below:**

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

STAR

Measure(s) Used:

STAR Math Interim Assessment

**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
7				70
8				70
8 FAY				84

*Provide a statement of progress and additional information regarding the above data:*

In the Southwest Intermediate Learning Center only 8<sup>th</sup> graders can be Full Academic Year (FAY) students if they are a returning student. The percentage of FAY students tested that scored at or above grade level in mathematics was 84% which “Exceeds Standard” in the Performance Framework.

**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:
---

Students enrolled at the Southwest Intermediate Learning Center will successfully complete one or more online courses each academic year. The Head of School will approve a list of on-line courses which are approved for the students to take. In approving a course for the list of approved courses, the Head of School will review the criteria required for the on-line course in order to receive an “A” in the course so as to ensure that it requires rigor to achieve an “A.”

**Cohort 1:** Students in grade 7 will take one (1) online course.

**Cohort 2:** Students in grade 8 will take two (2) online courses.

3. Did the school reach its goals for online courses?

**Exceeds Standard:**

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

80% or more of Cohort 1 and 2 students enrolled will earn an A in their online course(s).  
(Each 8<sup>th</sup> grader must score an “A” on each online course.)

**Meets Standard:**

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

70-79% of Cohort 1 and 2 students enrolled will earn an A in their online course(s).  
(Each 8<sup>th</sup> grader must score an “A” on each online course.)

**Does Not Meet Standard:**

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

60-69% of Cohort 1 and 2 students enrolled will earn an A in their online course(s). (Each 8<sup>th</sup> grader must score an “A” on each online course.)

**Falls far below:**

59% or fewer of Cohort 1 and 2 students enrolled will earn an A in their online course(s).

Measure(s) Used:

School report card grades for online courses.

Data:

18 out of 50 received and A and 32 out of 50 received a B. The remaining 6 received a C.

*Provide a statement of progress and additional information regarding the above data:*

This goal was developed in the negotiation as a program specific goal. In looking at the results, it is unreasonable to set a goal on the number of A's that a group will get in a course. When statistically a normal bell curve is expected. Rigorous would be that everyone passes. In this case, everyone passed the class though we did not meet the goal. The school "Falls Far Below" on this goal.

## 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.*

Southwest Intermediate Learning Center is under financial corrective action because of the previous head administrator’s FBI investigation which is still in process. The term of our contract is 2 years, 2015-2016 and 2016-2017. There will not be audit finding information yet as the FY16 audit is not complete or released.

**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 checked="" 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 checked="" 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.

<i>For any "no" answers please provide an explanation.</i>
Charter schools do not do EPSS Plans.

*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.

<i>For any "no" answers please provide an explanation.</i>

**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 Southwest Intermediate Learning Center Charter School and hereby certify that: the attached petition in support of the Southwest Intermediate Learning Center Charter School renewing its charter was circulated to all employees of the Southwest Intermediate Learning Center Charter School. There are 15 persons employed by the Southwest Intermediate Learning Center Charter School. The petition contains the signatures of \_\_\_\_\_ employees which represents \_\_\_\_\_ percent of the employees employed by the Southwest Intermediate Learning Center Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo )

I, Kirk Hartom, 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 Southwest Intermediate Learning Center Charter School and certify that: the attached petition in support of the Southwest Intermediate Learning Center 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 Southwest Intermediate Learning Center Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Kirk Hartom, 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.

Based upon the academic results from the past year, our academic priorities over the next five years are:

A 1. Reverse the decline of proficiency scores for all students

B 2. Improve the proficiency rates of our Q1 students

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

Strategies to address these both Priorities 1 and 2 include:

- Collect and analyze student data more frequently, and provide professional development to teachers in this area. A Leadership Team will be developed and will facilitate data analysis meetings after each interim assessment and will make sure that teachers are using high quality data reports.
- Provide professional development to teachers in areas of researched-based instructional strategies and interventions to target our Q1 students and students with unique needs.
- Provide more in-class and out-of-class support for struggling students.
- Strengthen our mentoring and support plan for new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.
- Provide more time, experience and support to students to be able to navigate computer - based assessments more easily and fluently.

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

In the 2013-2014 school year Southwest Primary implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions such as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress would be monitored and data was kept to determine if any additional action needed to be taken, or if a referral needed to be made for an educational evaluation.

In the future, we will continue to use our data to identify struggling students and provide the above support and programs. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only PARCC scores, but the STAR assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.
- We will identify students who are struggling in an effort to determine why. For struggling students, we will implement intervention plans to address the student’s needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- We will identify and/or develop assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.
- We will review curriculum maps for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.

When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill. Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for

teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas strategies and interventions to try if students are not learning.

Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.

3. 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?

Struggling students will be identified by reviewing past assessments (SBA, short-cycle and formative), and through parent feedback about past student performance. Teachers will provide in-class Tier 1 interventions and additional support including software for skill building (can be accessed at home), after-school tutoring. If those did not work, a Student Assistance Team meeting will be held. In addition, a Special Education Resource Teacher is available to provide suggestions about instructional strategies and support to teachers.

Parents have the ability to check on their student's progress through the Power School program that allows parents to check grades and attendance. Science is provided through Edgenuity for 7<sup>th</sup> graders and Science and History are provided through Edgenuity for 8<sup>th</sup> graders. Parents of students who are taking these classes can check the Edgenuity "Family Portal" to view their progress and attendance for these online courses. In addition, progress reports are sent home at the end of the first and third quarters, and report cards are sent home at the end of the first semester and at the end of the year.

We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional Strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Strategies to "check for understanding" and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers.

For all struggling students, a team will be developed to address issues or barriers that our students faced with what may be impacting their progress at school. We will look holistically at our students who are struggling, and determine what economic, emotional, medical, and social needs they have, and work to provide the support and resources necessary to assist them.

By implementing interim assessments and reviewing the results more frequently, teachers will be able to

focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that are more tailored to their unique needs.

In addition to the above strategies,

- Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.
- Classroom Observations with immediate feedback will be provided to teachers throughout the school year.

4. 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?

Over the past years, the head administrator presented an overview of the SBA scores and School Report cards at the beginning of each school year. Additional information about the school would be addressed, as well, such as enrollment, graduation, and other related areas throughout the year. The Governing Body will expand the ways in which it addresses performance data by putting the following practices into place:

- The Head Administrator will continue to conduct a robust training for the governing council each fall that includes an in-depth analysis of the SBA Results and the School Report Card from the previous year, the academic goals for the upcoming school year, and the assessments and data that will be used throughout the school year to monitor student and classroom performance.
- On-going – each month the Governing Body will allocate time within the agenda to review student progress.
- On-going - on a quarterly basis, the Head Administrator will present an Academic Performance report to the Governing Body. The report will include the assessments administered, assessment results and an action plan to address the students who are struggling.
- Monthly the Governing Body (Finance Committee) will review the budgets with the Head Administrator and Business Manager to ensure that the budgets are aligned and support student achievement and mission-specific goals.
- The Governing Body will continue to review the school policies each year to ensure the policies support student achievement and mission-specific goals.
- Annually, the School Administrator will be held accountable for school performance through a

Performance-based contract. If student achievement does not remain at high levels, or if mission-specific goals are not met, the Head Administrator may be placed on an improvement plan.

- The Governing Body will continue to undergo additional training that will focus on best practices for charter school governing boards in areas such as self-evaluation, board responsibilities, head administration/governing board relationships, appropriate monitoring and oversight, and board recruitment.
- The Governing Body has developed and implemented a comprehensive self-evaluation that will be used annually.

### C. 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, measureable, 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. 11<sup>th</sup> 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.*

## 1. Mission-Specific INDICATOR – READING SHORT CYCLE ASSESSMENT

Full-Academic-Year (FAY) students in grades 7 through 8 enrolled at the Southwest Intermediate Learning Center will increase their Reading proficiency as measured by three or more interim assessments, STAR Reading, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.b Did the school reach proficiency goals in reading?

### *Exceeds Standard:*

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

85% or more of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

### *Meets Standard:*

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

75-84% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

### *Does Not Meet Standard:*

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

65-74% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

### *Falls far below:*

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

## 2. Mission-Specific INDICATOR – MATH SHORT CYCLE ASSESSMENT

Full-Academic-Year (FAY) students in grades 7 through 8 enrolled at the Southwest Intermediate Learning Center will increase their Math proficiency as measured by three or more interim

assessments, STAR Math, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

**2.a Did the school reach proficiency goals in math?**

**Exceeds Standard:**

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

**80% or more of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year**

**Meets Standard:**

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

**70-79% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year.**

**Does Not Meet Standard:**

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

**60-69% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year**

**Falls far below:**

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

*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.)*

These were the goals negotiated for the 2015-2017 renewal period and they were good goals. They were rigorous and achievable. We would like to keep them.

**D. 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: Southwest Intermediate Learning Center

Date submitted: 10/03/2016 Contact Name: Robert Pasztor E-mail: rpasztor@silc-nm.com Phone #: 505-296-7677

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

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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



### **SILC Renewal Application Addendum**

Southwest Intermediate Learning Center (SILC) has submitted an application for a five year renewal with the Public Education Commission (PEC). It was a condition of the two year 2015 renewal of SILC's charter that they would pursue consolidation with either Southwest Primary Learning Center (SPLC) or Southwest Secondary Learning Center (SSLC). This pursuit involved stakeholder meetings in the spring of 2016 and eventual voting on the favored options out of four possibilities – including no consolidation at all. This report summary was submitted to the PEC through the Charter School Division (CSD) of the Public Education Department (PED) on June 30, 2016. It was decided if the consolidation were to go forward that the best scenario would be SILC consolidating with SPLC.

Therefore, SILC is willing to request termination of its charter if SPLC would be allowed to amend its charter to absorb the 7<sup>th</sup> and 8<sup>th</sup> grade students, the programs and the employees that were once SILC. SPLC would have to amend its material terms, its grade levels served and its name, as it would no longer serve only primary grades. A condition of this would also be that SPLC would absorb the allowable cash balances in funds that were once SILC's. The funds should follow the students to maintain the integrity of their programs as well as fund the purchase of the building they have been, and will continue to be, housed in per the approved SILC and SPLC Facility Master Plans.