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



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# 2016 Charter School Renewal Report

*Uplift Community School*

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## **CSD RECOMMENDATION**

CSD recommends non-renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a three-year average letter grade of F and has earned a D or F letter grade in each of the last three years, and the school's failure to meet or make progress toward each of the goals in the charter contract.

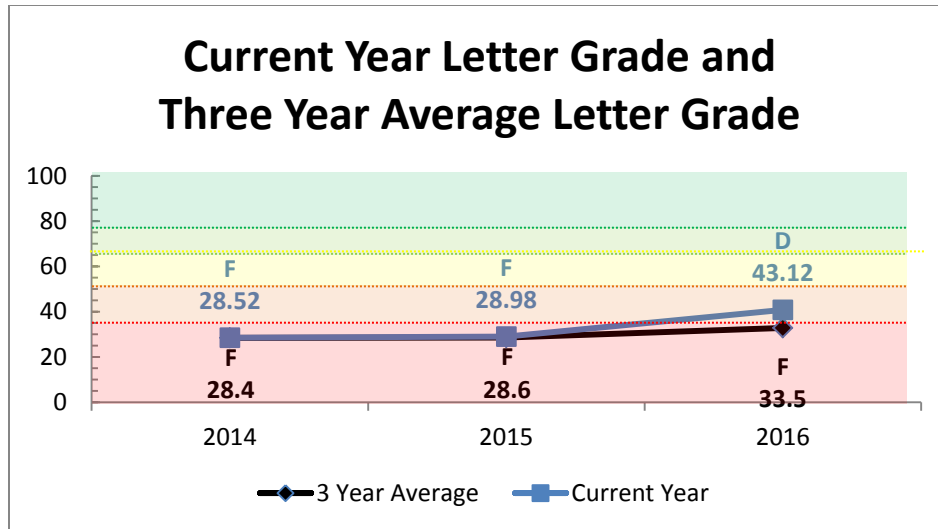
In addition, the school has failed to meet nearly all major elements of the material terms of the contract and the school has experienced high teacher and student turnover. Further, the school has failed comply with provisions of law from which the school has not been specifically exempted. Specifically, the school failed to protect student safety by failing to develop and obtain approval on a student wellness and safety plan, by failing to conduct legally required safety drills, and by violating transportation requirements. Additionally, the school failed to complete summative teacher evaluations as required by NMTEACH for two years. Finally, the school failed to complete and submit statutorily required state PARCC assessments in one year.

## **SCHOOL SUMMARY**

Uplift Community School began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school to demonstrate improved student academic achievement, and that the PEC use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.

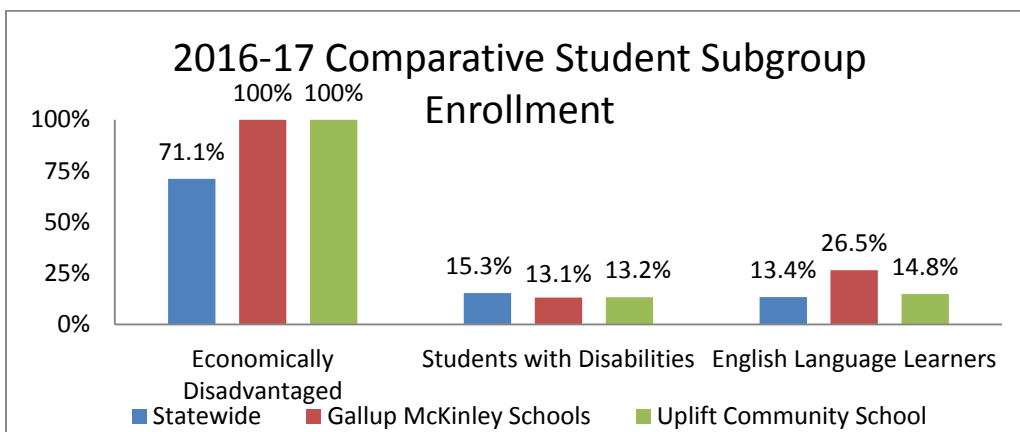
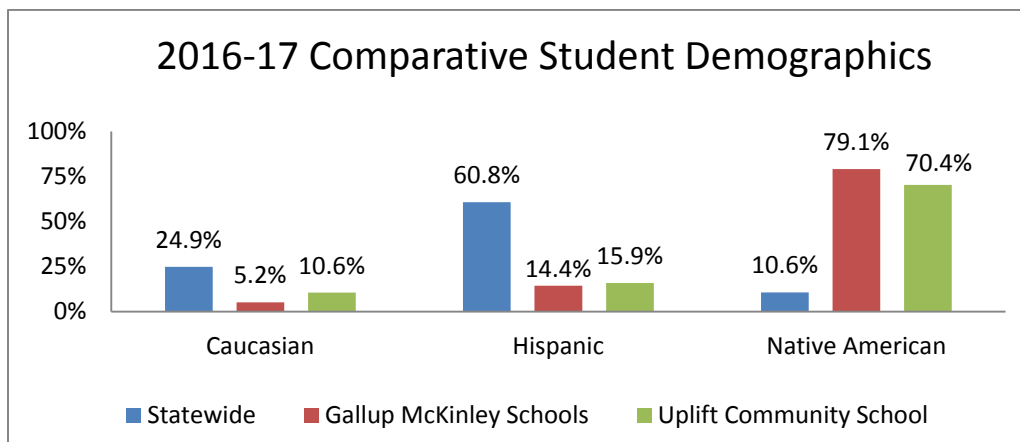
The school submitted its renewal application in a timely manner. The school's renewal application includes one amendment request. This request seeks to change the mission of the school.

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

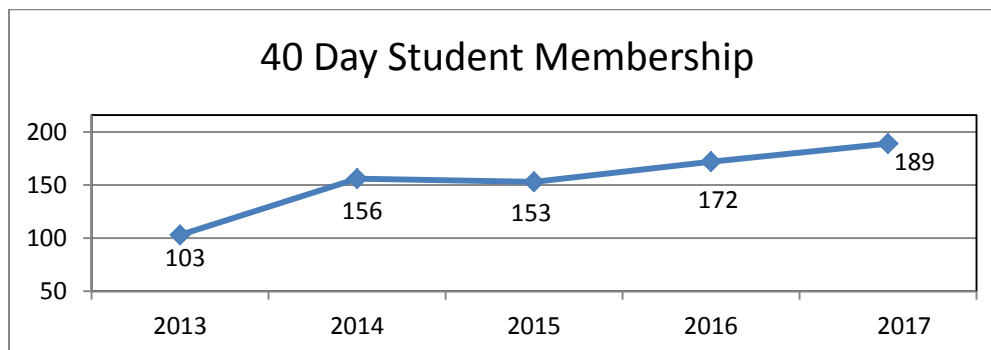


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

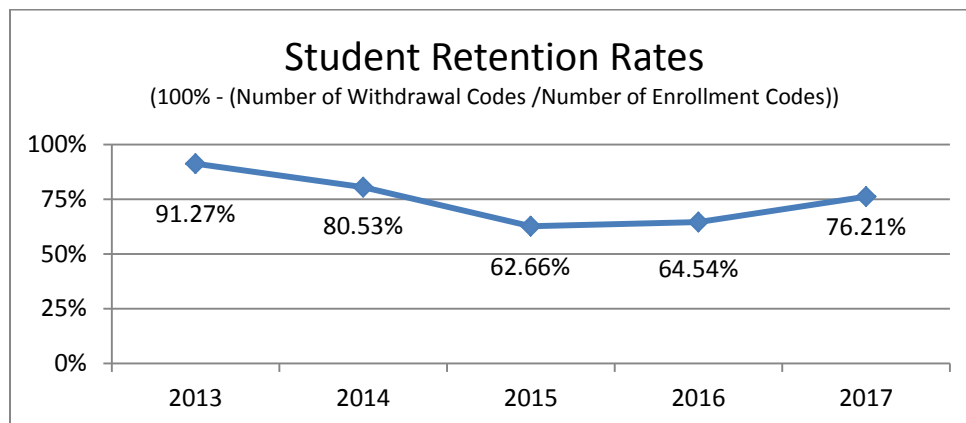
Comparative demographics show the school has slightly higher Caucasian and Hispanic populations than the surrounding district and a slightly lower Native American Population. The school also has a slightly lower population of English Language Learners and an equivalent population of students with disabilities. The population for economically disadvantaged students is reported at 100% for both schools because they are Title 1 schools.



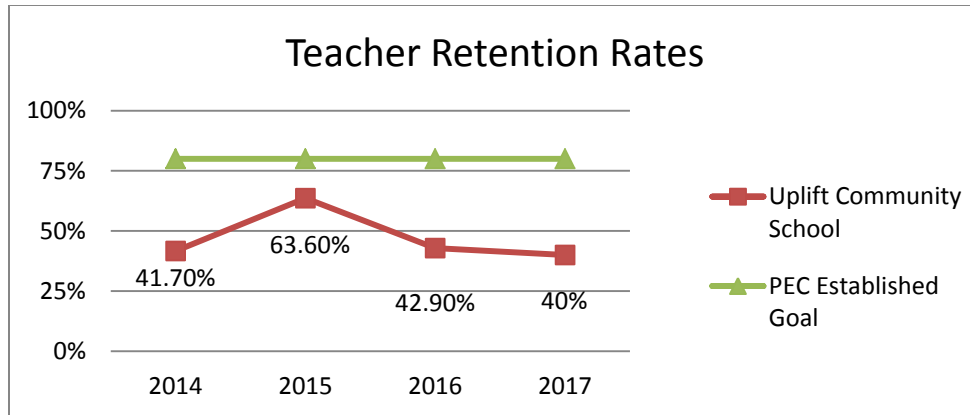
The table below demonstrates the 40 day membership for each of the years in operation. The school started serving grades K-4 in 2014 and added one grade each subsequent year. The school's enrollment increased each year except during the 2015 school year, which saw enrollment 3 students lower than in 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 believe 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 steadily declined, with a small increase for FY2016. 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. 2017



The table below demonstrates teacher retention for 2014, 2015, and 2016. Annually, the school's teacher retention rate has been approximately 40%, well below the PEC's stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention between the second and third school years, the rate has steadily declined since that time. During the interview with the Governing Body they identified retaining staff as a concern and indicated the school has had approximately 50% turnover year to year. The governing body identified that it has had a substantial issue in locating teachers and administrators with necessary capacity and skills in the Gallup area. The school currently has a short-term leader, but no long term leader has been identified to lead the school past renewal. Further, the short-term leader is seeking to cut back his working days to only three days per week.



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

During interviews with the students, staff, and families, the CSD learned that while there are concerns each group has, they overwhelmingly support the continuation of the school.

During student interviews PED interviewed two students. PED learned that students generally chose this school because of the small size and to avoid issues that were present at other schools such as bullying or distractions. Students advised if local school was unavailable they would likely attend another traditional school in the local district. Students identified several schools in the nearby area. Students supported the continued operation of the school because they think it is easier for them to fit into the school environment. Students indicated the teachers taught the material in a way that was easy to understand but at the same time they feel they are being challenged. However, at least one of the students noted that in prior years they were not being taught at an appropriate grade level, rather they were years behind. Students advised that it is hard to understand the mission of the school although they have read it several times. Students generally identified project based learning and a focus on achievement. Students expressed concerns over the recent switch in principal, noting that the previous principal was terminated. Students also expressed concern over the playground space not being sufficient.

During family interviews PED interviewed seven parents. Parents generally advised they chose the current school because they liked the smaller community feel. Specifically, parents advised they liked the individual attention their students receive at the current school. Parents advised if school was not available they may home school their student or go to a private school. Parents expressed frustration with the available schools and resources in the local school district and advised they would not wish to send their students to a school in the district. Parents expressed concerns that district did not have qualified teachers, and that special needs were not being served in district. Parents identified the school mission as teambuilding and community based learning and making the kids feel safe. Parents generally thought communication was effective from school staff. Parents particularly identified newsletters brought by the students as being effective communication. However, many parents expressed concern with communication from the “higher ups” such as the Governing Body and the Head Administrator. Parents specifically advised they were not notified of discussions regarding removal of the Head Administrator until after it had occurred. Parents also expressed concern that they were advised to contact the Governing Body with questions about the removal but no method to contact the governing body was given. Parents identified several methods they are able to participate in the operations of the school and identified the Parent Teacher Organization (PTO) as an active organization. Parents generally supported continued operation of the current school because they feel the school is able to serve the specific needs of their students and because the school

allows the students to express themselves. Parents also supported the community and project based aspects of the school. Parents expressed concerns that school enrollment is down and that school has not been fully staffed until the current year. Parents expressed concern in high turn-over of teaching staff and inability to retain teachers. Parents expressed concern that school may be shut down because current letter grade is a D and in the past has been an F. Parents generally expressed an interest in students not being assessed or tested and generally expressed a difficulty in understanding how grades are applied.

During staff interviews PED interviewed 11 teachers. Teachers advised they chose to teach at the school because they believe in the project based opportunity for students to reinforce their hands-on learning at the school and they feel it fills a gap in the community. Teachers also liked the small setting of the school. If the school were not available teachers would look to other jobs in different sectors. Teachers advised, however, they would prefer not to work in the local school district. Teachers had difficulty in articulating school mission and advised it is difficult for students to understand. Teachers indicated it involves a focus on achievement, community and project based learning. Teachers did not address whether the school was achieving these goals but spoke to the value of project based learning because it helps create a safety net by allowing students to “tie things together.” Teachers recognized that communication previously was poor but has become much better in the last few months. The school communicates to the group through e-mail, phone calls and discussion. However, teachers advised the website is not always updated. The school does enable teachers to participate in operations by working on various teams or committees, such as SAT, Tutoring, Leadership, Attendance, and Culture. The school utilizes a “team chart” that details teacher assignments. The teachers disagreed and had a vocal discussion about the efficacy of the team chart. Teachers advised they liked the atmosphere and environment of the school in which teachers are accepted and appreciated by everybody and that teachers are part of a “wolfpack.” Teachers were concerned that school might close and how this closure might affect the community and the students. Teachers felt the school needs to expand with more resources, more land and to secure enrichment classes, and more resources. Teachers advised that all professional development has been put on hold for the current year and the school is not currently providing professional development. Teachers advised students’ needs are being met through school programs because the school is meeting their social and emotional needs. The teachers noted that the school is providing food, providing a safe environment, and providing a shortened day because an 8 hour day is too long for the socioeconomics of these students. Teachers were aware of, and discussed, both the RTI and SAT processes.

## **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; or

- (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>		
	<b>Meeting Expectations</b>	<b>Not Meeting Expectations</b>
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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

### **UPLIFT COMMUNITY SCHOOL HAS NOT FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT**

The school is under an original charter, which incorporated the school's application into the charter as material terms. CSD's observations during the last two years demonstrate the school is not implementing the educational program set forth in the school's charter. Specifically, the observed educational program does not demonstrate the implementation of an Expeditionary Learning (EL) educational program or an otherwise experiential/project based program. Further, the program does not demonstrate teachers and school leaders are being provided the



type of professional development and program implementation support anticipated in the charter. Lastly, the observed educational program does not provide the number of instructional hours identified in the charter application and contract.

The school itself indicated in its renewal application that it has not implemented the material terms of the approved charter application as defined in the charter contract. Specifically, the school stated:

The School was formally affiliated with Expeditionary Learning until September 1, 2015. As expressed throughout this application, the relationship between EL and the School was a difficult one, and the Governing Council ultimately decided that the relationship was not only difficult, but detrimental to the School. The Governing Council resolved in March 2015 (See Resolution attached in Appendix) not to renew its contract with EL after its September 1, 2015 expiration date. Instead, the School would pursue its mission through project-based experiential learning, continuing to use the EL Core Practices and model.

The Governing Council's decision was not arbitrary or delayed. In June 2015 (before the expiration of the EL contract) the School submitted charter amendments to the PEC.

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As articulated in previous sections, Uplift Community School is no longer formally affiliated with Expeditionary Learning (now known as EL Education, Inc.). "EL" is used throughout the Charter, and there is no doubt that at the inception of the Charter Uplift contemplated fulfilling its goals through affiliation with EL.

The Governing Council debated whether to sue EL, Inc. for breach of its contract, and ultimately decided to simply and gracefully sever ties with EL. After eliminating direct services from EL, the School maintained its commitment to the educational philosophy and approach of Expeditionary Learning: "an experiential and project-based framework, involving students in original research." Charter, Section V(A)(1)

The school's original application included the following material terms, which were incorporated into the charter contract:

**Mission:**

The Uplift Community School, in alliance with families and the community of Gallup-McKinley County, will provide a rigorous; state-standards based education to grades K-8th using an Expeditionary Learning Model ([www.elschools.org](http://www.elschools.org)) to achieve academic success for all students. The Uplift Community School will meet high expectations for achievement by producing meaningful, high quality work that engages cultural diversity, and integrates inquiry and learning in literature, science, social studies and the arts, while building skills in math, reading and writing. The Uplift Community School will develop leadership and teamwork through a process of planning, reflection and revision and a school culture that values individual initiative and voice.

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**Statement of Need:**

Uplift Community School will contrast with surrounding elementary school programs by offering an innovative educational model known as Expeditionary Learning. Inherent in the EL model are five core practices that will help meet the needs of our unique population. These core practices include:

- Learning Expeditions which consist of implementing project-based learning that designs products and linked projects incorporating fieldwork, local community expertise and service learning producing high-quality student work. Students of the Uplift Community School will benefit from a hands on approach to education where the community and cultural diversity is incorporated into the fabric of their learning.

- Active Pedagogy which incorporates teaching reading and writing across the disciplines, teaching math, science and social studies through an inquiry-based approach, actively using the arts as an instructional tool and developing effective instructional and assessment practices. Students of the Uplift Community School will excel in an environment with an integrated approach to curriculum where practice in math, reading, and writing is incorporated into the specific interest areas of the students.
- Culture and Character which actively involves the parents, teachers, students and community to form a safe, respectful and orderly school environment while fostering the development of a strong school culture that promotes equity and high expectations. All students at Uplift Community School will excel and be more engaged in a healthy learning environment with a support system that includes family, school, and community.
- Leadership and School Improvement stressing teacher training in EL strategies while building partnerships with parents and community members in order to improve student achievement and school improvement plans. Uplift Community School students' achievement will be assured because there are connections between all parts of their lives.
- Structures that allow time for curriculum planning and development and provide staff the opportunity to revise the curriculum and its delivery in response to the student needs identified at each grade level. Students at Uplift Community School will be better served by teachers who have the time to plan, reflect, and revise curriculum and lessons to meet student needs.

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#### **Educational Plan:**

##### *Expeditionary Learning Design Principles and Core Practices:*

Expeditionary Learning is based on a set of Design Principals and Core Practices that will be incorporated into all aspects of Uplift Community School's educational approach. The Design Principals are the fundamentals of the educational philosophy. The Core Practices assure that the Design Principles will be met.

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##### *Expeditionary Learning Results in Improved Educational Performance of Students.*

Expeditionary Learning works with each partner school to provide a comprehensive set of professional development experiences designed to raise student achievement in both test scores and the quality of work they produce and to provide them with the habits of mind and skills they will need to succeed in college and beyond. On-site professional development, job-embedded coaching for teachers and school leaders, and off-site institutes in such areas as reading, writing, math, science, and assessment help to create high-achieving schools and change unmotivated students into active, engaged learners.

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##### *Plan for Curriculum Development*

As stated above, components of the Uplift Community School curriculum, in particular the literacy curriculum and the learning expeditions will be developed by teachers. We expect that our teachers will develop curricula that are optimally suited to the needs and experiences of our students and local community. Our school has a strong plan for equipping our teachers with the skills and knowledge that will allow them to develop a rigorous, effective curriculum and continuously improve over time. A key to teacher development of the curriculum is our partnership with Expeditionary Learning which will provide extensive development services to our teachers. EL will place a School Designer with Uplift Community School to ensure that we implement the EL model at a high level. The School Designer will be present at all professional development activities planned at the Uplift Community School.

Uplift will also set aside significant amounts of time for teacher collaborative work so that teachers are able to plan strong lessons and units, reflect on their teaching practices, investigate data, and share ideas. Teachers will come together for a Summer Institute for a minimum of three weeks during the summer to be trained in and participate in curriculum mapping and writing. Exemplars of quality learning expeditions from other schools across the nation will be shared with our teachers. New Mexico's standards, by grade levels, will be discussed and examined for connections and natural themes or topics. Teachers will propose ideas for learning expeditions and present their concepts to their colleagues for feedback and critique. Teachers will also spend significant time developing expeditions and writing lessons so that they will be prepared to begin teaching at the beginning of the school's first year. Teachers will utilize the learning expeditions planning template as they engage in this work.

Throughout the year, teachers will also participate in weekly professional development release time on Wednesdays from 12:00 p.m. to 4:00 p.m. This time will be used for ongoing professional development from the School Designer, reflection on instruction, study of data, and ongoing planning and development of expeditions. Uplift Community School views this time as essential to the quality of work our teachers will do and the foundation for the collaborative culture of our school. Through the leadership of our director and School Designer as well as clear structures for collaborative work, we will ensure that this time is used for honest reflection and continuous improvement that enhances student learning.

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*1. Length of School Day and School Year:*

The Uplift Community Schools will meet from 8-4 daily in all grades K-8 for a total of for a total of 7.5 instructional hours.

The Uplift Community School will meet for 150 full instructional days and 30 half instructional days for a total of 1245 instructional hours.

The longer school day of 7.5 instructional hours allows for an uninterrupted block of time in the mornings to focus on language arts and mathematics and an extend period of time in the afternoon to focus on interdisciplinary learning expeditions. The school calendar of 150 full instructional days and 30 half days allows for an early release day each Wednesday for professional development and time for instructional staff to plan and develop curriculum

In 2015, the school requested to amend its contract to change the educational program as stated in the contract. Specifically, the school sought to sever ties with the Expeditionary Learning organization. As a result of that change, the school would not be implementing the following, among other, elements of their educational program:

- On-site professional development, job-embedded coaching for teachers and school leaders, and off-site institutes in such areas as reading, writing, math, science, and assessment help to create high-achieving schools and change unmotivated students into active, engaged learners.
- EL will place a School Designer with Uplift Community School to ensure that we implement the EL model at a high level. The School Designer will be present at all professional development activities planned at the Uplift Community School.

In addition, the school would not be able to demonstrate that it met or made progress toward one of the goals in its contract:

By May of 2016, the school will achieve a minimum average score of 3, "highly implementing", in the annual Implementation Review as performed by Expeditionary Learning using the four-point assessments based on Expeditionary Learning Core Practices.

The school explains the timing of the amendment request and the process by which the change was made without the prior approval of the commission:

In June 2015 the School submitted Charter Amendments to the CSD, which ...were lost. See Transcript of Proceedings for PEC 3/11/16 Public Meeting, page 77. The School re-submitted the Amendments, which were considered almost a year after the School had already severed its relationship with EL. The Amendments were denied, and the School was told that it was in material breach of its Charter.

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The Governing Council's decision was not arbitrary or delayed. In June 2015 (before the expiration of the EL contract) the School submitted charter amendments to the PEC. ...[T]hose amendments were lost, and subsequently not considered for nearly a year. As Commissioner Toulous noted at the March 11, 2016 PEC meeting, "this would have been much easier to deal with if these forms hadn't been lost. We would have been able to deal with it after the fact, but shortly after the fact, and the school would have had a year to put this back in place, than having to deal with it now." Transcript of Proceedings for PEC 3/11/16 Public Meeting, page 90. (Please see PEC Minutes in Appendix E.)

The amendment request was not approved by the Commission both because the change had already been made, prior to approval by the commission, and because the change would result in a substantial change from the program originally proposed by the school. Members of the Commission made the following statements during the consideration:

COMMISSIONER GIPSON: Okay. And as the CSD Director has indicated, I, personally, have an issue with a school now coming and saying, "We want to completely change our mission"; because Expeditionary Learning was what you were chartered with.... as far as I'm concerned, it completely changes the mission of the school.

COMMISSIONER SHEARMAN: ...this Commission has already set the precedent that we do not accept major, major changes to a school's mission, to their contract, if they're under one already, in the middle of their charter. This is a major component of the school, Expeditionary Learning is. That's the model it was chartered under.

The school was directed to continue implementing the EL program. Upon visiting in 2016, CSD observed that the EL program is not being implemented. The school provided the following rationale for why the EL program was not reinstated at the school:

The School has attempted to re-affiliate with EL Learning, Inc., not because it believes that such an affiliation will improve the school, but because the Commission implied that failing to do so would be a material breach prohibiting a charter renewal. Re-affiliation for the 2016-2017 year was not possible, as EL Learning stated that all slots were filled, and there is now a one-year application and review process.

The school has indicated that while it may not be partnering with the EL organization, it is still implementing "an experiential, hands-on, project based education." The school further stated "The School respectfully submits that it has never deviated from the substance of its Charter goals." During the site visit in 2016, CSD sought to observe the educational program in order to verify this assertion. In the lower grade classrooms, CSD observed classes implementing thematic units in which all instructional areas were woven into the theme. However, CSD did not observe experiential, hands-on, project based education; rather, classroom practices mirrored traditional teacher directed pedagogy organized around thematic units. In the upper grades, CSD did not observe the implementation

of thematic units or experiential, hands-on, project based education; rather, classroom practices mirrored traditional teacher directed pedagogy.

In addition to the deviation from the EL terms, the school is also not implementing the calendar terms. In the application the school indicated students would receive 1245 instructional hours. This was to include 7.5 instructional hours daily with students attending school for 150 full instructional days and 30 half instructional days. The application specifically indicated Wednesdays would be half days for students, to allow PD to occur each Wednesday. The calendar reported to the school budget department has scheduled 157 instructional days for FY16 and 168 instructional days for FY17. The instructional hours are 6.75 hours for Kinder-6<sup>th</sup> grade and 7 hours for 7-8<sup>th</sup> grade. At the high count students are receiving 1,176 instructional hours, 69 hours short of the hours identified in the contract. Please note the observations at the site visit indicate that these hours reported in the budget calendar are not being implemented and the students are receiving substantially fewer hours of instructional time than are reported.

### School's Response

*Uplift Community School has sought to make a change in the mission of the school. The proposed revision to the mission is provide our students, a rigorous, standard-based curriculum that fully supports academic achievement while providing an experiential, hands-on, project-based education, giving our students the skill and confidence to be lifelong learners, so they can go out and be successful and creative contributors to their community. This change is due to the changes in education we are all seeing. The following bullets tell us why changes were needed to our mission:*

- Our stakeholders are thankful for schools like Uplift Community School during the Holiday Season that it is giving students an alternative education that will enhance their life. Many of the students are happy in a small school K-8 environment and parents are very happy to have Uplift Community School as an option. These sentiments were repeatedly stated at the CSD site visit.*
- Schools are always changing the direction they are headed. To have schools never be able to change or modify their mission does not make sense. Our local school system has embraced a program that was encouraged by the PED by bringing in the UVA system. Look at GMCS, our public school system, they have embraced change and brought in the UVA teaching system. Did the PED tell them they could not? No, PED even helped finance much of the change and gave them unlimited support for the change. Uplift School needed to make some changes due to many different factors. As Schools move forward we need to look at how to use change as a benefit instead of a hindrance.*
- The School Grading System has changed New Mexico schools forever. We now have to meet the grading system and embrace overall change. The new core standards with the new testing requirements have changed the mission of every school in the state. We have to embrace testing and the results of it. Students have to meet the literacy and math standards set by the state. If the state changes these standards all of the schools have to make adjustments. Our students now receive Success For All in the primary grades and we are already seeing the results. Using the results from the I-Station and Success For All, we are making huge gains in literacy and helping students who are below grade level. In Math, we are using a core standards curriculum across the board and we are seeing changes in the students and how they are doing. These modifications were made after three years of students not meeting the gains indicated in our original application. We, like other schools, needed to adjust to meet the high stakes as required by Testing. Schools now run their schools around PARRC and other testing and for Uplift School not to change from EL to Project Based learning would have insured our school would have remained at a D level.*

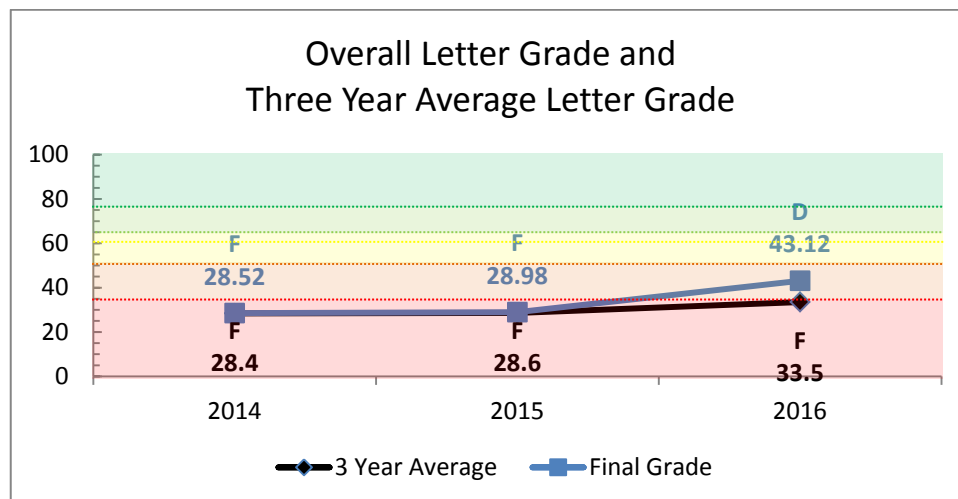
- *As for the level of proficiency in the charter contract, the proficiency has changed year to year along with the different testing requirements. I now believe the charter contract has to align with the grading system and make changes like public schools do. I would be in shock if the standards on the contract could be met with any district considering all the changes that have been made to the standards and core curriculum. As for holding the schools accountable for changes that need to be made, I would think the PEC would look at it as an evolving system that can make changes on the go. The main idea for Uplift was to have hands-on learning and that is what we still do and embrace, but we have to make sure all students are ready for the testing season and perform well. According to the renewal standards, we have to stay with EL for the remainder of the time we are open. It is like writing a blank check for EL to not perform up to state standards or to ignore core standards. EL was not working for Uplift School. However, it was working for a profit and a corporation. When a school struggles, they want more money to fix it. Changing our paradigms is part of moving forward and is only done when systems are in place to make it work with efficiency and thoughtfulness.*
- *The idea of project-based instruction has been around for a long time and the resources are there to help Uplift School. Uplift School moved a whole letter grade this year and we expect the school grade to continue to improve if the school moves all of its resources to improve literacy and math. These supports have been a primary focus this past year.*

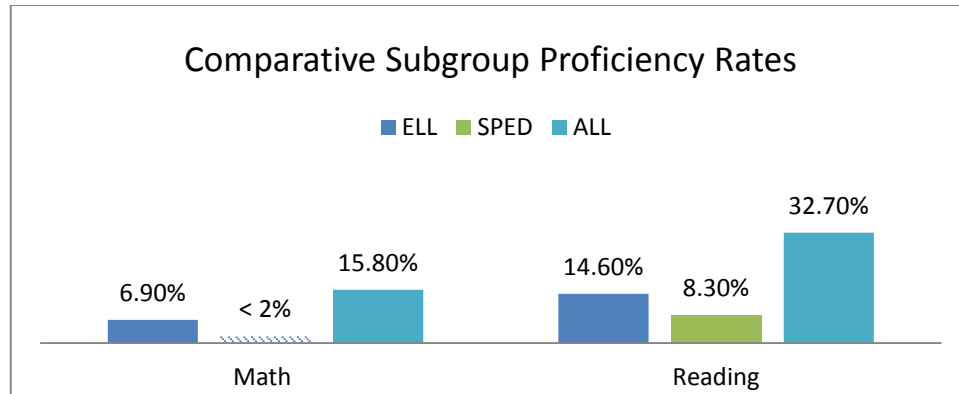
For the reasons stated above, it appears that the school has not fulfilled the conditions, standards, and procedures set forth in the charter contract.

**UPLIFT COMMUNITY SCHOOL 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 tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of F. The current year letter grade is slightly higher at a D, falling approximately 7 points short of earning a C.





During the March 2016 PEC meeting, the school was asked about its academic performance, the school director made the following comments:

MR. CAMMON: Certainly. I think, first and foremost, in our initial hires for the school -- and I'm not judging anyone, but simply reviewing back into the files of those individuals who were brought on as teachers -- that they were not themselves from educational backgrounds, nor with proper preparation and transitioned on. So essentially, and for lack of better words -- and I don't like the word -- we sacrificed a year of instruction, if you will, and sadly, student achievement in that design. As we then brought on a new group of teachers, indeed, the same fact took place in terms of well-intentioned souls, if you will; but in my mind, rather it be under the guise of NMTech or simply a Madeline Hunter that I grew up with, in terms of writing goals and objectives and lesson plans on a daily basis or a weekly basis, we were not there. I've mentioned to staff -- and I'm not attempting to insult anyone, but speaking frankly with you all -- that we became a school last year. Prior to that, as I looked at lesson plans, which form the bases of daily and weekly instruction, and certainly towards curriculum mapping and so on, we simply were not there. And so last year, we embarked upon that independently of the professional development with Expeditionary Learning. We were conducting professional development towards the lesson planning, goals, objectives, and then introducing rigor via, in this case -- at the time, it was Expeditionary Learning, now, currently Project-Based instruction.

...

But you're absolutely correct, Commissioner Peralta. That staffing was the big one. Understanding Expeditionary Learning, what "rigor" means, was the second one. And then thirdly, being systematic in terms of what we're doing. I followed one director. Then we had an interim director. Then we had a stand-in director. And that transitioning also in administration, needless to say, left us in the lurch."

In the renewal application the school indicated it has made progress over the past three years and broke down the elements of the school report card. The school noted an increase in the total number of points earned from 2014 to 2016. The school specifically noted the highest area of improvement being the Growth of Highest Performing Students. The school did not note, however, the declines in points from 2014 to 2016 in the Growth of Lowest Performing Students (9.95 points to 7.25 points), School Growth (2.14 points to 2.02 points), or Opportunity to Learn (8.44 points to 5.03 points). The school also noted its "improved its ranking among similar schools in some areas"; from 2014 to 2016 the school did improve in comparative performance in comparison to similar schools in three areas – Current Standing, Growth of Highest Performing Students, and Opportunity to Learn. However, the school also declined in comparative performance in School Growth and made no change in Growth of Lowest Performing Students. Even in the comparative performance, the school, at best, performs 20<sup>th</sup> out of 45 schools.

In Current Standing, the school notes its high performance comparative to Gallup-McKinley Schools and notes that “the longer students attend Uplift the greater the increase in levels of academic proficiency.” However, the school did not break out the data to demonstrate that the higher proficiencies are correlated with students that have been at the school for multiple years.

In the School Growth area the application notes that “Uplift Community School received negative scores in school growth for reading and math for the past three years indicating the school performed worse than was expected relative to its peers. The grade earned for each of the past three years was F for School Growth.” In comparison, a review of the performance of other elementary model schools in the Gallup-McKinley School District demonstrates 15 with higher reading growth scores and 25 which higher math growth scores than Uplift Community School.

The school further noted that:

Uplift Community School director and staff are concerned about the minimal growth demonstrated over the past three years. Action has been taken to address this concern. The school applied for and received a School Improvement Grant for intense teacher training and a new research-based reading intervention program (Success for All) to supplement the balanced literacy program currently in place. A 90 minute reading instruction block has been integrated into the daily schedule for all students. Students will be assessed quarterly to monitor progress in reading.

The staff is also exploring new math programs and more effective instructional strategies to address the limited growth demonstrated in math. New instructional design for math will include increased opportunities for students to apply mathematic concepts learned in the classroom in their expeditions.

However, the school did not indicate when the reading program changes were implemented and did not provide data to demonstrate the success of these new programs. Further, the school indicated that it has not yet made changes to math, but rather “is exploring” potential changes. Again, the school has provided no evidence to demonstrate the success of program changes.

In the Growth of Highest Performing Students area the application notes that “Uplift Community School demonstrated substantial progress in helping individual students improve by increasing its Q3 student performance from 0.05 in 2014 to 8.81 in 2016 moving from a letter grade of F in 2014 to a letter grade of B in 2016.... In 2016 Uplift Community School students in the Highest Performing 75% group gained 3.83 points growth in reading and 4.98 points in math for a total of 8.81 points which exceeded the Statewide Benchmark of 7.2.” The school’s Q3 growth values are still negative values, -0.30 for reading and -0.01 for math. In comparison, a review of the performance of other elementary model schools in the Gallup-McKinley School District demonstrates 15 with higher Q3 reading growth scores and 17 which higher Q3 math growth scores than Uplift Community School. The school also did not provide any narrative to describe the actions it has taken to improve student achievement for the Q3 group.

In the Growth of Lowest Performing Students area the application notes that “Uplift Community School made progress in helping individual students by increasing its Q1 student performance from 3.93 points in 2015 to 7.25 points in 2016, out of 20 possible points, however, this score fell below the school’s score of 9.95 in 2014 and below the Statewide C Benchmark of 15.3 points for three consecutive years. The VAS for Reading was -.1 and the VAS for Math was -.7. VAS below 0 means that the group performed below expectations and students are losing ground when compared to their peers.” The school’s Q1 growth values are both negative, -0.08 for reading and -0.65 for math. In comparison, a review of the performance of other elementary model schools in the Gallup-



McKinley School District demonstrates 7 with higher Q1 reading growth scores and 21 with higher Q1 math growth scores than Uplift Community School.

The school further noted that:

Data analysis indicates need for improvement for the students in the Lowest 25% Performing Group. A new reading intervention program is being implemented in 2016 to supplement the current reading instruction. The staff is also evaluating what interventions can be implemented to increase student achievement in math.

The school's narrative appears to indicate that improvement efforts were not implemented until the current year and that the school does not have any information to demonstrate the success of these efforts. Further, the school's narrative indicates that it has not yet made changes to math instruction to support improved student achievement.

As described above the school's performance does not meet the Public Education Department's Standards of Excellence as reflected in the school letter grade, the school has received F letter grades in 2 of the last 3 years and the school's current 3 year average letter grade is an F. Further, the school has received Fs in 3 of the 5 letter grade components including school growth and student growth of the lowest performing students. The school has demonstrated limited improved in the 2016 report card. The school did not provide any narrative to describe the actions it has taken to improve student achievement; the school did not describe how it has prioritized resources toward proven programs and methods linked to improved student achievement. It is unclear what actions the school has taken to improve student achievement and why those actions were not taken sooner.

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.

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

*In response to the letter grade Uplift Community School is proud it moved from F to a D. The grading system has shown to use an average of the current school grade for 40% of the total. In my estimation, many schools who are not receiving C or above would be closed if the system did not use the current grade as such a large factor. This year, 38% of the New Mexico schools received a grade of F or D. Most of the schools are implementing literacy and math initiatives to improve. We are doing the same as Success For All, I-Stations, and common core math is being implemented and monitored continually. We are having intervention teaching for all who are behind and re-teaching to make sure our students are prepared.*

#### **UPLIFT COMMUNITY SCHOOL HAS NOT ACHIEVED, OR MADE PROGRESS TOWARD ACHIEVING, THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT**

In its renewal application the school indicates it did not meet any of the goals identified in the charter contract.

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

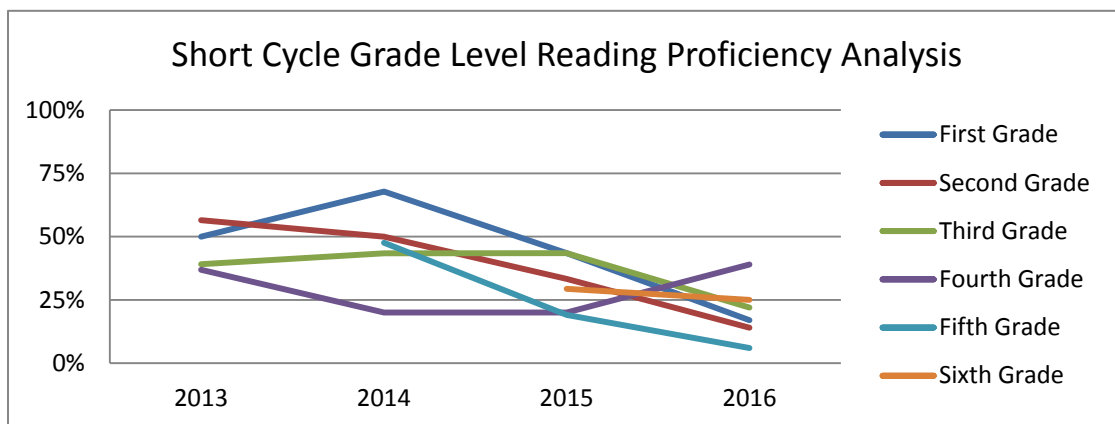
Uplift Community School will know it is achieving its mission through the following goals:

1. Through the use of Expeditionary Learning Core Practices, by May of 2016 all students will demonstrate 80% proficiency on state standards in math and reading as measured by annual state standardized tests.
2. By May of 2016, the school will achieve a minimum average score of 3, "highly implementing", in the annual Implementation Review as performed by Expeditionary Learning using the four-point assessments based on Expeditionary Learning Core Practices.
3. By May of 2016, the school will demonstrate 80% parent involvement in school activities as documented by attendance logs.

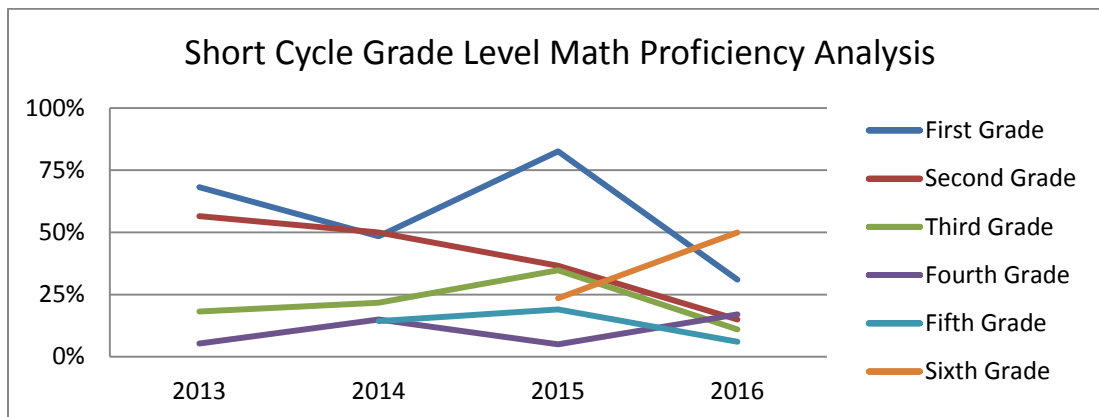
The school has not provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. The school states that “While Uplift failed to meet the intended goal of 80% of students scoring Proficient on the state assessments, it progressed from the baseline first year-year data.” However, the school continues, noting “Uplift Community School achievement scores do not show consistent growth over the past several years in reading.” The school describes efforts that it has undertaken beginning in the current school year, but does not describe any efforts taken in prior years or the success of those efforts. The school also notes “The balanced literacy program written into Uplift’s initial charter application did not sufficiently address the needs of the students who enrolled in the school.” Finally, the school indicates “Further intervention programs will be addressed in the renewed charter.” However, the school does not describe with any clarity how those programs will be selected, developed, implemented, monitored, or adjusted.

The school states that they have shown a “significant increase in math proficiency from 11.10% in 4th grade (2013) to 31.3% in 7th grade (2016).” The school does not, however, address the decreases when you compare the same grade level over time. As an example, the performance of 3<sup>rd</sup> grade from the first year to the second year demonstrates a decline in performance. The school has not demonstrated that it is getting better at serving the students it receives.

The school also provided short cycle data to demonstrate student growth, this also shows mixed results. When comparing the same grade levels over the term of the contract there is no trend of improved performance. Instead, there are some grades that improve, but then decline, and others that consistently decline in performance.

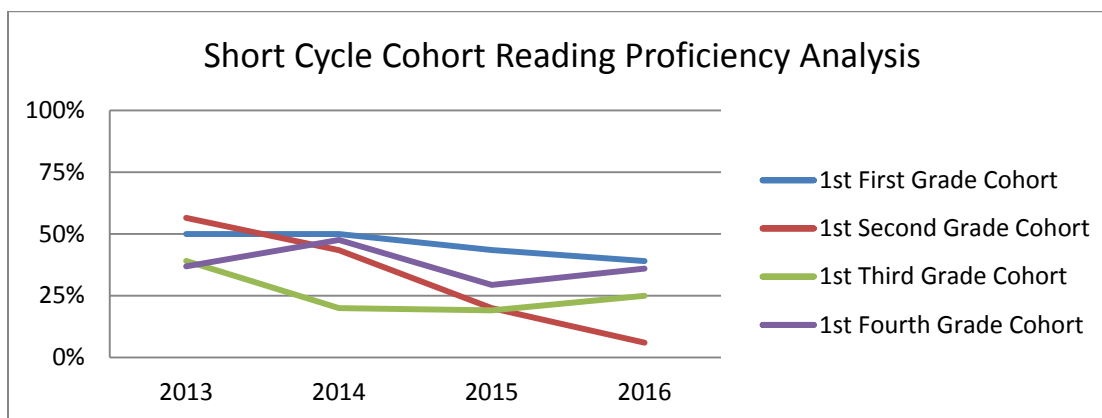


The data above demonstrates that in all grade levels except one, this school’s reading proficiency rates have declined at each grade level from the first year that grade level was served to the most recent year. The only grade level demonstrating a different trend in the fourth grade.

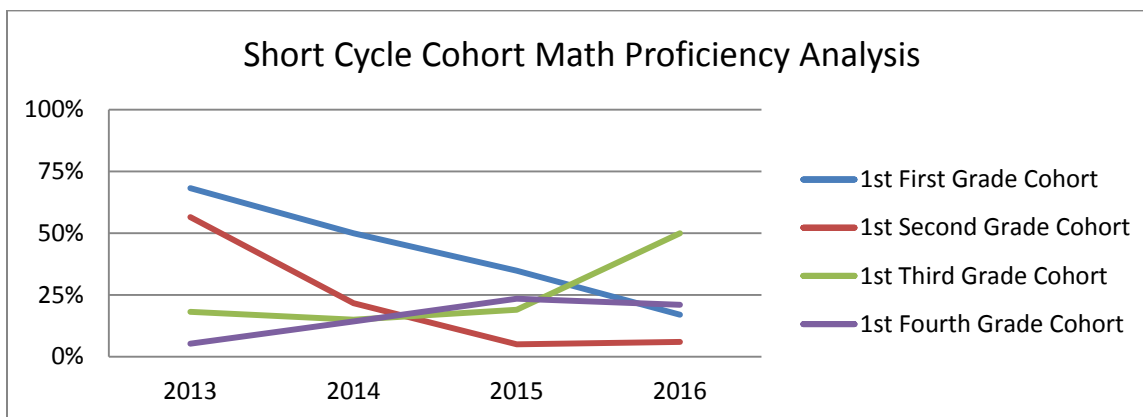


The data above demonstrates that in all grade levels except two, this school's math proficiency rates have declined at each grade level from the first year that grade level was served to the most recent year. The only grade levels demonstrating different trends are fourth and sixth grades.

There are also mixed results as you follow the cohorts as demonstrated in the table below:



This data demonstrates that all cohorts of students who started in 2013 are demonstrating lower reading proficiency in 2016 than in 2013, when they began at the school. While there has been some growth among the 2016 6<sup>th</sup> grade cohort and the 2016 7<sup>th</sup> grade cohort, both of these grade levels are demonstrating lower proficiency than when they began at the school.



Similarly, the math data demonstrates that all but two of the cohorts of students who started in 2013 are demonstrating lower proficiency in 2016 than in 2013, when they began at the school. The 2016 6<sup>th</sup> grade cohort and the 2016 7<sup>th</sup> grade cohorts, both are demonstrating higher proficiency than when they began at the school.

The school has not provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. Further, the school has not identified how this data has been used or what initiatives or efforts have been implemented to respond to these data or the success of any such efforts.

The school has not provided data to demonstrate substantial or sustained progress toward meeting the second goal listed above:

By May of 2016, the school will achieve a minimum average score of 3, "highly implementing", in the annual Implementation Review as performed by Expeditionary Learning using the four-point assessments based on Expeditionary Learning Core Practices."

The school has indicated the school did not meet this goal. The school did not have an "annual Implementation Review" performed by Expeditionary Learning in either the 3<sup>rd</sup> or the 4<sup>th</sup> year of the charter. Between the first and the second year, the school's data indicates there was a decline in the assessed performance from a 2.2 to a 2.0. As noted in other sections of the application, the school terminated its relationship with the EL organization. In its

narrative, the school states “It became clear at this point that the EL Designer/Leader was proposing fundamental changes that were beyond her authority and level of responsibility. Some of the recommended changes conflicted with other charter components and budgetary allowances.”

The school has not provided data to demonstrate substantial or sustained progress toward meeting the third goal listed above:

By May of 2016, the school will demonstrate 80% parent involvement in school activities as documented by attendance logs.

The school provided narrative indicating that “Parent participation at Uplift Community School is strong.” However, the school did not provide specific evidence to demonstrate 80% parent involvement in school activities as documented by attendance logs. Some attendance logs were provided, but the school did not provide sufficient data, or a comprehensive analysis to support this goal.

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

C. STUDENT PERFORMANCE EXPECTATIONS

1. 100 % of students enrolled in Uplift Community School will demonstrate growth of at least one academic year in reading and math as measured by reading and math scores from the pre and post tests administered annually. Grades K-2 will be administered the DRA and grades 3-8 will be administered the NWEA MAP assessment. Each of these assessments calculates an "expected annual growth score" that will be the basis for the determination that students have met this annual goal.
2. 100% of students enrolled in Uplift Community School will score at least 80% on the learning expedition rubrics each of the four times the rubric is administered annually. The learning expedition rubrics evaluate students' understanding and mastery of NM state standards and benchmarks.

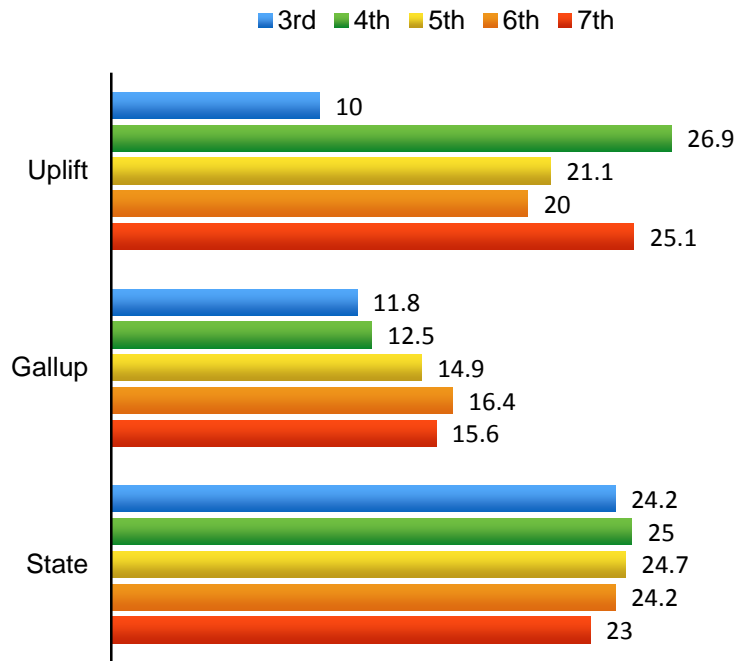
The school did not provide data reporting on these goals.

**School’s Response**

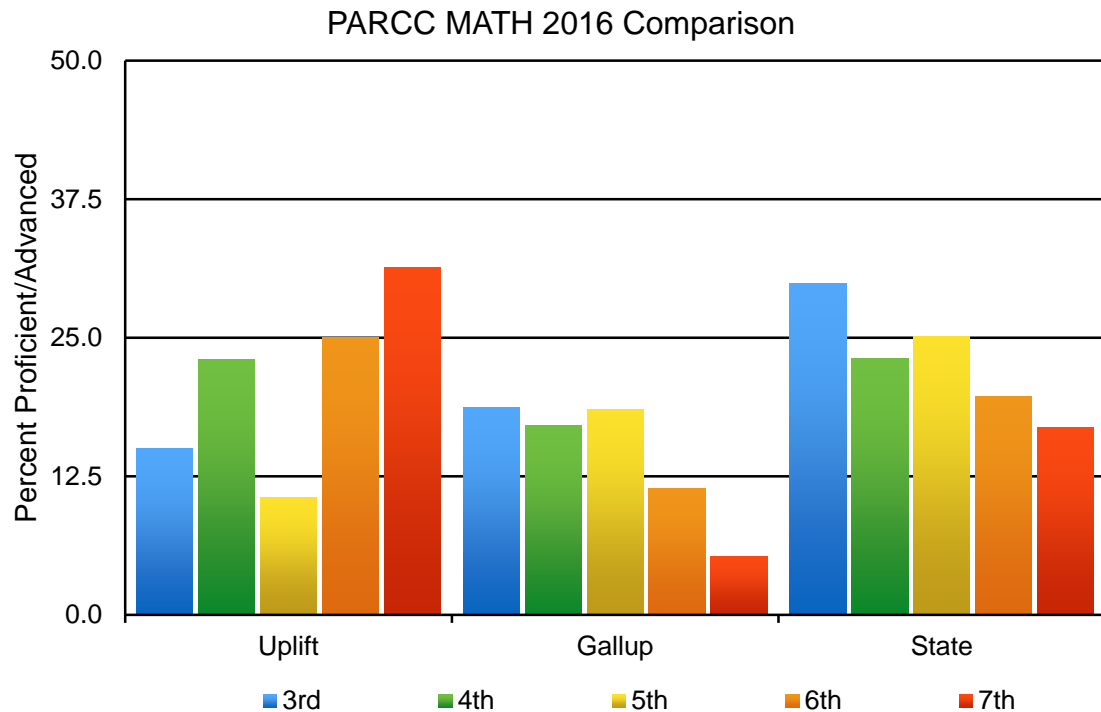
*Uplift Community School did not reach 80% proficiency in the state tests. The high bar is something to reach for, but it is unrealistic with the state tests we now have. The school is trying to improve every year and the goal should be measured in per cent increase instead of 80% proficiency. As a school we are scoring at an average above the GMCS marks, but that is still not enough. As a reader of a grant proposal, of a new renewal, or a first start up, the schools the goals need to be obtainable. The school was aware of the bar they were setting and it was the bar the state encouraged to those applying, but we are now looking at a new set of tests and new parameters that are completely different than when the charter was written. We would all like our schools to be at 80% proficiency, but that is not the case. When the proficiency is at 40% for the state then maybe the school needs to set goals of per cent improvement instead of 80% proficiency.*

*Below you will see a comparison of average proficiency levels for 2016 PARCC Reading/ELA for Uplift Community School, Gallup-McKinley Schools and statewide New Mexico Schools grades 4-7. Uplift student scores exceeded the average Gallup-McKinley Schools scores at every grade level except 3<sup>rd</sup> grade and exceeded state average scores at 4<sup>th</sup> and 7<sup>th</sup> grade levels.*

## PARCC READING/ ELA 2016 - % Proficient



*A similar comparison of the percentage of students scoring proficient/advanced on 2016 PARCC MATH for Uplift Community School, Gallup-McKinley Schools and Statewide schools follows. Uplift student proficiency in math equals or exceeds the average math proficiency levels of Gallup-McKinley and Statewide students at grades 4, 6 and 7.*



*Uplift is focused on improvement of the literacy and math proficiency of the students. We are aware of the 80% and it is something all of us would like to achieve across the state, but we have to be realistic in our approach to the PARRC testing and what our students are scoring on the tests.*

As demonstrated in the analysis above Uplift Community School has not achieved, or made progress toward achieving, the student performance standards identified in the charter contract. The school itself has indicated that it has not met any of the goals above. Further, the school provided limited data that does not demonstrate improved performance. The school did not provide any narrative to describe the actions it has taken to improve student achievement or progress toward the goals; the school did not describe how it has prioritized resources toward proven programs and methods linked to improved student achievement. It is unclear what actions the school has taken to improve student achievement and why those actions were not taken sooner.

For the reasons stated above, it appears that the school neither achieved, nor made substantial progress toward achieving, the student performance standards identified in the charter contract.

#### **UPLIFT COMMUNITY SCHOOL HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT**

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that supports 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 significant findings. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. The school's 2014 and 2015 audits demonstrated a significant deficiency repeated across the two years.

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.

The fiscal year 2016 audit has not been released publicly therefore, that status of whether findings are repeated, resolved or new is unknown. However, the school should have this information and should be able to share it with the Commission.

For FY2017 the school is phasing in eighth grade which should bring it close to the enrollment cap of 216. The operating budget was developed soundly, and there have not been any issues with timeliness of required financial reporting. Financial data including the Actuals Revenue Rollup Report, Actuals Expenditure Rollup Report, and PED Cash Report for 2015-2016 are provided in the attached materials.

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

*The school is following generally accepted accounting principles which relate to the proper recording of financial information within its general ledger. The school was determined to be in compliance with the mileage reimbursement requirement for the FY2012 and FY2013 audits. The prior PED selected auditors relied on a memorandum issued by the PED Deputy Secretary which stated the allowed rate for mileage reimbursements which the school complied with up until the recent new interpretation. The school adopted a revised travel and per diem policy in July of 2015 that aligns with the new interpretation.*

*Finding 2013-002 is one that the school has argued with the auditor about in relation to its applicability to the schools' unique condition. The finding states that the school must have a contract in place with their food service provider. The school does not have a service provider; they have an independently operated kitchen which they staff and purchase raw materials for. The school was not able to locate backup items*

*related to cash receipts and disbursements during an administrative transition that occurred in the winter of 2013. However, it should be noted no financial issues were noted with this finding. All cash accounts were correctly stated for financial statement purposes.*

*The FY16 audit is completed; however, the state auditor has not provided financial statements or any findings at this time. Per state law, the school is not allowed to discuss or submit any audited financial statement information without the approval of the Office of the State Auditor (Section 12-6-5, NMSA 1978 and NMAC 2.2.2). The Charter Schools Division should know that release of CONFIDENTIAL information without approval will result in additional findings and release prior to authorization of the Office of the State Auditor is a violation of law.*

## **UPLIFT COMMUNITY SCHOOL 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 noted the following areas on non-compliance:

- Assessment: "Uplift Community School is currently in compliance with requirements relating to assessments for short-cycle and PARCC. In 2015, the paper/pencil PARCC assessments were not mailed in a timely manner and therefore were not scored as part of Uplift's assessment data for that year. There are procedures in place for all required assessments to be taken online so this mishap will not occur in the future. 2016 PARCC assessments were completed according to state requirements."
- Students with disabilities: "SLP and OT services were not, at times, provided to some students who were eligible due to the school's inability to find appropriate personnel. Those students were given compensatory services for SLP and OT after licensed personnel were available at the school. Currently, all required IEP and Section 504 services for students are being provided at Uplift Community School."
- English language learners: "Uplift Community School currently administers the W-APT to all students whose Home Language Survey indicates a language other than English is spoken in the home. Those students not yet proficient in English according to W-APT receive English language services daily. These students are assessed annually using ACCESS until they score proficient in English. The W-APT and ACCESS score sheets are filed in each ELL student's cumulative record. (This item was mentioned in the Site Visit Audit as a concern.)"
- Background checks: "There were some concerns about procedures being followed regarding background checks during the Site Visit, however, currently all employees have a Cogent background check."
- Fire and other emergency drills: "Health and safety requirements are followed, including fire and other safety drills. Procedures are currently in place to keep a file in the office with documentation that all requirements are met according to schedule. Documentation for this item was noted as a concern during the Site Visit."

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. A full copy of the site visit report is provided in the attached materials.

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

- Licensure and background check requirements
- Instructional Hours

- Compulsory Attendance Laws
- Special education service requirements
- ELL service requirements
- School/student safety requirements
- Assessment
- Governance requirements
- Teacher Evaluations

#### *Licensure and Background Check Requirements*

PED reviewed all 35 staff files. Five of the 35 staff files, or 14%, lacked copies of licensure. It is unclear whether the school has a process to verify proper licensure before hiring staff. Based on PED's observations and data validation processes, the school is currently employing at least one teacher who does not have the appropriate licensure to teach in the position for which the teacher is contracted. This was also observed in prior years.

Three of the 35 staff files, or 9%, did not have valid background checks. The school's 2015 audit also supports that the school has not met background requirements. The 2015 audit states, "Thirteen employees were selected for payroll testing. The following items were noted: Two employee's personnel files did not contain background checks or certifications."

The school is required to institute a formalized mentorship program for 1st year teachers. It appears that at least one teacher is a first year teacher. No evidence was provided to demonstrate the school has implemented a formalized mentorship program.

During the staff file reviews, PED determined that at least one teacher is not being paid the required statutory minimum salary. The employee is a level I Instructor who, is a .5 FTE, the prorated salary is \$1,323.00 less than the required salary.

#### *Instructional Hours*

The budget calendar provided to PED indicates school is providing 6.45 hours of instructional time 5 days a week for grades 1-6 and 7 hours of instructional time 5 days a week for grades 7-8. CSD arrived on a Friday and observed a "half day" on a Friday. This "half day" was not noted on the budget calendar. The school advised that it provides "half days" every Friday. This was also not noted on the budget calendar. The school is not complying with the requirement to accurately report its annual calendar to the PED and to implement the calendar, unless changes are approved by the Secretary.

The kindergarten program operates from 8:00 AM - 4:00 PM Monday through Thursday and 8:00-12:00 PM on Fridays. The schedule Monday through Thursday constitutes a total of 385 minutes (6.416 hours) of total school directed program time and the schedule on Fridays constitutes 210 minutes (3.5 hours) of school directed program time. The school calendar indicates there are 168 instructional days annually; 135 of these days are full days and 33 of these days are half day Fridays. The calendar and school schedule therefore demonstrate kindergarten students receive a total of 981.73 hours of school directed program time annually. The actual school directed program time offered by the school is, therefore, less than the 990 hours of kindergarten time required by NMSA §22-2.8.1(3) and NMAC § 6.29.1.9(c) both of which require 990 hours for full time kindergarteners.

The grades 1-5 program operates from 8:00 AM - 4:00 PM Monday through Thursday and 8:10 AM - 12:00 PM on Fridays. The schedule Monday through Thursday constitutes a total of 420 minutes (7 hours) of total school directed program time and Friday constitutes 210 minutes (3.5 hours) of school directed program time.



The school calendar indicates there are 168 instructional days annually; 135 of these days are full days and 33 of these days are half day Fridays. The calendar and school schedule therefore demonstrate students in grades 1-5 receive a total of 1,060.5 hours of school directed program time annually. The actual school directed program time offered by the school, therefore, satisfies the requirements of NMSA §22-2.8.1(3) and NMAC § 6.29.1.9(c) both of which require 990 hours of school directed program time for grades 1-5.

The grades 6-8 program operates from 8:10 AM - 4:00 PM Monday through Thursday and 8:10-11:45 PM on Fridays. The schedule Monday through Thursday constitutes a total of 470 minutes (7.833 hours) of total school directed program time and Friday constitutes 203 minutes (3.383 hours) of school directed program time.

The school calendar indicates there are 168 instructional days annually; 135 of these days are full days and 33 of these days are half day Fridays. The calendar and school schedule therefore demonstrate students in grades 6-8 receive a total of 1165.92 hours of school directed program time annually. The actual school directed program time offered by the school, therefore, satisfies the requirements of NMSA §22-2.8.1(3) and NMAC § 6.29.1.9(c) both of which require 1080 hours of school directed program time for grades 7-8 and 1080 hours for grade 6 when part of a grade 7-8 program.

While the instructional hours are, for the most part, legally compliant with minimum hours, the school is not implementing the budget calendar as reported to the PED. In addition, the hours actually implemented at the school do not meet the material terms of the contract, which indicated students would be receiving substantially extended learning time:

The Uplift Community Schools will meet from 8-4 daily in all grades K-8 for a total of for a total of 7.5 instructional hours.

The Uplift Community School will meet for 150 full instructional days and 30 half instructional days for a total of 1245 instructional hours.

The longer school day of 7.5 instructional hours allows for an uninterrupted block of time in the mornings to focus on language arts and mathematics and an extend period of time in the afternoon to focus on interdisciplinary learning expeditions. The school calendar of 150 full instructional days and 30 half days allows for an early release day each Wednesday for professional development and time for instructional staff to plan and develop curriculum.

### *Compulsory Attendance Laws*

On the day of the renewal site visit, the school reported a student enrollment of 171. The total student count report on the 40 day STARS report was 189. The school reported 21 students or 12% of the students absent the day of the site visit. The 40 day attendance report indicates the school has an 89% attendance rate. In FY2016, the school had a 15.48% habitual truancy rate. The school indicated their normal process is to send attendance letters to students who have 3 or 5 unexcused absences and then report the student absences to the appropriate authorities upon the 7 unexcused absences. However, the PED team did not observe evidence of attendance letters or communications in any of the student files reviewed. The high habitual truancy rate is of concern, especially without evidence of specific, documented efforts to address the truancy issue.

### *Special Education Requirements*

The PED reviewed 20 out of 28 total special education files. Elevens of the files, or 55%, were missing student ID numbers and one file had 2 different students ID numbers. This prevented PED from verifying the data in the Special Education Files. Evaluations must be administered every 3 years, or within 60 days since an evaluation referral. Six out of the 20 files reviewed, or 30%, had evaluations that were older than 3 years and one file was missing an evaluation. Schools must develop a new IEP annually or within 30 days of student enrollment in the

school. Four files, or 20%, had overdue IEPs. Schools are required to log and monitor the services being provided in order to verify students are receiving special education services. The school had no evidence of services logs or sign in sheets and could provide no evidence it was providing special education services.

#### *English Language Learner Requirements*

During the site visit PED reviewed student files and visited classrooms. During these processes, the PED observed the presence of home language surveys and appropriate screening for students who indicate the influence of a language other than English. However, the school was unable to provide how services are being provided to ensure students both develop English language skills and have access to grade level content. The team asked teachers and aides in the classrooms how those students were supported. Vague and general answers were given, but there was no observable evidence of specialized ELL supports.

#### *School/Student Safety*

Pursuant to NMAC 6.29.1.7 a school is required to implement fire, lockdown, and evacuation drills. This requires school to implement 1 evacuation drill and 2 shelter in place drills throughout the year. CSD observed no evidence of lockdown or shelter in place drills for current year. School did not provide evidence of having conducted these drills in the SY2016 school year. During the school's FY2016 site visit, it was discovered that the school could not provide evidence that it had properly conducted all required emergency drills required by law. Based on records for the current year, the school has held fire drills each week during the first four weeks of the school year and monthly drills thereafter. It is unclear if the school has ever held the required shelter in place drills and evacuation drills.

Pursuant to NMAC § 6.12.6 charter schools must develop and implement a wellness policy and plan that addresses student and school employee wellness through a coordinated school health approach and which includes a safe schools plan and emergency operations plan. These plans must be approved by the Public Education Department every 3 years. The PED has advised that school has not timely submitted a current wellness policy and plan to the Public Education Department for approval. This wellness policy should include a safe schools plan and emergency operations plan for the school.

A valid Safe School Plan requires sign-in's and badges for all visitors to the school. CSD observed evidence of sign-ins and CSD itself was required to be signed in during site visit. CSD observed no evidence of badges for visitors and CSD itself was not required to wear badges during site visit.

CSD briefly reviewed school safety plan. CSD confirmed that plan includes prevention policies. One prevention policy, bullying prevention policy was confirmed to be in place. CSD observed evidence of bullying prevention trainings.

#### *Assessment Requirements*

For FY2015, the school failed to properly administer the PARCC assessment. Specifically, the school did not submit the student test records for scoring. The school has indicated the assessment was administered to students, but no evidence has been provided to document this.

#### *Governance Requirements*

The PED reviewed a sampling of Governing Body minutes and agendas from the past year. The sampled items raised a concern about the Governing Body's use of "closed sessions". The August 16, 2016 minutes included a "closed" session to discuss "Director's Performance and Site Review Response" but the governing body did not state the authority for closure as is required in OMA § 10-15-1(G). Additionally, while the "discussion of Director's performance" is a valid subject matter to discuss in a closed meeting, the "Site Review Response" is not a valid

subject matter. The minutes did not record the Governing body voting on either the Director's performance or the Site Review Response after leaving the closed session, therefore it is unclear if action was inappropriately taken during the closed session. Additionally, the minutes failed to include a roll call vote for both entering and exiting an executive closed session as is required under OMA § 10-15-1(G).

The Governing Body currently has five members, however one member lives out of state and the school has not sought to replace that member because they know it would be difficult to fill the position.

#### *Teacher Evaluations*

For both FY2016 and FY2015, the school failed to complete the teacher summative evaluations required by the NMTEACH system.

### **UPLIFT COMMUNITY SCHOOL HAS MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2**

The PSCOC and PSFA have confirmed that the school meets the facility requirements.

### **UPLIFT COMMUNITY SCHOOL HAS REQUESTED TO AMEND ITS SCHOOL MISSION**

The school's renewal application includes one amendment request. This request includes a request to change the mission of the school. The school's current mission is:

The Uplift Community School, in alliance with families and the community of Gallup-McKinley County, will provide a rigorous; state-standards based education to grades K-8th using an Expeditionary Learning Model ([www.elschools.org](http://www.elschools.org)) to achieve academic success for all students. The Uplift Community School will meet high expectations for achievement by producing meaningful, high quality work that engages cultural diversity, and integrates inquiry and learning in literature, science, social studies and the arts, while building skills in math, reading and writing. The Uplift Community School will develop leadership and teamwork through a process of planning, reflection and revision and a school culture that values individual initiative and voice.

The school seeks to revise the mission to be:

Uplift Community School's mission is to provide our students, a rigorous, standards based curriculum that fully supports academic achievement while providing an experiential, hands-on, project based education, giving our students the skills and confidence to be lifelong learners, so they can go out and be successful and creative contributors to their community.

This proposed amendment would remove the commitment to utilize the Expeditionary Learning Model. It would also eliminate terms regarding "cultural diversity" and the development of "leadership and teamwork through...planning, reflection, and revision" and "school culture."

The school states the rationale for the change is:

Uplift Community school is revising the mission statement in order to reflect and clarify the continued commitment to an experiential, hands-on, project based education. This revision reflects our commitment to the following:

1. That a project based education continues to be the guiding principle and framework for our student's growth and learning.
2. That at the core of their learning are the ideas that students learn through self discovery, that their ideas are valued, that students take responsibility for their learning, that they see the need for empathy and caring, that both success and failure are part of learning and that collaboration is a lifelong skill.
3. That integrity and rigor continue to guide our student's education.

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

### **Preliminary Renewal Report**

## **Uplift Community School response to the 2016 Charter School Renewal Report**

### **UPLIFT COMMUNITY SCHOOL HAS NOT FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT**

The school is under an original charter, which incorporated the school's application into the charter as material terms. CSD's observations during the last two years demonstrate the school is not implementing the educational program set forth in the school's charter. Specifically, the observed educational program does not demonstrate the implementation of an EL educational program or an otherwise experiential/project based program. Further, the program does not demonstrate teachers and school leaders are being provided the type of professional development and program implementation support anticipated in the charter. Lastly, the observed educational program does not provide the number of instructional hours identified in the charter application and contract.

#### **Uplift Community School response:**

Uplift Community School has sought to make a change in the mission of the school. The proposed revision to the mission is provide our students, a rigorous, standard-based curriculum that fully supports academic achievement while providing an experiential, hands-on, project-based education, giving our students the skill and confidence to be lifelong learners, so they can go out and be successful and creative contributors to their community. This change is due to the changes in education we are all seeing. The following bullets tell us why changes were needed to our mission:

- Our stakeholders are thankful for schools like Uplift Community School during the Holiday Season that it is giving students an alternative education that will enhance their life. Many of the students are happy in a small school K-8 environment and parents are very happy to have Uplift Community School as an option. These sentiments were repeatedly stated at the CSD site visit.
- Schools are always changing the direction they are headed. To have schools never be able to change or modify their mission does not make sense. Our local school system has embraced a program that was encouraged by the PED by bringing in the UVA system. Look at GMCS, our public school system, they have embraced change and brought in the UVA teaching system. Did the PED tell them they could not? No, PED even helped finance much of the change and gave them unlimited support for the change. Uplift School needed to make some changes due to many different factors. As Schools move forward we need to look at how to use change as a benefit instead of a hindrance.
- The School Grading System has changed New Mexico schools forever. We now have to meet the grading system and embrace overall change. The new core standards with the new testing requirements have changed the mission of every school in the state. We have to embrace testing and the results of it. Students have to meet the literacy and math standards set by the state. If the state changes these standards all of the schools have to make adjustments. Our students now receive Success For All in the primary grades and we are already seeing the results. Using the results from the I-Station and Success For All, we are making huge gains in literacy and helping students who are below grade level. In Math, we are using a core standards curriculum across the board and we are seeing changes in the students and how they are doing.

These modifications were made after three years of students not meeting the gains indicated in our original application. We, like other schools, needed to adjust to meet the high stakes as required by Testing. Schools now run their schools around PARRC and other testing and for Uplift School not to change from EL to Project Based learning would have insured our school would have remained at a D level.

- As for the level of proficiency in the charter contract, the proficiency has changed year to year along with the different testing requirements. I now believe the charter contract has to align with the grading system and make changes like public schools do. I would be in shock if the standards on the contract could be met with any district considering all the changes that have been made to the standards and core curriculum. As for holding the schools accountable for changes that need to be made, I would think the PEC would look at it as an evolving system that can make changes on the go. The main idea for Uplift was to have hands-on learning and that is what we still do and embrace, but we have to make sure all students are ready for the testing season and perform well. According to the renewal standards, we have to stay with EL for the remainder of the time we are open. It is like writing a blank check for EL to not perform up to state standards or to ignore core standards. EL was not working for Uplift School. However, it was working for a profit and a corporation. When a school struggles, they want more money to fix it. Changing our paradigms is part of moving forward and is only done when systems are in place to make it work with efficiency and thoughtfulness.
- The idea of project-based instruction has been around for a long time and the resources are there to help Uplift School. Uplift School moved a whole letter grade this year and we expect the school grade to continue to improve if the school moves all of its resources to improve literacy and math. These supports have been a primary focus this past year.

### **UPLIFT COMMUNITY SCHOOL 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 tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of F. The current year letter grade is slightly higher at a D, falling approximately 7 points short of earning a C.

#### **Uplift Community School response:**

In response to the letter grade Uplift Community School is proud it moved from F to a D. The grading system has shown to use an average of the current school grade for 40% of the total. In my estimation, many schools who are not receiving C or above would be closed if the system did not use the current grade as such a large factor. This year, 38% of the New Mexico schools received a grade of F or D. Most of the schools are implementing literacy and math initiatives to improve. We are doing the same as Success For All, I-Stations,

and common core math is being implemented and monitored continually. We are having intervention teaching for all who are behind and re-teaching to make sure our students are prepared.

### **UPLIFT COMMUNITY SCHOOL HAS NOT ACHIEVED, OR MADE PROGRESS TOWARD ACHIEVING, THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT**

In its renewal application the school indicates it did not meet any of the goals identified in the charter contract. The school's charter, including its original application, incorporated the following goals:

Uplift Community School will know it is achieving its mission through the following goals:

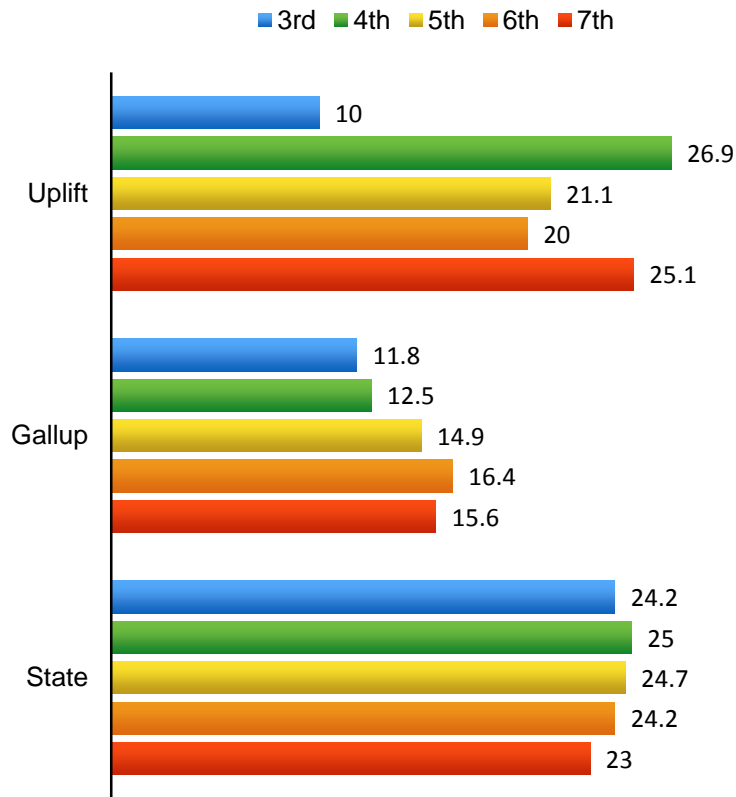
1. Through the use of Expeditionary Learning Core Practices, by May of 2016 all students will demonstrate 80% proficiency on state standards in math and reading as measured by annual state standardized tests.
2. By May of 2016, the school will achieve a minimum average score of 3, "highly implementing", in the annual Implementation Review as performed by Expeditionary Learning using the four-point assessments based on Expeditionary Learning Core Practices.
3. By May of 2016, the school will demonstrate 80% parent involvement in school activities as documented by attendance logs.

#### **Uplift Community School response:**

Uplift Community School did not reach 80% proficiency in the state tests. The high bar is something to reach for, but it is unrealistic with the state tests we now have. The school is trying to improve every year and the goal should be measured in per cent increase instead of 80% proficiency. As a school we are scoring at an average above the GMCS marks, but that is still not enough. As a reader of a grant proposal, of a new renewal, or a first start up, the schools the goals need to be obtainable. The school was aware of the bar they were setting and it was the bar the state encouraged to those applying, but we are now looking at a new set of tests and new parameters that are completely different than when the charter was written. We would all like our schools to be at 80% proficiency, but that is not the case. When the proficiency is at 40% for the state then maybe the school needs to set goals of per cent improvement instead of 80% proficiency.

*Below you will see a comparison of average proficiency levels for 2016 PARCC Reading/ELA for Uplift Community School, Gallup-McKinley Schools and statewide New Mexico Schools grades 4-7. Uplift student scores exceeded the average Gallup-McKinley Schools scores at every grade level except 3<sup>rd</sup> grade and exceeded state average scores at 4<sup>th</sup> and 7<sup>th</sup> grade levels.*

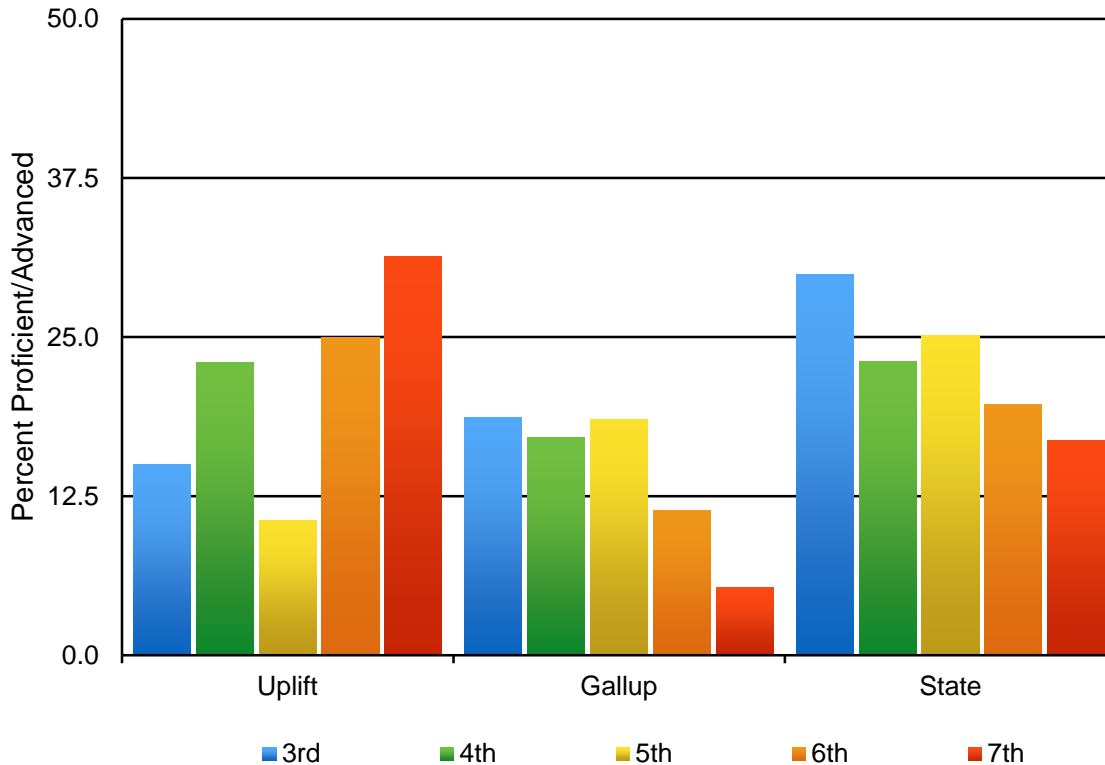
### PARCC READING/ ELA 2016 - % Proficient



A similar comparison of the percentage of students scoring proficient/advanced on 2016 PARCC MATH for Uplift Community School, Gallup-McKinley Schools and Statewide schools follows. Uplift student proficiency in math equals or exceeds the average math proficiency levels of Gallup-McKinley and Statewide students at grades 4, 6 and 7.



PARCC MATH 2016 Comparison



Uplift is focused on improvement of the literacy and math proficiency of the students. We are aware of the 80% and it is something all of us would like to achieve across the state, but we have to be realistic in our approach to the PARRC testing and what our students are scoring on the tests.

#### **UPLIFT COMMUNITY SCHOOL HAS NOT MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2**

The PSCOC and PSFA have not confirmed that the school meets the facility requirements.

##### **Uplift Community School response:**

All of the paperwork has been sent to PSFA for approval. The PSFA will let us know how it turns out and well as how we proceed from here. Our building does meet state standards for occupancy and is in compliance with payments this year.

**UPLIFT COMMUNITY SCHOOL HAS NOT MET ALL GENERALLY ACCEPTED  
STANDARDS OF FISCAL  
MANAGEMENT**

The school is following generally accepted accounting principles which relate to the proper recording of financial information within its general ledger. The school was determined to be in compliance with the mileage reimbursement requirement for the FY2012 and FY2013 audits. The prior PED selected auditors relied on a memorandum issued by the PED Deputy Secretary which stated the allowed rate for mileage reimbursements which the school complied with up until the recent new interpretation. The school adopted a revised travel and per diem policy in July of 2015 that aligns with the new interpretation.

Finding 2013-002 is one that the school has argued with the auditor about in relation to its applicability to the schools' unique condition. The finding states that the school must have a contract in place with their food service provider. The school does not have a service provider; they have an independently operated kitchen which they staff and purchase raw materials for. The school was not able to locate backup items related to cash receipts and disbursements during an administrative transition that occurred in the winter of 2013. However, it should be noted no financial issues were noted with this finding. All cash accounts were correctly stated for financial statement purposes.

The FY16 audit is completed; however, the state auditor has not provided financial statements or any findings at this time. Per state law, the school is not allowed to discuss or submit any audited financial statement information without the approval of the Office of the State Auditor (Section 12-6-5, NMSA 1978 and NMAC 2.2.2). The Charter Schools Division should know that release of CONFIDENTIAL information without approval will result in additional findings and release prior to authorization of the Office of the State Auditor is a violation of law.

### **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>	1	100.0
<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	168	100.0	335,694	100.0
Female	80	47.6	164,149	48.9
Male	88	52.4	171,545	51.1
Caucasian	24	14.3	82,116	24.5
African American	5	3.0	7,302	2.2
Hispanic	33	19.6	205,853	61.3
Asian	1	0.6	4,345	1.3
American Indian	105	62.5	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	141	83.9	240,438	71.6
SWD	27	16.1	49,729	14.8
ELL	42	25.0	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	18	10.7	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
Uplift Community School	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.

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	LEA Current	5	95	10	90		
4	State Current	25	75	23	77	43	57
4	State Prior					43	57
4	LEA Current	23	77	19	81	27	73
4	LEA Prior					21	79
5	State Current	25	75	26	75		
5	LEA Current	16	84	<2	>98		
6	State Current	24	76	20	80		
6	LEA Current	20	80	25	75		
7	State Current	23	77	18	82	45	55
7	LEA Current	25	75	25	75	20	80

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	18	82	16	84	24	76
Female	LEA Current	25	75	17	83	29	71
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	10	90	15	85	18	82
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	38	63	25	75		
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	35	65	23	77	54	46
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
American Indian	LEA Current	5	95	11	89	5	95
Economically Disadvantaged	LEA Current	19	81	16	84	23	77
Economically Disadvantaged	State Current	21	79	15	85	34	66
Students w Disabilities	State Current	7	93	7	93	16	84
Students w Disabilities	LEA Current	<2	>98	<2	>98		
English Language Learners	LEA Current	7	93	7	93	<2	>98

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
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 (%)
Uplift Community School		18	82	16	84	24	76
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	\$111,000	7.6
Central Services	\$116,750	8.0
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$77,894	5.3
General Administration	\$45,077	3.1
Instruction	\$688,990	47.1
Instructional Support Services	\$7,518	0.5
Operations & Maintenance	\$145,851	10.0
Other Support Services	\$0	0.0
School Administration	\$140,002	9.6
Student Support Services	\$63,033	4.3
Student Transportation	\$66,030	4.5
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
Anne Doucette	5
Anne Lundberg	5
Cathy Mikesic	5
Kimberly Ross-Toledo	5
Sarah Jones	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		NA	NA	
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 %	
Uplift Community School			Page 3 of 4		School

Uplift Community School	7	71.4	28.6	61.5
* 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	83	93	85	85	78	72	75	51	85	85	93
Uplift Community School	83	93	85	85	78	72	75	51	85	85	93

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

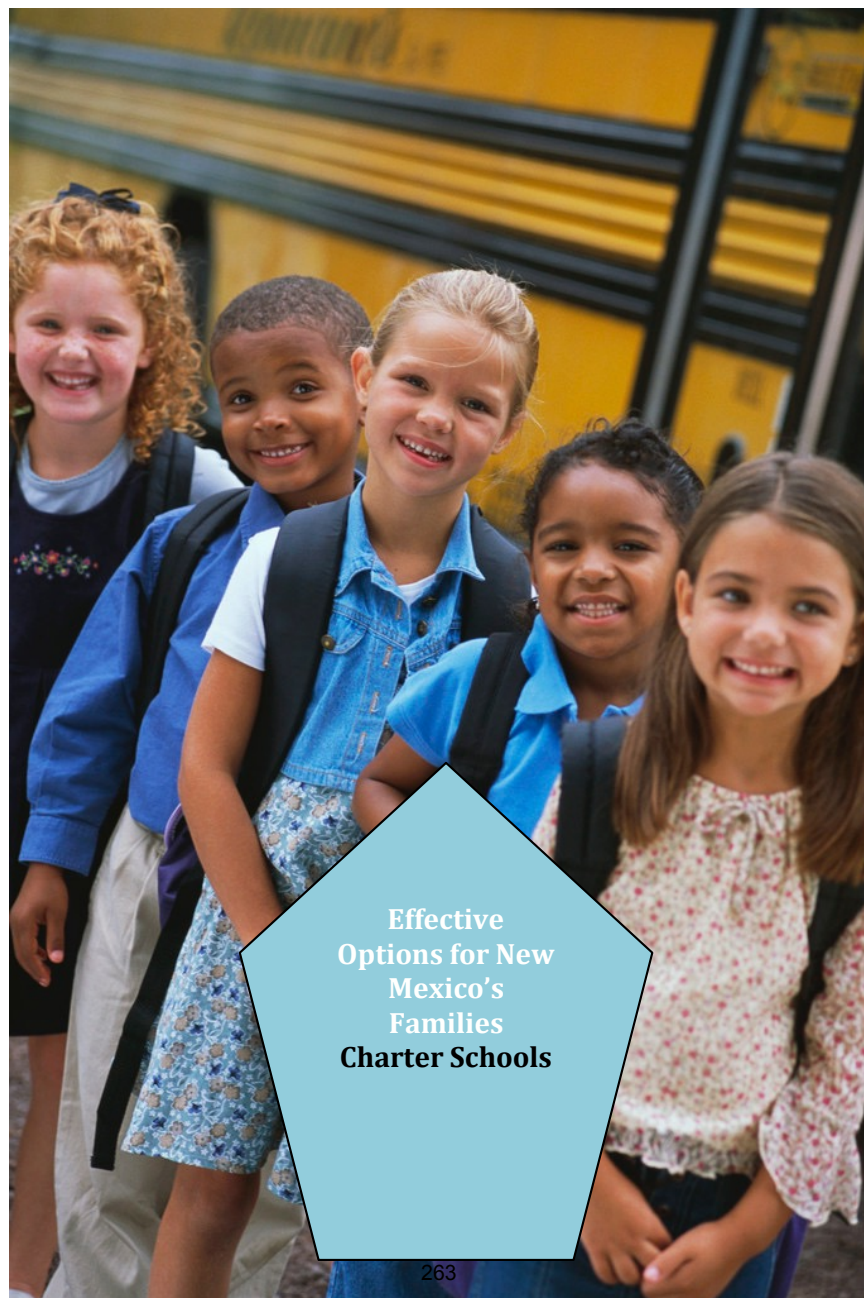
# Rounds to zero

#### **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*





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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 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

## Uplift Community School

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

### General Information

Mailing Address: 406 Hwy 564, Gallup, NM 87301

Physical Address: 406 Hwy 564, Gallup, NM 87301

Phone: (505) 863-4333 Ext: Fax: (505) 863-4885 Website: [www.upliftschool.org/](http://www.upliftschool.org/)

Opened: 2012 State Appvd: Sep-11 Renewal: 2017

School District: Gallup-McKinley County: Gallup-McKinle

### Administration:

Staff	Year Began	Phone	Email
Walter Feldman, Director		(505) 863-4333	director@upliftschool.org
Sean Fry, Business Manager		(505) 938-7712 (505) 215-1987	sean@vigilgroup.net
Talia Nez, STARS Coord		(505) 863-4333	n.nez@upliftschool.org

### Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Anne Doucette President		2012	2015	
Sara Jones Co-President				
Anneke Lundberg Board		2012	2016	
Cathy Mikesic Secretary				
Kimberly Ross-Toledo Board		2012	2016	

Other:	Email	Notes
Ernestine Romero, Budget Analyst	ernestines.romero@state.nm.us	

**Mission:** The Uplift Community School, in alliance with families and the community of Gallup-McKinley County, will provide a rigorous; state-standards based education to grades K-8th using an Expeditionary Learning Model ([www.elschools.org](http://www.elschools.org)) to achieve academic success for all students. The Uplift Community School will meet high expectations for achievement by producing meaningful, high quality work that engages cultural diversity, and integrates inquiry and learning in literature, science, social studies and the arts, while building skills in math, reading and writing. The Uplift Community School will develop leadership and teamwork through a process of planning, reflection and revision and a school culture that values individual initiative and voice.

### Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP Total (40 day)	Teacher	Teacher/Student Ratio:
	K-6	7-8	216		

### Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade		F	F	F	D
2. 3 Year Avg Grade		F	F	D	F
3. Current Standing		F	F	F	D
4. School Growth		F	F	F	F
5. Highest Performing Students		F	F	D	B
6. Lowest Performing Students		F	F	F	F
7. Opportunity to Learn		B	B	B	na

# NM PED Charter School Division - School Snapshot Report

## Uplift Community School

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

8. Graduation				
9. Career and College				
10. Reading Proficiency	23.7	25	52	33
11. Math Proficiency	17.9	20		15.8
12. SAMS	N	N	N	N
13. SAMS Graduation %				
14. Bonus Points	2.3	2.31	2.94	3.75

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment			103	156	153
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male			51.5%	55.1%	58.2%
3. % Female			48.5%	44.9%	41.8%
4. % Caucasian			32.0%	30.1%	23.5%
5. % Hispanic			24.3%	23.7%	19.6%
6. % African American			1.0%	1.3%	1.3%
7. % Asian			1.9%	2.6%	2.6%
8. % Native American			40.8%	42.3%	52.9%
9. % Economically Disadvantaged			48.5%	49.4%	100.0%
10. % Title 1 TS			100.0%	100.0%	100.0%
11. % Title 1 T			0.0%	0.0%	0.0%
12. %Title 1 S			0.0%	100.0%	100.0%
13. % K-3 Plus			0.0%	0.0%	0.0%
14. % Disabled			5.8%	9.6%	9.8%
15. % ELL			14.6%	7.1%	5.9%

### Priority School Status

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





## **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).*

*Uplift Community School has demonstrated progress over the past three years as reported in the School Grade Report Card increasing the total number of points earned in 2014 from 28.52 to 40.79 points earned in 2016, increasing the Final Grade from F in 2014 to D in 2016. The greatest increase in points is shown in Student Growth of Highest Performing Students Q3, progressing from a letter grade of F in 2014 to a letter grade of B in 2016. The area for most need of improvement is Student Growth of Lowest Performing Students Q1. Specific plans for supporting Uplift Community School's lowest performing students will be discussed in Part C of the Renewal Application.*

**School Grading Reports**

	<b>2014</b>		<b>2015</b>		<b>2016</b>	
	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>
<b>Final Grade</b>	F	28.52	F	28.98	D	40.79
<b>Current Standing</b>	F	5.63	F	9.12	F	12.08
<b>School Growth</b>	F	2.14	F	0.14	F	2.02
<b>Student Growth of Highest Performing Students Q3</b>	F	0.05	D	4.00	B	8.81
<b>Student Growth of Lowest Performing Students Q1</b>	F	9.95	F	3.93	F	7.25
<b>Opportunity to Learn</b>	B	8.44	B	8.85	N/A	5.03
<b>Bonus Points</b>		2.31		2.94		3.75



*In 2016, Uplift Community School increased the number of points earned over the three-year period from 28.52 to 40.79 and increased its letter grade from an F to a D. Although the three-year average grade indicated on the 2016 School Grade Report is F, it does not reflect the improvement the school has achieved over the three-year period.*

*Analyzing Uplift Community School's data with similar schools, it is evident that the school has made progress. Uplift ranked low in comparison to similar schools in **2014** in all areas—Current Standing 46 (46); School Growth 36 (46); Student Growth, Highest 75% 46 (46); Student Growth, Lowest 25% 33 (46); and Opportunity to Learn 45 (46).*

*In **2015** Uplift improved its ranking among similar schools in some areas—Current Standing 38 (46); School Growth 45 (46); Student Growth, Highest 75% 43 (46); Student Growth, Lowest 25% 46 (46); and Opportunity to Learn 41 (46).*

*In **2016** Uplift continued to improve its ranking among similar schools—Current Standing 25 (45); School Growth 39 (45); Student Growth, Highest 75% 20 (45); Student Growth, Lowest 25% 33 (45); Opportunity to Learn 44 (45). For some unknown reason, the most recent PARCC reports indicate UCS received points for Attendance Only in the Opportunity to Learn Survey, resulting in a lower score than expected. The school is seeking information as to why the student surveys were not counted in the final score.*

School Rank	2014	2015	2016
Current Standing	46 (46)	38 (46)	25 (45)
School Growth	36 (46)	45 (46)	39 (45)
Student Growth, Highest 75%	46 (46)	43 (46)	20 (45)
Student Growth, Lowest 25%	33 (46)	46 (46)	33 (45)
Opportunity to Learn	45 (46)	41 (46)	44 (45)

**Current Standing**

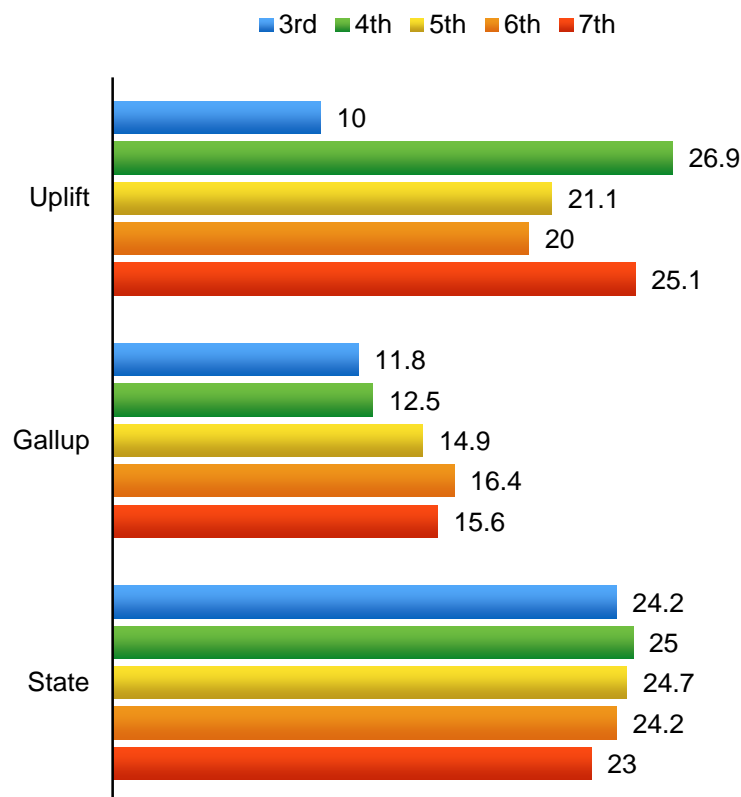
Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

The "Current Standing" grade indicator represents single-year performance over a three-year period. In 2016, Uplift Community School increased the number of points earned over the three-year period from 5.63 to 12.08 out of 40 possible points. In spite of the increase, the letter grade remains an F.

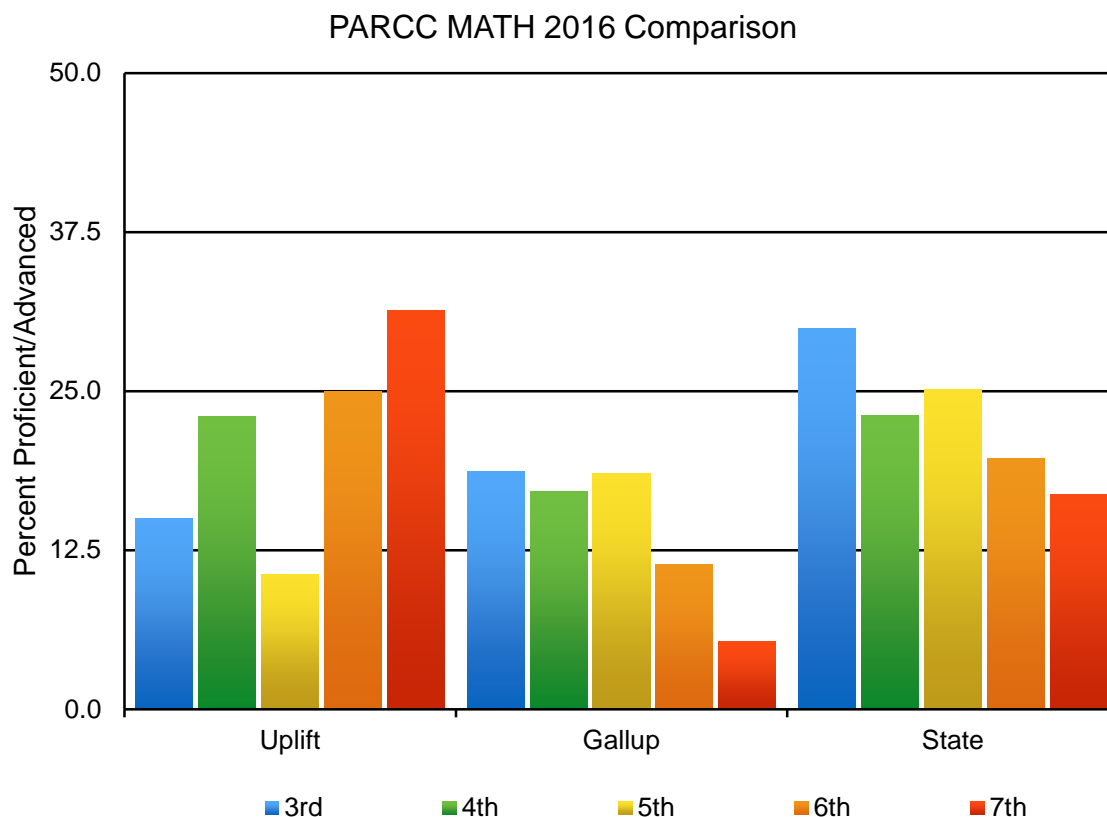
Performance is considered on grade level when students score Proficient or Advanced. The School Grade Report Card Three Year Summary shows that students at Uplift Community School increased grade level performance in **Reading** from 25% in 2014 to 33% in 2016. The Three Year Summary shows a decrease in grade level performance in **Math** from 20% in 2014 to 15.8% in 2016.

Below you will see a comparison of average proficiency levels for 2016 PARCC Reading/ELA for Uplift Community School, Gallup-McKinley Schools and statewide New Mexico Schools grades 4-7. Uplift student scores exceeded the average Gallup-McKinley Schools scores at every grade level except 3<sup>rd</sup> grade and exceeded state average scores at 4<sup>th</sup> and 7<sup>th</sup> grade levels.

PARCC READING/ ELA 2016 - % Proficient



A similar comparison of the percentage of students scoring proficient/advanced on 2016 PARCC MATH for Uplift Community School, Gallup-McKinley Schools and Statewide schools follows. Uplift student proficiency in math equals or exceeds the average math proficiency levels of Gallup-McKinley and Statewide students at grades 4, 6 and 7.



Uplift Community School opened in 2012-13 with grades K-4. Adding a grade each year resulted in grades K-7 in 2016. **The READING/ELA and MATH data above show higher levels of proficiency in the upper grades indicating that the longer students attend Uplift the greater the increase in levels of academic proficiency.**

**School Growth**

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

*The School Grade Report Card "School Growth" Indicator compares the students enrolled in the current year to the same students from prior years. It asks the question: "In the past three years, did the school as a whole increase performance?" Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency. School Growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance. When it is negative, the school performed worse than was expected relative to its peers.*

*Uplift Community School received negative scores in school growth for reading and math for the past three years indicating the school performed worse than was expected relative to its peers. The grade earned for each of the past three years was F for School Growth.*

*Uplift Community School director and staff are concerned about the minimal growth demonstrated over the past three years. Action has been taken to address this concern. The school applied for and received a School Improvement Grant for intense teacher training and a new research-based reading intervention program (Success for All) to supplement the balanced literacy program currently in place. A 90 minute reading instruction block has been integrated into the daily schedule for all students. Students will be assessed quarterly to monitor progress in reading.*

*The staff is also exploring new math programs and more effective instructional strategies to address the limited growth demonstrated in math. New instructional design for math will include increased opportunities for students to apply mathematic concepts learned in the classroom in their expeditions.*

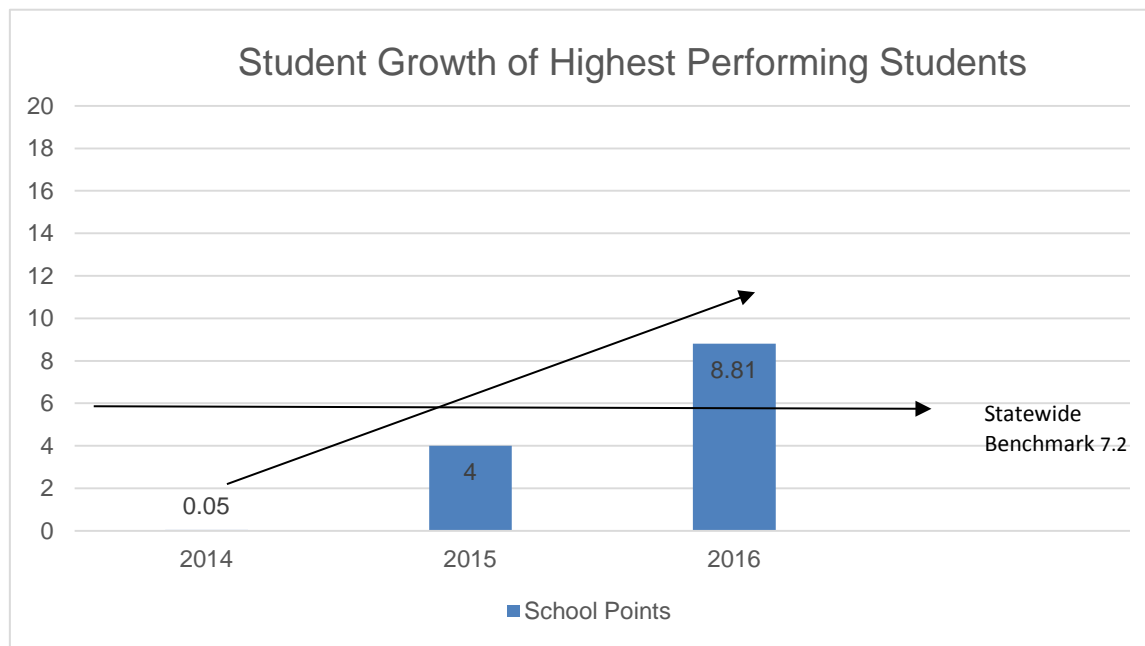
<b>SCHOOL GROWTH</b>	<b>READING</b>	<b>MATH</b>
Value –Added Score	-0.920	-0.950
Points Earned	0.90	0.85



**Q3 (Highest Performing 75%) Growth**

*The School Grade Report Card “Student Growth of Highest Performing Students” Indicator asks the question: “How well did the school help individual students improve?”*

*Uplift Community School demonstrated substantial progress in helping individual students improve by increasing its Q3 student performance from 0.05 in 2014 to 8.81 in 2016 moving from a letter grade of F in 2014 to a letter grade of B in 2016.*



*Individual student achievement is expected to improve over time. Student growth is shown as a value-added score that accounts for all students in each group for up to 3 years. Student groups are further divided into highest 75% and lowest 25% performing subgroups. Every student’s prior test scores are used to estimate how they should perform today.*

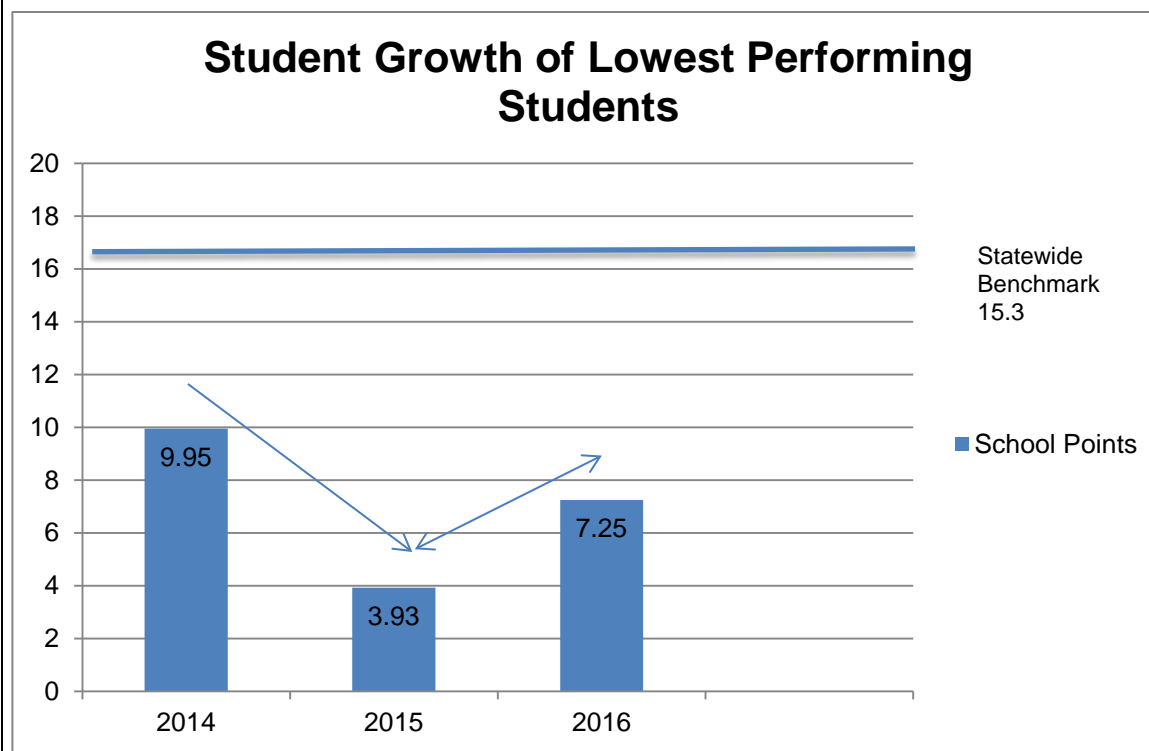
*In 2016 Uplift Community School students in the Highest Performing 75% group gained 3.83 points growth in reading and 4.98 points in math for a total of 8.81 points which exceeded the Statewide Benchmark of 7.2.*

**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.

Growth of Lowest Performing Students (Q1) indicator asks the question: “How well did the school help individual students improve?” Uplift Community School made progress in helping individual students by increasing its Q1 student performance from 3.93 points in 2015 to 7.25 points in 2016, out of 20 possible points, however, this score fell below the school’s score of 9.95 in 2014 and below the Statewide C Benchmark of 15.3 points for three consecutive years. The VAS for Reading was -.1 and the VAS for Math was -.7. VAS below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Data analysis indicates need for improvement for the students in the Lowest 25% Performing Group. A new reading intervention program is being implemented in 2016 to supplement the current reading instruction. The staff is also evaluating what interventions can be implemented to increase student achievement in math.



**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.*

*Successful schools invite students to be part of a thriving learning culture that uses proven teaching methods. A school’s learning environment is reflected in a survey of classroom practices and in student attendance.*

*Uplift Community School earned a grade of B with 8.44 points regarding Opportunity to Learn in 2014. This score increased to 8.85 of 10 possible points in 2015. For some unknown reason, the School Grade Report Card for 2016 indicates “Attendance Only” was scored under Opportunity to Learn, giving the school only 5.03 points, uncharacteristic for the school in this category.*

*In 2014 Uplift rated high (4.0 or 5.0) on the OTL Survey in the following ways: My teacher wants me to explain my answers and My teacher makes sure I understand. These are two very important teaching practices emphasized in every UCS classroom based on the Expeditionary Learning Core Practices.*

*Over the three-year period, Opportunity to Learn Average Student Attendance increased each year from 95.3% in 2014 to 95.5% in 2015 and 96% in 2016. It is especially important to note that attendance of Economically Disadvantaged Students increased from 94.1% to 96% over the three years and attendance of Students with Disabilities increased from 92.5% to 96% over the three years.*

**Graduation—as applicable**

**NOT APPLICABLE**

**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.*

**NOT APPLICABLE**

**Bonus Points**

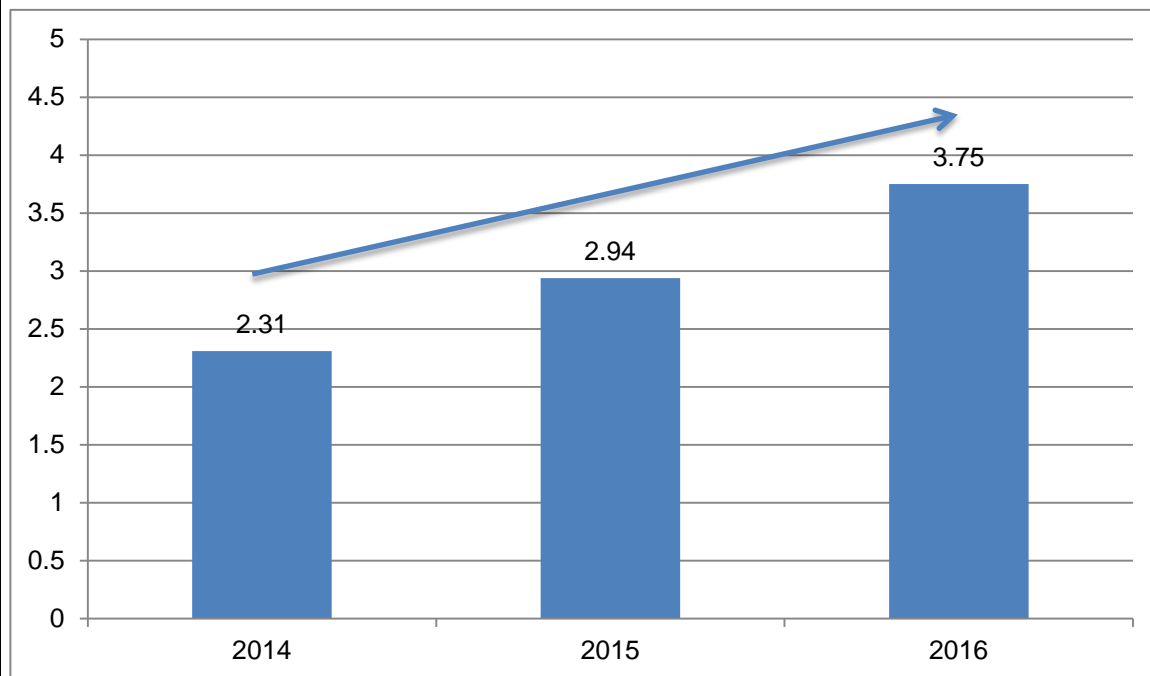
*Provide a statement of progress regarding "Bonus Points" over the past three years.*

*Uplift Community School earned 2.31 Bonus Points in 2014 for Student Engagement and Parental Engagement.*

*In 2015, Uplift Community School increased the Bonus Points earned to 2.94 for Truancy Improvement.*

*In 2016, the Bonus Points earned increased for the third consecutive year to 3.75 for Truancy Improvement and Other Activities. UCS worked diligently each year to keep students invested in school and to empower parents to engage actively in their child's education, demonstrating progress over the three-year period from 2.91 to 3.75 out of a possible 5 points.*

*It is important to note that Parental Engagement is one of the goals stated in Uplift Community School's Charter based on one of the Expeditionary Learning Core Practices. It is encouraging to see that the school has earned bonus points acknowledging progress toward this goal.*



**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:
Through the use of Expeditionary Learning Core Practices, by May 2016 all students will demonstrate 80% proficiency on state standards in math and reading as measured by annual state standardized tests.
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):
<p><i>Uplift Community School based its Charter Goals on the Core Practices of Expeditionary Learning and the Benchmarks comprised in each. The Core Practices describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices work in concert and support one another to promote high achievement through active learning, character growth and teamwork.</i></p> <ol style="list-style-type: none"> <li><i>1. Learning Expeditions –benchmarks describe how project-based learning expeditions, the primary units in EL schools, are organized, planned and carried out.</i></li> <li><i>2. Active Pedagogy –benchmarks address teaching across disciplines.</i></li> <li><i>3. Culture and Character – benchmarks present EL’s approach to building and sustaining a strong school culture that fosters character growth, high expectations and equity.</i></li> <li><i>4. Leadership and School Improvement – benchmarks describe how effective leaders support high achievement and continuous improvement.</i></li> <li><i>5. Structure – benchmarks address how school leaders organize time, faculties, and students to support learning expeditions, active pedagogy, and an EL school culture.</i></li> </ol> <p><i>Uplift Community School embarked on full implementation of Expeditionary Learning to support high achievement and attainment of the academic goals set forth in its charter. The school experienced a number of obstacles that impacted progress toward the goals, including changes in the school’s relationship with Expeditionary Learning and changes in school personnel.</i></p>

*2012-13 all UCS staff received a three day on-site EL training before the opening of the school. The staff and director also received training at conferences off campus. The Staff was fully invested in EL practices and sponsored four parent night celebrations during the year where students had projects on display. Parent participation was very strong. The EL Leader assigned to Uplift during this year was more familiar with high school, therefore, the UCS Director requested an EL Learner that was more experienced working with elementary schools for the following year.*

*One day of EL training occurred at the beginning of the 2013-14 year. Mid-year personnel changes at the school led to conversations between the Governing Council and EL Designer/Leader. Spring 2014 EL gave Uplift three options (1) Increase training and coaching, (2) continue one time per month EL visit plus access to EL national training; (3) take a year off to regroup. After careful consideration, being mindful of the Charter requirements and that the third year would be the tightest from a financial standpoint, Uplift chose to continue its formal ties with EL through monthly EL visits from the School Designer and access to EL national training.*

*In 2014-15 students and faculty continued learning expeditions and celebrations but not as effectively in some classes as others. The EL Leader was visiting monthly, but no intense training was provided for staff. There was conflict between the EL Leader and some staff so the situation became very difficult and the relationship between the school and EL was strained. EL wanted substantially more money for services and had recommended changes that were not aligned with other components of the UCS Charter. For example, EL recommended the elimination of Educational Assistants in Kindergarten through fifth grade though the charter indicated a commitment to have educational assistants to support each classroom. Likewise, EL advised that the School Designer be substantially more involved with more frequent services; in contrast, the School Designer was not conducting professional development as outlined in Uplift's contract with EL, and was inappropriately involving herself in a variety of personnel matters at the school. The school was not receiving the guidance EL had said it would provide. After months of unresolved conflict, Uplift decided it was in the best interest of the school, staff and students to dissolve its financial relationship with Expeditionary Learning for direct services. Prior to acting on this decision, UCS filed amendments with CSD to make this change in the current charter. The amendments were lost by CSD and UCS was not given an opportunity to present changes to the PEC until almost a year later. Details of these facts are included later in this document and in the appendices citing the March 2015 PEC minutes.*

*The difficulty the director and staff experienced with the EL Designer/Leader assigned to the school negatively impacted the focus of the school and the academic achievement of its students. The disappointing partnership with Expeditionary Learning left the Uplift staff and Governing Council in a dilemma. The school continued building its programs around the EL Core Practices but could no longer continue in the unproductive working relationship with the EL employee assigned to the school. The most responsible decision was for the school to move forward following the EL Core Practices but without the direct services of the EL Leader who was not compatible with school personnel and not aligned with school policies, procedures and charter commitments. Please see the Governing Council Resolution in Appendix D.*

*Review of student performance on state assessments reveals that the Standards Based Assessment was administered to Uplift students in paper/pencil format in 2012-13 and 2013-14, as required by PED. In 2014-15 assessment requirements changed, and NM schools administered PARCC. Schools had the option between paper/pencil and computer-based administration. Uplift Community School chose paper/pencil administration because of uncertainty of consistent internet connectivity. Unfortunately, the PARCC paper/pencil assessments did not reach Pearson by mail by the required deadline to be scored. Only short-cycle assessments for reading (DEA and DIBELS) are available for 2014-15 for UCS.*

*In 2016, 3<sup>rd</sup>-7<sup>th</sup> grade students participated in the computer-based PARCC assessment.*

*While Uplift failed to meet the intended goal of 80% of students scoring Proficient on the state assessments, it progressed from the baseline first year-year data. 80% was set as the academic goal in the charter in 2011 because that was the required state benchmark at the time under No Child Left Behind. New Mexico now follows a growth model when examining student achievement.*

*Assessment data is shown in charts below.*

**Data—Average Scores (% Proficient/Advanced)**

<b>Grade Level</b>	<b>Year 1 School Year 12-13 NMSBA</b>	<b>Year 2 School Year 13-14 NMSBA</b>	<b>Year 3 School Year 14-15 (Short Cycle)</b>	<b>Year 4 School Year 15-16 PARCC</b>
3	R=35% M=23.8%	R=22.7% M=21.7%	PED reported reading proficiency as 55% in the School Grade Report Card using short-cycle reading assessment data.	R=10% M=15%
4	R=11% M=11.10%	R=23.8% M=23.8%	No math scores were reported.	R=26.9% M=23%
5		R=28.6% M=14.3%	PARCC assessments were not scored 2015	R=21.1% M=10.6%
6				R=20% M=25%
7				R=25.1% M=31.3%

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

*Uplift Community School achievement scores do not show consistent growth over the past several years in reading. A new reading intervention program has now been implemented to improve student achievement in reading and to bolster Balanced Literacy. Uplift recognized that it needed a more intense intervention program due to the significant delays in reading readiness skills, which are found among students throughout this area of New Mexico. The balanced literacy program written into Uplift's initial charter application did not sufficiently address the needs of the students who enrolled in the school. Further intervention programs will be addressed in the renewed charter.*

*Analysis of cohort scores over time do show a significant increase in math proficiency from 11.10% in 4<sup>th</sup> grade (2013) to 31.3% in 7<sup>th</sup> grade (2016).*



Short-Cycle Assessments provide monitoring information throughout the year. The Discovery Education Assessments (DEA) are administered three times per year to students at each grade level.

	2012-13	2013-14	2014-15	2015-16
<b>Reading</b>				
Class	Percentage of Students Proficient	Percentage of Students Proficient	Percentage of Students Proficient	Percentage of Students Proficient
First Grade	50%	67.8%	43.5%	17%
Second Grade	56.5%	50%	33.3%	14%
Third Grade	39.1%	43.4%	43.5%	22%
Fourth Grade	36.9%	20%	20%	39%
Fifth Grade		47.6%	19.1%	6%
Sixth Grade			29.4%	25%
Seventh Grade				36%

	2012-13	2013-14	2014-15	2015-16
<b>Math</b>				
Class	Percentage of Students Proficient	Percentage of Students Proficient	Percentage of Students Proficient	Percentage of Students Proficient
First Grade	68.2%	48.4%	82.6%	31%
Second Grade	56.5%	50%	36.6%	15%
Third Grade	18.2%	21.7%	34.8%	11%
Fourth Grade	5.3%	15%	5%	17%
Fifth Grade		14.3%	19%	6%
Sixth Grade			23.5%	50%
Seventh Grade				21%

**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.).

School Performance Standard/Goal #2:				
By May of 2016, the school will achieve a minimum average score of 3, "highly implementing", in the annual Implementation Review as performed by Expeditionary Learning using the four-point assessments based on Expeditionary Learning Core Practices.				
Measure(s) Used: Expeditionary Learning Assessment of Core Practices				
<b>Data—Average Annual Data</b>				
	<b>Year 1</b> <b>School Year 12-13</b>	<b>Year 2</b> <b>School Year 13-14</b>	<b>Year 3</b> <b>School Year 14-15</b>	<b>Year 4</b> <b>School Year 15-16</b>
	2.2	2.0	EL provided Mid-Year Review Only	Assessment not completed by EL
<p>The complete EL Assessments for 2012-13, 2013-14 and Mid-Year Review 2014-15 can be found in the Appendices. <b>Summary of Reports included below:</b></p> <p><b>2012-13</b> - Of the <u>26</u> Expeditionary Learning Core Practices, Uplift Community School scored 3 out of possible 4 points in the following 6 Core Practices:</p> <ul style="list-style-type: none"> <li>• Projects and Products</li> <li>• Supporting All Students</li> <li>• Culture of Reading</li> <li>• Learning Community</li> <li>• Engaging Families</li> <li>• School Vision</li> </ul>				

These core practices were essential to the successful start of a charter school. UCS established its EL program with determination to provide an engaging program to support students' academic success.

The school scored 2 in 20 Core Practices and scored 1 in 1 Core Practice—a satisfactory overall score for the first year.

**TOTAL – 57 Points**

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## **2013-14 – Uplift Community Charter School Implementation Review Scores**

### **Curriculum**

- 1 Mapping Skills & Content 2
- 2 Case Studies 2
- 4 Projects & Products 2
- 6 Learning Expeditions 3

### **Instruction**

- 1 Effective Lessons 3
- 2 Supporting All Students 2
- 3 Reflecting & Structuring Revision 2
- 4 Culture of Reading 3
- 5 Culture of Writing 3
- 6 Culture of Mathematics 2
- 7 Integrating the Arts 2

### **Assessment**

- 1 Learning Targets 2
- 2 Assessment For Learning (AFL) 2
- 3 Quality Assessments 2
- 4 Communicating Student Achievement 2
- 5 Analyzing Assessment Data 2

### **Culture & Character**

- 1 Learning Community 2
- 2 Crew 2
- 3 Fostering Character 2
- 4 Engaging Families 2
- 5 Beautiful Spaces 1

### **Leadership**

- 1 School Vision 2
- 2 Using Data 1
- 3 Supporting Planning, Assessment, & Instruction 1
- 4 Positive School Culture 1
- 5 Professional Learning 2

**TOTAL SCORE: 52**

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**2014-15 – Mid-Year Report (EL did not complete a final review on Core Practices)**

The Mid-Year Review showed progress in a variety of areas:

- Moderate growth in most math standards K-5 and substantial growth in Geometry K-4
- Growth in naming the math assessments and beginnings the data inquiry process
- Most staff reported that they can describe the common core math standards (88%)
- Quite a few staff reported that they can create activities where students create math problems, use different ways to check for understanding, and help students use math vocabulary.
- 77% of the staff report using best practice strategies for math instruction.
- A significant number of staff commented that the school's culture is cohesive, more positive than last year, everyone willing to collaborate and share ideas and resources and expertise.
- Most staff report that EL support has been effective.

Challenges:

- Lack of quality, consistent Special Education support and RTI systems.
- Lack of social worker and counselor positions.
- Lack of OT, Speech support, missing instructional guide

Recommended Next Steps:

- Amend/Change the charter to allow for needed positions by changing the 12:1 ratio. This will provide more flexibility over the budget and staff for high needs areas.
- Develop a plan for fully staffing Special Education needs in 2015-16. (complete by June 2015)
- Coordinating RTI schedules so pull-outs are easier to do and happen during math and reading RTI and get inclusion during other blocks (during next PD)
- Look into afterschool tutoring and Weds. Tutoring

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It became clear at this point that the EL Designer/Leader was proposing fundamental changes that were beyond her authority and level of responsibility. Some of the recommended changes conflicted with other charter components and budgetary allowances.

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 #3:

By May of 2016, the school will demonstrate 80% parent involvement in school activities as documented by attendance logs.

Measure(s) Used: Attendance Logs

Data: Parent Sign-In Sheets and Parent Survey

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

*Parent participation at Uplift Community School is strong. While Uplift was formally affiliated with EL, parents attended Celebrations of Learning held four times each year. These celebrations were presented by the students, based on the Expeditions in which they participated. Following the departure from its formal relationship with Expeditionary Learning, the focus of parent involvement at Uplift changed to more family-oriented activities. Some classrooms conducted student-led project presentations for parents, while there were also school-wide open houses, Family Nights, and extra-curricular events such as picnics, ice cream socials, and Fall Festivals. These events have been highly successful for school community-building and encouraging parents to get to know each other and to be a part of the School. As the School progresses it will blend the student-driven project presentations with the more social-type of events, to enhance both the academic and community-building elements of parent participation.*

*Parent participation is also an element of the School's Strategic Plan. The Strategic Planning Committee is developing ways for parents to participate at the School without requiring direct contact with students in the classroom (which is restricted by parents' schedules and ability to pay for a background check). For example, the School is planning a series of workshops designed to bring parents together to discuss, share ideas and learn new tactics for helping their children with homework, nightly reading comprehension strategies, and developing games at home to reinforce academic skills learned in the classroom. 9Please see the Strategic Plan in Appendix E.)*

*Parents united during Uplift's first year and formed Uplift Community School Parent Teacher Organization, a New Mexico nonprofit corporation. The PTO continues to operate and has a strong group of parents involved in fundraising and activity sponsorship.*

*Uplift's Advisory School Council includes one member who is a parent of an Uplift student. With the parent's involvement, the Advisory School Council has been instrumental in reviewing and revising the School's Family Handbook and acting as a liaison in relaying concerns and ideas between other parents and the Governing Council.*

## 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)	2	<p><b>FS 12-01 Unallowable Costs, Compliance and Other Matters</b> During our testwork we noted the school incurred a \$5 penalty for failing to file with TRD. A CRS number was established and no activity was reported for the first quarter</p> <p><b>FS 12-02 Internal Control Structure, Non-Compliance and other matters</b> During our walkthrough of disbursements we one instance where the purchase requisition and purchase order was approved after the date of expenditure. Total amount of expenditure was \$757.</p>	<p><i>CRS registration was specifically outlined as a requirement by the Public Education Department in the new school checklist. The school was unaware of the requirement to report state employment taxes to CRS prior to the hiring of employees. The school has since contracted out their Business Management services with a business that has controls in place to prevent late fees. The school received an initial donation from the community in the amount of \$347.37. The \$5.00 late fee was paid for using the donated funds and not utilizing any allocated public funds.</i></p> <p><i>The above expenditure for Professional Development was stated in the approved budget application for the Grant for the fund in question. During the schools start-up year many policies and procedures were adopted by the board. After the expenditure identified the governing board adopted a set of defined financial policies and procedures as well as a travel and per diem policy. Management will work with the school to emphasize the procedures established that all purchases must have an approved purchase order before goods or services are ordered.</i></p>
1 (12-13)	3	<p><b>13-01 Procurement Code, Non-Compliance and other matters</b> During our procurement test work, we noted the School did not go out to bid for tangible items and services purchased from one vendor tested in the amount of \$22,180.</p>	<p><i>Management will work with the school to ensure that the adopted financial policies and procedures are adhered to. All purchases that exceed \$10,000 will be reviewed by the school's governing council prior to encumbering the expenditures.</i></p>



		<p><b>13-02 Internal Control Structure, Non-Compliance and other matters</b> During our fieldwork we noted that the school does not have a contract in place with the food service vendor. Total disbursements were \$16,069.</p> <p><b>13-03 Quarterly Budget to actual reports, Non-Compliance and other items</b> We noted the expenditures for the Operational Fund on the 4<sup>th</sup> Quarter Budget to Actual Report did not agree by function to what was on general ledger. Noted total variance between the Instruction and Support Services-School Administration functions was \$45.</p>	<p><i>Management will work with the school and Sysco to ensure that a CFR compliant contract is in place.</i></p> <p><i>Management will develop additional procedures for end of the year reporting that will include additional uninterested party review of the reports prior to their submittal to the PED.</i></p>
2 (13-14)	5	<p><b><u>2013-002 Internal Control Structure – Revised and Repeated- (Compliance)</u></b> During our fieldwork we noted that the school does not have a contract in place with the food service vendor. Total disbursements were \$25,679.82.</p> <p><b><u>2014-001 Supporting Documentation – (Significant Deficiency)</u></b> During our test-work the following items were noted:</p> <ul style="list-style-type: none"> <li>In a sample of sixty expenditures, there was one disbursement in the amount of \$320, where the school could not provide any supporting documentation.</li> </ul> <p>In a sample of twenty cash receipts selected for student fees and student activities, seventeen of the items selected were missing a receipt (approximate total of \$2,800.00) to the party submitting payment and six items (approximate total of \$734.00) were missing a bank deposit slip.</p>	<p><i>Management has requested multiple times from numerous individuals within the Sysco Company the food contract. Sysco only provides the raw materials for the food service program. The school is aware of the requirement to have an executed agreement with the food service provider. The school is investigating other vendor options who will easily provide the requested agreement, bringing the school into compliance.</i></p> <p><i>Uplift Community School has worked hard to establish and maintain a set of internal controls and policies and procedures around procurement. FY2014 was a very unique year in which the school experienced a large amount of instability at the top. With the sudden and urgent resignation of the schools Director, the school had difficulty finding a permanent replacement and was forced to use a combination of pioneering qualified staff as well as an outside part-time employee. The school was not able to adhere to the normal policies and procedures that had been in place due to the lack of a Director on site during</i></p>

		<p><b><u>2014-002 State Auditor Notification – (Compliance)</u></b> The School determined that \$1,687 in cash receipts for the lunch program were misappropriated by school personnel. The School notified local police as well as the New Mexico Public Insurance Authority. However, the School did not notify the New Mexico Office of the State Auditor.</p> <p><b><u>2014-003 Mileage Reimbursements – (Compliance)</u></b> For the year ended June 30, 2014, it was noted that the School reimbursed employees for mileage at a rate of fifty-six cents per mile.</p> <p><b><u>2014-004 Budgetary Conditions – (Compliance)</u></b> The School has expenditure functions where actual expenditures exceeded budgetary authority for the following fund: Federal Charter School Planning Operation &amp; Maintenance of Plant \$4,004 Support Services \$201</p>	<p><i>all times of the school day. The school has reviewed the policies and procedures and has hired a new full</i></p> <p><i>Management was not aware of the requirement to notify the state auditor of any violation of criminal statutes. The school immediately notified the local authorities, as well as their insurance company of the variance. The school will ensure that all key personnel are aware of the requirement to notify the state auditor of criminal violations of the statutes relating to financial matters.</i></p> <p><i>The school will adopt updated financial policies and procedures concerning travel and per diem limiting the mileage reimbursement rate to 80% of the current IRS rate as of January 1 of the current year.</i></p> <p><i>Management will review the current policy that is in place to review budget-to-actuals for the estimation of the year end position. Currently the schools finance committee meets in June to review the estimates and create any necessary budget adjustments. In FY2014 the remaining authority located in the Federal Charter School Planning grant was realigned at the last moment after the date for the final Budget Adjustment Requests were due to the PED.</i></p>
3 (14-15)	7	<p><b><u>2013-002 Internal Control Structure – Modified and Repeated – (Compliance)</u></b> During our fieldwork we noted that the school does not have a contract in place with the food service vendor. Total disbursements were \$40,137.</p>	<p><i>The school does not use a service company for prepared meals reimbursed through the USDA. The school purchases raw materials and foods from a food vendor, primarily Sysco, and prepares student meals from scratch on site. Management had requested multiple times from numerous individuals within the Sysco Company a copy of the food pricing contract. The school has worked with Sysco on format for a food contract and has put the contract into place for the 2015-2016 school year.</i></p>

**2014-001 Supporting Documentation - Modified and Repeated - (Significant Deficiency)**

During our test-work the following items were noted:

- In a sample of sixty expenditures, there was one disbursement in the amount of \$744, where the school could not provide any supporting documentation.
- In a sample of twenty cash receipts selected for student fees and student activities, eight of the items selected were missing a receipt (total of \$3,282) to the party submitting payment and one item (approximate total of \$200) was missing a bank deposit slip.

*Uplift Community School has worked hard to establish and maintain a set of internal controls and policies and procedures around procurement. The school identified inconsistencies with personnel following the defined policies and procedures, and has made applicable changes to the personnel for the 2015-2016 school year. The school has reviewed the policies and procedures with the incoming staff and is confident that the areas of policy application and records maintenance will be greatly improved.*

**2014-003 Mileage Reimbursements - Repeated- (Compliance)**

For the year ended June 30, 2015, it was noted that the School reimbursed employees for mileage at a rate of fifty six cents per mile.

*The school has adopted a revised Travel and Per Diem policy that limits the allowable mileage reimbursement to 80% of the approved IRS rate for any given calendar year for authorized travel in a personal vehicle relating to official school business.*

**2015-001 Personnel Files - (Compliance)**

*Two employee's personnel files did not contain background checks or certifications.*

*The Uplift Community School has adopted policies that exceed those of the State when it comes to the area of new hire documentation. The school requires that all new staff members pass a background check, usually ran through the McKinley County Sheriff's office, unless the employee has a copy of a background check within two years of their hire date. The school was able to document that the employees in question had background checks, but did not have copies of the background checks to provide the auditors. Uplift will review the policies and procedures related to hiring with all applicable personnel. Uplift will also develop a policy for recurring background checks for all staff members, not just those who are seeking new employment with the*

		<p><i>school. The school will require that all staff members provide due diligence as to their licensure status and/or application with the State of New Mexico whether through the renewal process, reciprocity process, or the new applicant process. This will include a detailed timeframe for follow-up in order to continue their employment.</i></p> <p><b><u>2015-002 Budgetary Condition - (Compliance)</u></b></p> <p>The School has an expenditure function where actual expenditures exceeded budgetary authority:</p> <p><i>Operational Fund</i></p> <table> <tr> <td>Food Service Operations</td> <td>\$22,533</td> </tr> </table> <p><b><u>2015-003 Purchase Orders Subsequent to Invoice - (Significant Deficiency)</u></b></p> <p>During our testing of sixty cash disbursements, there were five instances (totaling \$3,645) in where the Purchase Order was prepared subsequent to the vendor's invoice date.</p> <p><b><u>2015-004 Check Signing - (Compliance)</u></b></p> <p>During our testing of sixty cash disbursements, there were six instances (totaling \$18,850) in where a check over \$250 only had one authorized signer.</p>	Food Service Operations	\$22,533	<p><i>Management will review the current policy that is in place to review budget-to-actuals for the estimation of the year end position. Currently the schools finance committee meets in June to review the estimates and create any necessary budget adjustments. In FY2015 a review was done of the Food Service program and food expenditures in excess of total revenues for the program were reallocated to the Operational fund. The review was done at year end after final Budget Adjustment Requests were due to the PED. Management will continue to work with the school and monitor the food service account for anticipated funding pitfalls due to the unique setup of the charter school's food service program.</i></p> <p><i>Uplift Community School has worked hard to develop financial policies and procedures that are both compliant and safe guard the school from financial mismanagement. Management will work with the school administration and all staff to emphasize the procedures established and ensure that all purchases have an approved purchase order before goods or services are ordered.</i></p> <p><i>The school's financial policies and procedures that have been adopted were created to protect the school against financial mismanagement and fraud. As new personnel were brought on to the school's governance and</i></p>
Food Service Operations	\$22,533				

			<p>administration they were not made readily aware of the policy requiring two check signers for all amounts over \$250. The school has reviewed their financial policies and procedures and has updated the threshold required for dual signors to better reflect the need to process routine transactions and employee's payroll timely. Management will ensure that all authorized check signers are made aware of the school's policies relating to check signing on a regular basis.</p>
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*Identify any changes made to fiscal management practices as a result of audit findings.*

1. GC Reviews all purchase requisitions exceeding \$10,000 before a PO is issued.
2. School adopted revised travel and Per Diem policy in 2015 setting maximum mileage rate at 80% of previous years IRS rate.
3. Returning employees will get background checks every 3 years
4. Individual check signing authority increased to \$1250.00

### 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.
<p>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?</p> <p><i>If "no" please provide details.</i></p>	Yes	<input checked="" type="checkbox"/> No	<p>As articulated in previous sections, Uplift Community School is no longer formally affiliated with Expeditionary Learning (now known as EL Education, Inc.). "EL" is used throughout the Charter, and there is no doubt that at the inception of the Charter Uplift contemplated fulfilling its goals through affiliation with EL.</p> <p>The Governing Council debated whether to sue EL, Inc. for breach of its contract, and ultimately decided to simply and gracefully sever ties with EL. After eliminating direct services from EL, the School maintained its commitment to the educational philosophy and approach of Expeditionary Learning: "an experiential and project-based framework, involving students in original research." Charter, Section V(A)(1)</p> <p>In June 2015 the School submitted Charter Amendments to the CSD, which Katie Poulos has admitted were lost. See Transcript of Proceedings for PEC 3/11/16 Public Meeting, page 77. The School re-submitted the Amendments, which were considered almost a year after the School had already severed its relationship with EL. The Amendments were denied, and the School was told that it was in material breach of its Charter.</p>

			The School respectfully submits that it has never deviated from the substance of its Charter goals.
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>	Yes	<input checked="" type="checkbox"/> No	<p>It has never been determined that Uplift has violated its charter; but the School anticipates that its departure from EL, Inc. will be deemed as such, and takes the opportunity to address that here. The School was formally affiliated with Expeditionary Learning until September 1, 2015. As expressed throughout this application, the relationship between EL and the School was a difficult one, and the Governing Council ultimately decided that the relationship was not only difficult, but detrimental to the School. The Governing Council resolved in March 2015 (See Resolution attached in Appendix) not to renew its contract with EL after its September 1, 2015 expiration date. Instead, the School would pursue its mission through project-based experiential learning, continuing to use the EL Core Practices and model.</p> <p>The Governing Council's decision was not arbitrary or delayed. In June 2015 (before the expiration of the EL contract) the School submitted charter amendments to the PEC. Katy Poulos admitted that those amendments were lost, and subsequently not considered for nearly a year.</p>



As Commissioner Toulous noted at the March 11, 2016 PEC meeting, “this would have been much easier to deal with if these forms hadn’t been lost. We would have been able to deal with it after the fact, but shortly after the fact, and the school would have had a year to put this back in place, than having to deal with it now.” Transcript of Proceedings for PEC 3/11/16 Public Meeting, page 90. (Please see PEC Minutes in Appendix E.)

The School has attempted to re-affiliate with EL Learning, Inc., not because it believes that such an affiliation will improve the school, but because the Commission implied that failing to do so would be a material breach prohibiting a charter renewal. Re-affiliation for the 2016-2017 year was not possible, as EL Learning stated that all slots were filled, and there is now a one-year application and review process.

Uplift is encouraged by the PEC’s decision to renew charters for Tierra Encantada and Roots & Wings. Those schools both were originally chartered as EL schools, and subsequently severed formal relationships with EL, Inc. but continue to use an *EL model or approach*.



**Educational Requirements—Assurances****Educational Requirements—Assurances**

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

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

*6. Uplift Community School is currently in compliance with requirements relating to assessments for short-cycle and PARCC. In 2015, the paper/pencil PARCC assessments were not mailed in a timely manner and therefore were not scored as part of Uplift's assessment data for that year. There are procedures in place for all required assessments to be taken online so this mishap will not occur in the future. 2016 PARCC assessments were completed according to state requirements.*

*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**

- a) ☒ **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.
- b) ☐ **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.
- c) ☐ **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.

- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

*For any “no” answers please provide an explanation.*

*b) SLP and OT services were not, at times, provided to some students who were eligible due to the school’s inability to find appropriate personnel. Those students were given compensatory services for SLP and OT after licensed personnel were available at the school. Currently, all required IEP and Section 504 services for students are being provided at Uplift Community School.*

*c) Uplift Community School currently administers the W-APT to all students whose Home Language Survey indicates a language other than English is spoken in the home. Those students not yet proficient in English according to W-APT receive English language services daily. These students are assessed annually using ACCESS until they score proficient in English. The W-APT and ACCESS score sheets are filed in each ELL student’s cumulative record. **(This item was mentioned in the Site Visit Audit as a concern.)***

### 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.*

*There were some concerns about procedures being followed regarding background checks during the Site Visit, however, currently all employees have a Cogent background check.*

### 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.*

*b. Health and safety requirements are followed, including fire and other safety drills. Procedures are currently in place to keep a file in the office with documentation that all requirements are met according to schedule. Documentation for this item was noted as a concern during the Site Visit.*

**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 Uplift Community School and hereby certify that: the attached petition in support of Uplift Community School renewing its charter was circulated to all employees of Uplift Community School. There are 23 persons employed by Uplift Community School. The petition contains the signatures of 22 employees which represents 96% percent of the employees employed by Uplift Community School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Gallup-McKinley)

I, Walter Feldman, 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.

Walter Feldman

Subscribed and sworn to before me this 22 day of Sept 2016.

Jody Sowers  
Notary Public



OFFICIAL SEAL  
**JODY SOWERS**  
NOTARY PUBLIC STATE OF NEW MEXICO

My Commission Expires: 6/24/2018

My Commission Expires: 06/24/2018

## 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.

The certified affidavit of the household petition with parent signatures is in Appendix C.

## 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**

Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" 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 checked="" type="checkbox"/>
Other Attachment(s)	Describe: Annual EL School Assessments PEC Transcript 3/11/16 Uplift Community School Strategic Plan Governing Council Resolution Governing Council Self-Assessment	





## **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.

Uplift's School Leadership Team will continue to track results of short-cycle assessments and remain cognizant of changes that may need to be made in professional development and curriculum to meet the instructional needs of our students. The staff will prioritize how core standards are aligned with project-based learning so there is a clear connection between standards and project curriculum. Further, the staff will utilize web based curriculum that is aligned with both core standards and project based learning in the spirit of Expeditionary Learning.

Uplift will continue to emphasize balanced literacy and will utilize Success for All as a research-based intervention program to increase reading proficiency. SFA will address the fact that there are more significant literacy needs among our students than anticipated in the original charter. The Leadership Team is also exploring ways in which the school can support and encourage home reading and literacy development.

An additional academic priority is to utilize more hands-on math instructional strategies, aligning them to core math standards to help students achieve success. The staff is studying the strengths and weaknesses of student math achievement results to determine next steps for curricular changes and professional development. Additional intervention materials are being considered for purchase and implementation.

One of the highest priorities moving forward is the school's focus on having the students be more participatory in their own education process and growth mind-set as aligned with the EL Core Practices.

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

To ensure these priorities are implemented, the Governing Council will request quarterly results from staff and director, aligned with a master calendar. The results will be presented to both Governing Council and parents so that all stakeholders will be fully informed of student achievement and school activities.

Professional Development for staff will continue to address alignment of core standards and project based learning. The School Leadership Team will explore options for evidence based curriculum to address both math and reading standards. The staff will continue to have the option for Expeditionary Learning trainings.

Further education will be provided for all staff to understand the need for balancing the charter requirements and the public school requirements in addressing the academic needs of all students. Development of a training handbook acknowledging what the charter requires and what project based learning requires will be especially useful as new employees join the staff.

Teacher presentations at Learning Celebrations for families will support and encourage home learning environments for academic achievement and help families create a home environment that fosters their children's success.

The staff will research and utilize evidence based supplemental math materials for math basics that can support project based learning.

The director will require and support more student led-presentations, student-led parent/teacher conferences and Learning Celebrations to promote student responsibility for their own learning.

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

The Uplift Community School Leadership Team is currently focused on maintaining the 96% attendance rate as reported on the most recent 2016 School Grade Report Card and strategies to begin the school day with students in place for learning. Success for All reading intervention program is supporting progress monitoring and data collection for assessing students' reading proficiency. Scheduled professional development days are being utilized to analyze specific Short Cycle Assessment results and modifying curriculum and instructional needs. Cross-curricular learning is applied while focused on exploratory topics for students at every grade level.

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

- a) Uplift staff will make sure that all students are getting literacy instructional needs met. The director and leadership team will prioritize the SAT process for the lowest performing students and fulfill all IEP requirements. Implementation of the Success for All reading intervention program along with project based learning and balanced literacy instruction will increase support for the lowest-performing students.
- b) Statistics indicate that Native American students (53% of our student population) come into school with lower readiness skills than other groups of students in reading, writing, and oral expression. Uplift Community School's initial charter underestimated the impact of this data, but school assessment data demonstrate that our students need additional foundational support for basic reading skills (K-2) to supplement our primary instructional approach through balanced literacy strategies. The reading intervention program will support these students.
- c) We have successfully met a goal of achieving free breakfast and lunch program due to the large percentage of economically disadvantaged students enrolled at Uplift Community School.
- d) The school is researching math programs to complement current exploratory learning and address state Common Core requirements. The school leadership team analyzes student data to identify weaknesses of the school's current math curriculum and recommends resources to strengthen these areas.
- e) A goal is for the School Leadership Team to evaluate and monitor academic progress of all students, especially focusing attention on those who receive Level 2 and Level 3 RTI services.

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

- a) The governing council will need to more closely monitor and require consistent data on school performance data.
- b) Uplift Community School now has IT in place to more effectively monitor and collect data.
- c) The school data staff is now required to present quarterly test data to the governing council.
- d) The governing council is requiring the school to adhere to a school master plan for meeting deadlines and test dates.
- e) The governing council will require a hard copy of state testing results be kept in a master file to facilitate updates of strategic plan goals and for backup in case of IT failures.
- f) The administrator is required to produce test results/ data and adherence to the master calendar.
- g) The director will be required to meet all state requirements and deadlines as indicated on the master calendar; performance will be reflected in administrator's mid-year review and the annual evaluation.

## B. Mission-Specific Indicators/Goals

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

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

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

- (1) Demonstrate the school’s ability to implement the school’s mission
- (2) Be in the format set forth below, which is a SMART goal format (specific, 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, measureable, 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.*

### **Mission-Specific Performance Indicator 1 – Reading**

**SHORT CYCLE ASSESSMENT READING.** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the "survey" nor the NM MAP test by NWEA.

**Growth.** In order to show growth, FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds the "projected RIT score in either the winter or the spring, then that student will have shown "one year's growth.")

**Grade Level Proficiency.** In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class report.

#### **Exceeds Standard - The school exceeds the target of this indicator if:**

**80% or more** of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

**OR**

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

#### **Meets Standard - The school meets the target of this indicator if:**

**49-79%** of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring

(Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

**Does Not Meet Standard - The school does not meet the target of this indicator if:**

Only 35-48% of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

**Falls Far Below Standard - The school falls far below the target of this Indicator if:**

Less than 34% of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

*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.)*

(See below Performance Indicator 2)

### **Mission-Specific Performance Indicator 2 - Mathematics**

**SHORT CYCLE ASSESSMENT MATH.** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the "survey" nor the NM MAP test by NWEA.

**Growth.** In order to show growth, FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth



identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds the "projected RIT score in either the winter or the spring, then that student will have shown "one year's growth.")

**Grade Level Proficiency.** In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class report.

**Exceeds Standard - The school exceeds the target of this indicator if:**

**80% or more** of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

**Meets Standard - The school meets the target of this indicator if:**

**49-79%** of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

**Does Not Meet Standard - The school does not meet the target of this indicator if:**

**35-48%** of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

**Falls Far Below Standard - The school falls far below the target of this Indicator if:**

**34% or less** of FAY students meet or exceed their "projected RIT Score" In either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

*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.)*

For purposes of the Mission-Specific Performance Indicators, Uplift Community School has chosen to administer the NWEA MAP assessments for all grade levels (K-8) in the fall, winter, and spring of each school year. This assessment will be new to the school; therefore, student performance based on the MAP is to be determined. The indicators chosen are based on a review of State assessment data, DIBELS Reading assessment data, and Discovery Education Assessments. Because there are no specific equivalents to determine growth and proficiency targets using the NWEA MAP, Uplift first determined a realistic target for “Meets Standard” and then extrapolated targets for “Exceeds Standard”, “Does Not Meet Standard” and “Falls Far Below Standard”. Baseline data will be collected following the fall administration of the NWEA MAP in 2017.





**C. Amendment Requests**

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

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

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

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

Name of State-Chartered School: Uplift Community School

Date submitted: Oct. 3, 2016 Contact Name: Walter Feldman

E-mail: director@upliftschool.org Phone #: 505-863-4333

**STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM**

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

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

*And*

**Amendment Request**, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: Uplift Community School

Date submitted: October 3, 2016

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
IV. Charter School Mission      Page 12	<p>The Uplift Community School, in alliance with families and the community of Gallup-McKinley County, will provide a rigorous; state-standards based education to grades K-8th using an Expeditionary Learning Model (<a href="http://www.elschools.org">www.elschools.org</a>) to achieve academic success for all students. The Uplift Community School will meet high expectations for achievement by producing meaningful, high quality work that engages cultural diversity, and integrates inquiry and learning in literature, science, social studies and the arts, while building skills in math, reading and writing. The Uplift Community School will develop leadership and teamwork through a process of planning, reflection and revision and a school culture that values individual initiative and voice.</p>	<p>Uplift Community School's mission is to provide our students, a rigorous, standards based curriculum that fully supports academic achievement while providing an experiential, hands-on, project based education, giving our students the skills and confidence to be lifelong learners, so they can go out and be successful and creative contributors to their community.</p>	<p>Uplift Community school is revising the mission statement in order to reflect and clarify the continued commitment to an experiential, hands-on, project based education. This revision reflects our commitment to the following:</p> <ol style="list-style-type: none"> <li>1. That a project based education continues to be the guiding principle and framework for our student's growth and learning.</li> <li>2. That at the core of their learning are the ideas that students learn through self discovery, that their ideas are valued, that students take responsibility for their learning, that they see the need for empathy and caring, that both success and failure are part of learning and that collaboration is a lifelong skill.</li> <li>3. That integrity and rigor continue to guide our student's education.</li> </ol>	9/27/2016

Original Signature of Governing Council President or Designee: Ann Doucette Date: 9-27-16

Printed Name of Governing Council President or Designee: ANN DOUCETTE

**Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED

Revised 10-17-14

**Public Education Department use only**

Director/General Manager approves change: \_\_\_\_\_

Date: \_\_\_\_\_

*(No further action taken.)*

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

APPROVED

DENIED