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2017 Public Education Department (PED) Preliminary Analysis of Renewal Application (Part B – E)

November 7, 2017

School Name: Anthony Charter School
School Address: 780 Landers Road, Anthony, New Mexico 88021
CEO/Principal: Jimmy Gonzales
Business Manager: Kyle Hunt
Authorized Grade Levels: 7-12
Authorized Enrollment: 200
Mission: The mission of Anthony Charter School is to work with students and families to identify student abilities, both academically and social-emotionally, using a Personalized Education Plan as a pathway to ensure graduation.

SECTION 1. ACADEMIC PERFORMANCE FRAMEWORK

1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of Anthony Charter School (ACS) towards meeting the Department's Standards of Excellence –A-F Letter Grade System. **Based on the data and the site visit to the school, Part B, Section 1a, Department's Standards of Excellence, A – F Letter Grades, is rated as Failing to Demonstrate Progress.** Below, ACS's performance on each component is compared to schools within Gadsden Independent School District (GISD) and evaluated over time. ACS's performance was also compared to similar schools statewide. Note that the A-F Letter Grade System used Standards-Based Assessment (SBA) results during 2014, while Partnership for Assessment of Readiness for College and Career (PARCC) results was used 2015 – present.

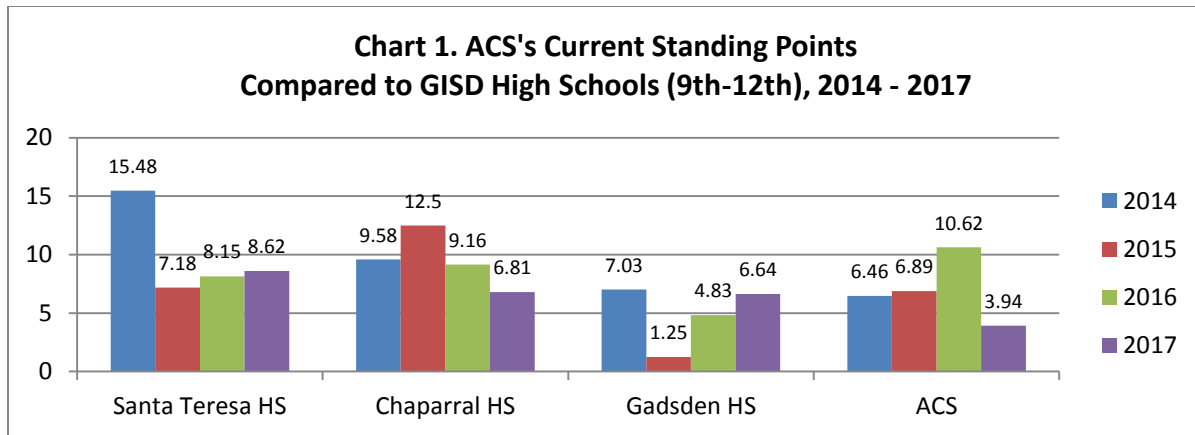
Current Standing

ACS was outperformed by area schools.

ACS was outperformed by all area schools in the **Current Standing** component in nearly each year of its contract.

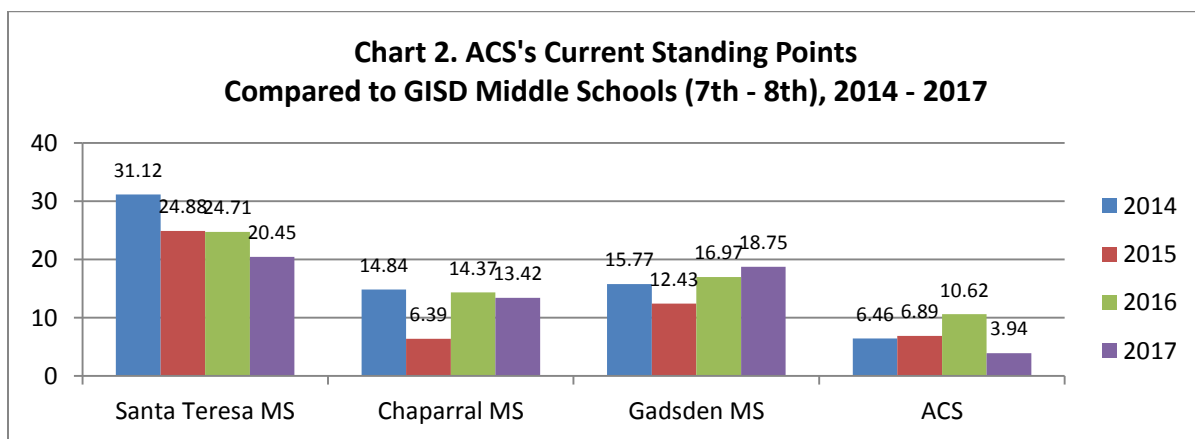
Current Standing. The current standing performance on the School Grading Report for ACS was compared to GISD middle and high schools and is presented in Charts 1 and 2, below. ACS's performance compared to GISD high schools is as follows:

- In 2014, all three GISD high schools outperformed ACS.
- In 2015, two GISD high schools outperformed ACS.
- In 2016, ACS outperformed the three GISD high schools.
- In 2017, all three GISD high schools outperformed ACS.



ACS's performance compared to GISD middle schools is as follows:

- In 2014, all three GISD middle schools outperformed ACS.
- In 2015, all three GISD middle schools outperformed ACS.
- In 2016, all three GISD middle schools outperformed ACS.
- In 2017, all three GISD middle schools outperformed ACS.



ACS was outperformed by all area schools in the **Current Standing** component in nearly each year of its contract. While results for ACS were higher in 2016, it should be noted that ACS administered the paper and pencil version of the PARCC, which may have resulted in higher proficiency when compared to similar schools in GISD and statewide¹. ACS acknowledges as much stating that *“had Anthony continued to use PARCC paper-based Testing in 2017, we are confident the 2017 PARCC test scores would have been equal to, if not higher, to the 2016 PARCC test scores”* (Renewal Application, p. 19).

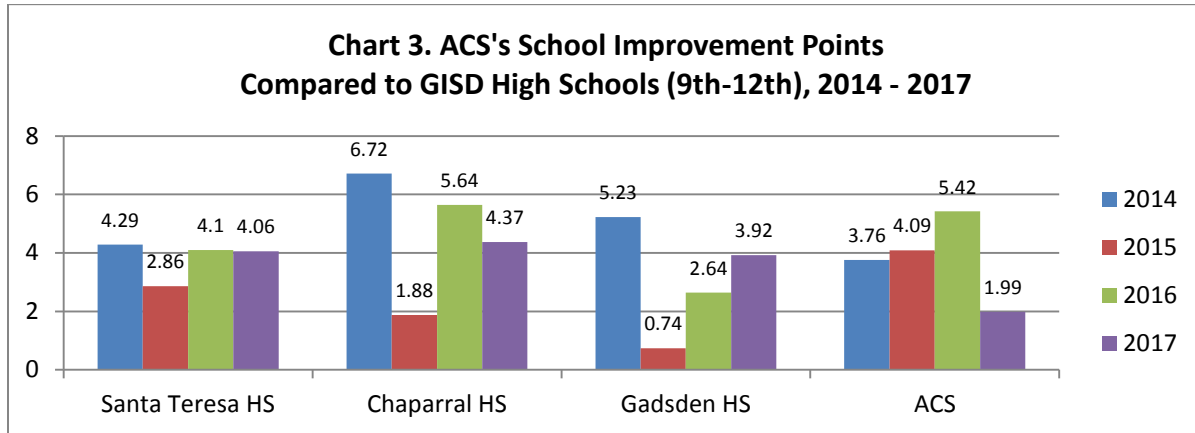
In addition, ACS's performance, while improving temporarily in 2016, is lower in 2017 than it was in either 2014 or 2015. This lower performance is the result of lower proficiency rates in reading and

¹ The PARCC is a Computer-Based Test (CBT) and over 95% of eligible students in the state were administered the assessment online. Consequently, PARCC results for 2016, when used for comparative purposes, should be interpreted with caution due to mode effect (see Groves, 1989; Lavrakas, 2008).

continually declining growth (at the student level in comparison to academic peers) in both math and reading from 2015 to 2017. (See 2017 letter grade report, pages 2 and 3 for more detail.)

School Improvement. The school improvement performance (formerly known as *School Growth*) on the School Grading Report for ACS along with all middle and high schools in GISD is presented in Charts 3 and 4. ACS's performance compared to GISD high schools is as follows:

- In 2014, all three GISD high schools outperformed ACS.
- In 2015, ACS outperformed the three GISD high schools.
- In 2016, one GISD high schools outperformed ACS.
- In 2017, all three GISD high schools outperformed ACS.



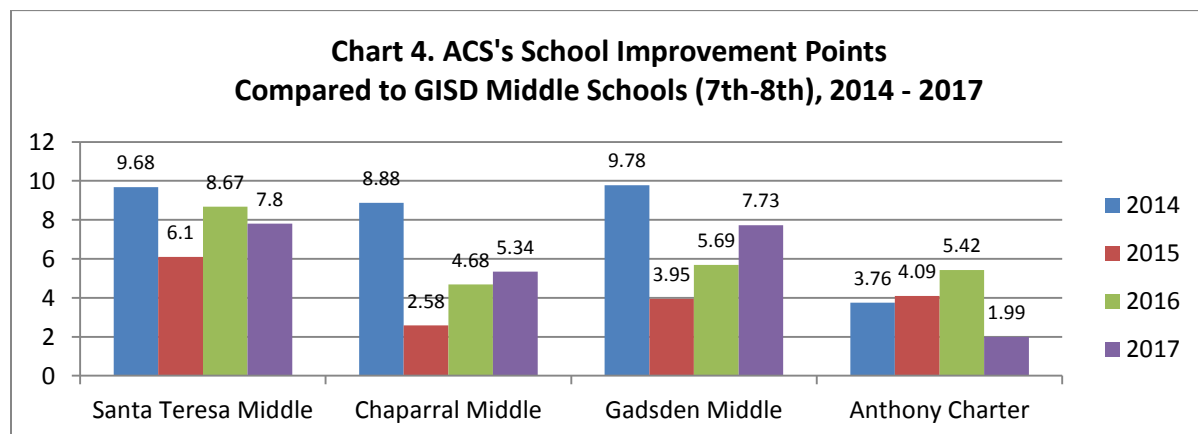
ACS's performance compared to GISD middle schools is as follows:

- In 2014, all three GISD middle schools outperformed ACS.
- In 2015, one GISD middle school outperformed ACS.
- In 2016, two GISD middle schools outperformed ACS.
- In 2017, all three GISD middle schools outperformed ACS.

School Growth

ACS had a mix of over- and under-performing area schools.

ACS's outperformed area schools in the middle portion of its contract years, but underperformed in remaining years in the School Growth component during a 4-year period.



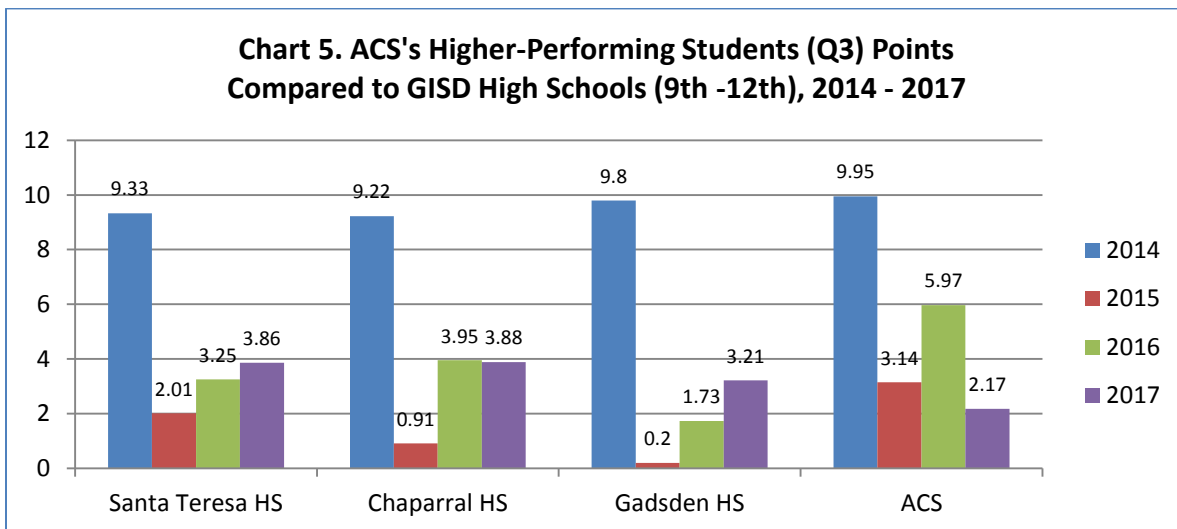
ACS had a mix of over- and under- performance when compared to middle and high schools in GISD. ACS outperformed GISD schools in the middle portion of its contract years, but underperformed in the beginning and end years in the **School Improvement** component of the A-F Letter Grade System during a 4-year period.

In addition, ACS’s performance, while improving temporarily in 2016, is lower in 2017 than it was in either 2014 or 2015. This lower performance is the result of continually declining growth (at the student level in comparison to academic peers) in both math and reading from 2015 to 2017. (See 2017 letter grade report, page 3 for more detail.)

Higher-Performing Students. The performance of top three quartiles of students, the higher-performing students (or Q3), on the School Grading Report for ACS along with all middle and high schools in GISD is presented in charts 5 and 6. ACS’s performance compared to GISD high schools is as follows:

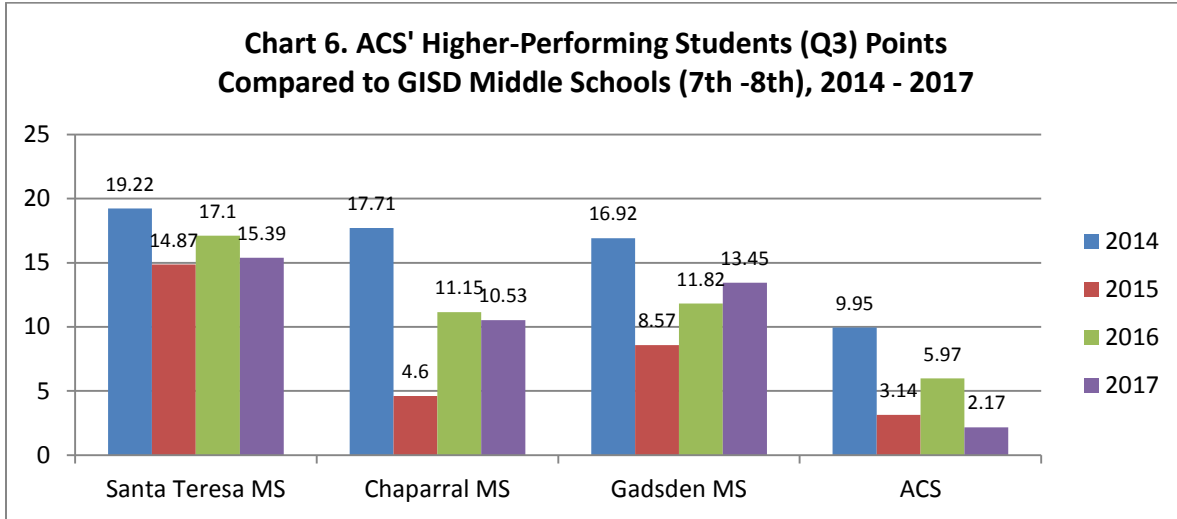
- In 2014, ACS outperformed the 3 GISD high schools.
- In 2015, ACS outperformed the 3 GISD high schools.
- In 2016, ACS outperformed the 3 GISD high schools.
- In 2017, all three GISD high schools outperformed ACS.

Highest-Performing (Q3)
ACS outperformed nearly all area high schools and underperformed all area middle schools.
 ACS outperformed all area high schools in Highest-Performing Students component with the exception of one year (2017), while it was outperformed by all area middle schools during each



ACS's performance compared to GISD middle schools is as follows:

- In 2014, all three GISD middle schools outperformed ACS.
- In 2015, all three GISD middle schools outperformed ACS.
- In 2016, all three GISD middle schools outperformed ACS.
- In 2017, all three GISD middle schools outperformed ACS.

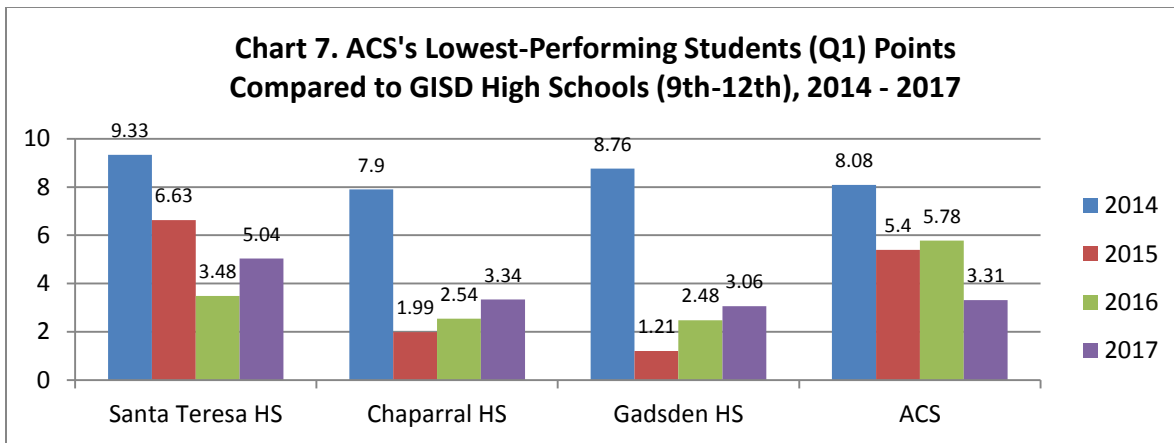


ACS had a mix of over- and under- performance when compared to middle and high schools in GISD. ACS outperformed GISD high schools in **Highest-Performing Students** component with the exception of one year (2017); however, ACS was outperformed by all GISD middle schools during each year of its contract.

In addition, ACS's performance has remained lower than it was in 2014. While the performance did improve temporarily from 2015 to 2016, it is lower in 2017 than it was in any of the three prior years. This lower performance is the result of continually declining growth (at the student level in comparison to academic peers) in both math and reading from 2015 to 2017. (See 2017 letter grade report, page 3 for more detail.)

Lowest-Performing Students. The performance of the bottom quartile of students, the lowest-performing students (or Q1), on the School Grading Report for ACS along with all middle and high schools in GISD are presented in charts 7 and 8. ACS's performance compared to GISD high schools is as follows:

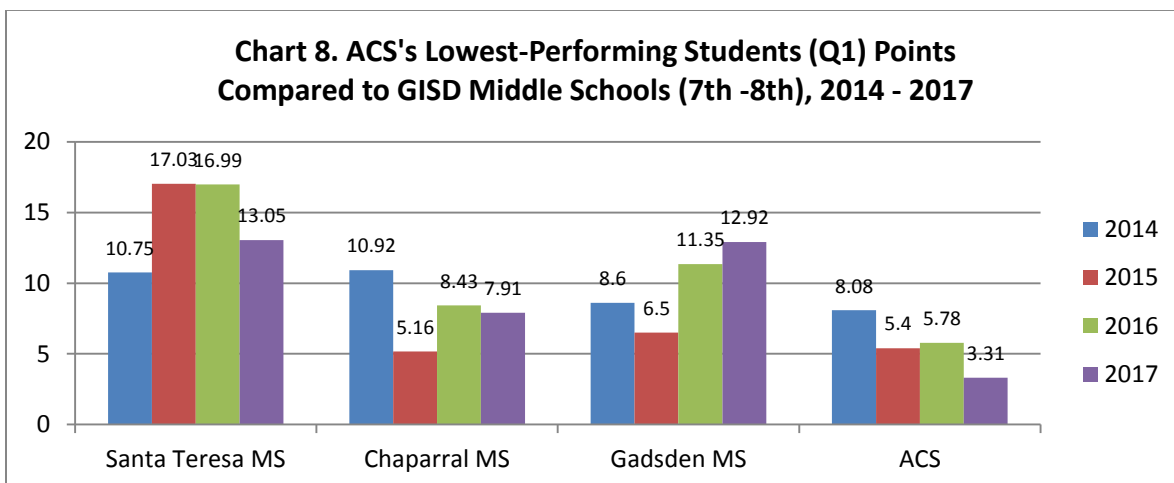
- In 2014, two GISD high schools outperformed ACS.
- In 2015, one GISD high schools outperformed ACS.
- In 2016, ACS outperformed the three GISD high schools.
- In 2017, two GISD high schools outperformed ACS.



ACS's performance compared to GISD middle schools is as follows:

- In 2014, all 3 GISD middle school outperformed ACS.
- In 2015, 2 GISD middle schools outperformed ACS.
- In 2016, all 3 GISD middle schools outperformed ACS.
- In 2017, all 3 GISD middle schools outperformed ACS.

Lowest-Performing (Q1)
ACS had a mix of over- and under-performing area schools.
 ACS performed well in **Lowest-Performing Students** component compared to area high schools even outperforming all in 2016, but was outperformed by all middle schools almost throughout its contract years.



ACS had a mix of over- and under- performance when compared to middle and high schools in GISD. ACS outperformed 2 of the GISD high schools in the middle years, but was outperformed by all middle schools in most years during the term of its contract.

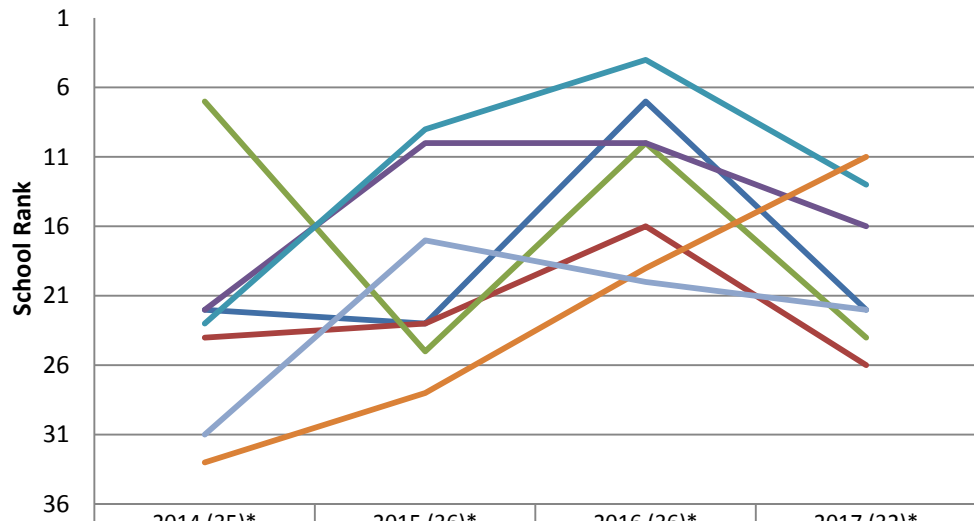
Comparison Schools Ranking in Most Recent Year (2017). This analysis also includes a comparison of ACS’s performance on the A-F School Grading Report in relation to similar schools statewide.² The cluster of schools in which ACS was compared to in 2017 totaled 32 schools. Among the similar schools to which it was compared, ACS ranked in the top half on indicators such as lowest-performing students, Opportunity to Learn (OTL), and College and Career Readiness (CCR). **Nonetheless, ACS ranked in the in the bottom half for current standing and graduation, and in the bottom quartile of the group for the school growth and higher-performing students.**

Table 1. ACS’s Percentile Rank and Rank Order by School Grade Indicator, 2017							
	Current Standing	School Growth	Highest-Performing	Lowest-Performing	OTL	Graduation	CCR
Percentile Rank	31 st	22 nd	25 th	53 rd	44 th	22 nd	53 rd
Rank Order <i>(Out of 32 schools)</i>	22 nd	26 th	24 th	16 th	13 th	22 nd	10 th

Chart 9, below, illustrates ACS’s ranking by school indicator when compared to the other schools in its cluster. While 2016 demonstrates noticeable increases on many indicators, again, the school results from the 2016 year should be interpreted with caution due to mode effect (i.e., ACS administered the paper and pencil version of the PARCC, whereas the majority of New Mexico students administered the assessment online). Since returning to administration of the PARCC online, the school’s performance is more consistent with its 2015 performance, and correspondingly, the school’s ranking has dropped. ACS’s lowest indicator ranking is for school growth.

² Similar schools are determined based on the demographics of the schools. The analysis uses the percentage of students that are mobile, English learners, students with disabilities, economically disadvantaged, African Americans, Hispanic, and Native Americans. School clusters also include only school that serve the same grades. SAM schools are also evaluated separately.

Chart 9. ACS's Similar School Rank by School Grade Indicator, 2014- 2017



	2014 (35)*	2015 (36)*	2016 (36)*	2017 (32)*
Current Standing	22	23	7	22
School Growth	24	23	16	26
Higher-Performing Students	7	25	10	24
Lowest Performing Students	22	10	10	16
Opportunity to Learn	23	9	4	13
Graduation Rate	33	28	19	11
College and Career Readiness	31	17	20	22

*The number of schools in the comparison cluster.

While ACS has improved its ranking among similar schools in many school grade indicators over time, the school's overall reading and math proficiency remains quite low (see page 2 of the school's 2017 school grade report) and growth has declined steadily over the last three academic school years with growth less than expected (see page 3 of school's 2017 school grade report).

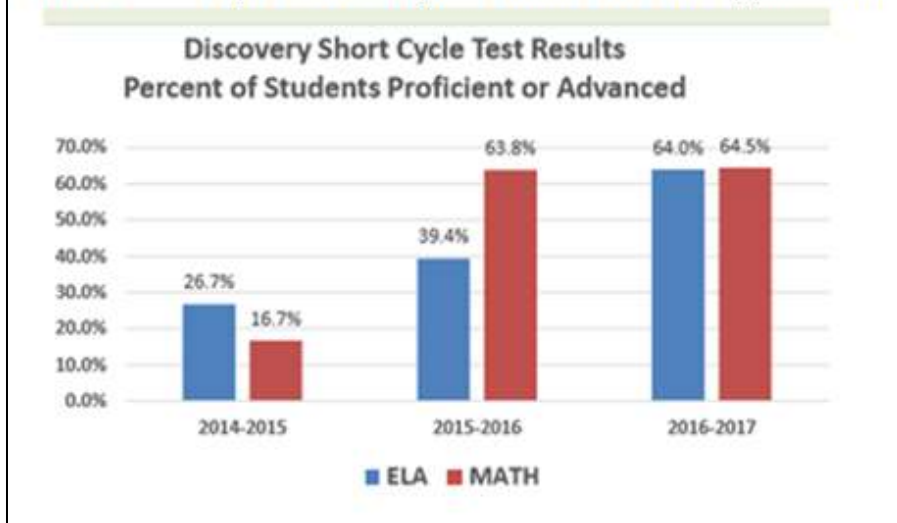
ACS Compared to Similar Schools

ACS ranked in the lower half in a majority of categories when compared to similar schools statewide.

ACS ranked in the average range in 5 of 7 categories (albeit below the 50th percentile on 4) in the majority of indicators (e.g., mobility and higher performing students/Q3) when compared to similar schools since 2014.

Comparison of Short-Cycle Assessment Data with PARCC. ACS presented a chart in its Renewal Application on page 21 (see Chart 9) illustrating Discovery Education short-cycle assessment results in support of the school meeting its mission-specific indicators in English Language Arts (ELA) and math during the 2016-2017 school year. According to the school, this was an improvement from earlier years in which reading was not met in both the 2014-2015 and 2015-2016 school years, while math was not met in 2014-2015.

Chart 9. Chart presented by ACS in its renewal application



In its analysis of short-cycle assessment data, ACS designated students who achieved below proficiency (i.e., scores below Level 3) as “*proficient*” if such students showed one year’s growth from the beginning of the year (BOY) test (i.e., Test A).

The school claimed that “*one year’s growth in scaled score is defined as two standard error[s] of scale score. This definition was agreed upon by Discovery and Charter Schools Division of PED*” (Uploaded web-EPSS document entitled, ‘*ACS Discovery Test Results Summary – Test A Fall, 2016*’). Use of such definition is problematic because it inflates proficiency rates and furthermore, is unsupported in the settlement agreement since “[t]his Settlement Agreement constitutes the entire agreement between the parties. No supplement, modification, or amendment of this Settlement Agreement will be binding unless it is in writing and signed by all parties” (Settlement Agreement, Terms and Conditions, p. 2). Thus, the school must use the growth measure as stated in its approved Performance Framework and Settlement Agreement. According to the Performance Framework, full academic year students will:

Demonstrate academic growth in reading and math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.

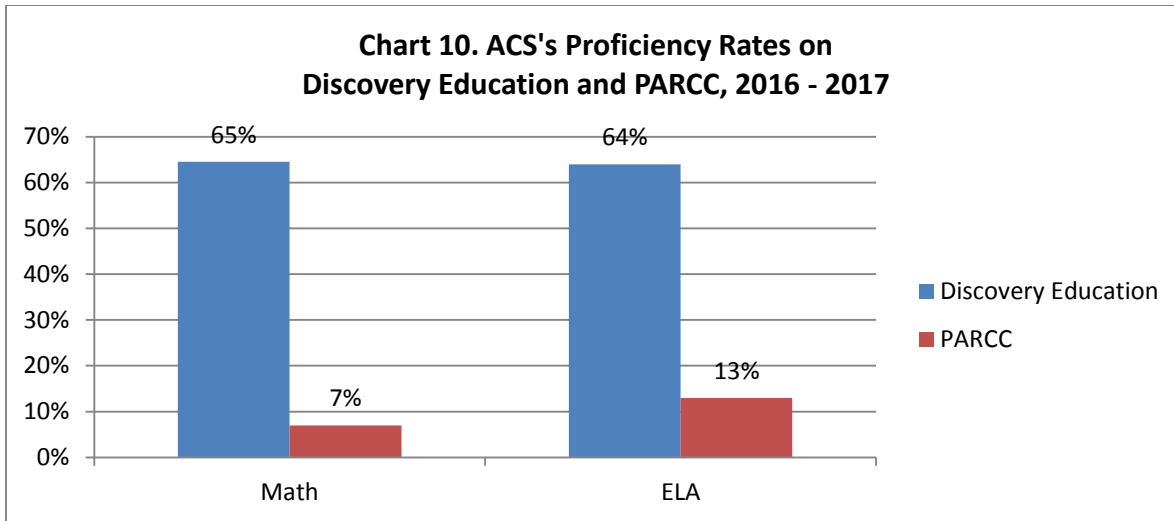
Discovery Education short-cycle assessment results, especially when using the school’s method for calculating proficiency rates, do not align with outcomes on the state-mandated summative assessment PARCC. In fact, the school’s calculated proficiency rates for Discovery Education were significantly higher than those on PARCC by as much as 57 percent. See Chart 10, below.

The method used by ACS in calculating English Language Arts (ELA) and math proficiency rates on Discovery Education short-cycle assessments was not rigorous, sound (by Discovery Education standards), or permitted by the settlement agreement. Instead, the school calculated its own results and submitted those.

Discovery Education Proficiency Rates Overinflated

Proficiency rates on Discovery Ed. exceeded PARCC by as much as 57%.

Method used by school in calculating ELA and math proficiency rates on Discovery Ed. was not rigorous, sound, or permitted by the settlement agreement.



The school acknowledged that such results were indeed “*not reflected in the PARCC [2017]*” (Renewal Application, p. 21). For an analysis of these mission-specific indicators, see section *School Specific Charter Goals*.

It is also notable that the school indicates its Discovery education results are nearly identical for 2016 and 2017, but the PARCC results and the overall letter grade are drastically different. This raises concerns about the validity of the Discovery data and how it is being reported. It also raises concerns that the school feels it is making progress but is not sustaining progress towards the department’s standards of excellence.

Summary: Department’s Standards of Excellence – A-F Letter Grades

Although ACS discussed activities it purportedly took to improve student achievement, the Public Education Department (PED) team did not observe full implementation of a number of activities mentioned in the renewal application narrative during the site visit which took place October 10, 2017.

Dual Credit Classes. According to the its application, the “[p]rincipal worked with Dona Ana Community College to provide more dual credit classes (p. 28).” However, during the site visit, the PED site visit team did not observe any students who were enrolled in dual credit classes. The head administrator confirmed that no dual credit courses were currently being offered when he stated that the dual credit program was “*on-hold.*” Student interviews also confirmed that no dual credit courses were currently being offered when one student stated, “*No one is taking dual credit this semester and it’s unfair.*” Another student requested a private meeting with PED site team members to express his frustration with the lack of dual credit opportunities at the school.

Daily Consejos (Advisory) Course. According to ACS, “*Daily Consejos/advisory/instructional period and supplemental Friday half-day tutoring period...[have been offered]* (p. 28).” During the site visit, The PED site visit team observed that *Consejos* was offered only once per week instead of 4 times per week (i.e., ‘*daily Consejos*’), as reported in its renewal application (pp. 19, 26, and 28). The head administrator confirmed this observation. Student interviews also confirmed that *Consejos* was offered only once per week when one student stated “*Consejos happens Thursday. It’s like PEP and study hall.*”

The variance in proficiency rates between Discovery Education short-cycle assessment and PARCC results were vast. Differences were as large as 57% in one instance. In addition, comparing Anthony

Charter School's performance on the A-F School Grading System to similar schools both locally and statewide showed a general pattern of underperformance.

The school has consistently earned an overall School Grade of "D" since the 2013-2014 school year with the exception of one year (2016) in which the school received a "C." Even with improvement in 4-year graduation rate from 61% (2015) to 63% (2016), for example, the school continued to fall short of statewide benchmarks in the majority of components (5 of 7 including graduation rates during all 4 years) specifically when compared to similar schools both locally and statewide.

The school has: (a) not demonstrated a record of meeting all standards in each of the years of the contract since the 2013-2014 school year and (b) "focused on describing circumstances that connected to the poor performance or excuses for the poor performance" (see Renewal Application Rubric, P. 15). Some of these "circumstances that connected to the poor performance or excuses for the poor performance" include:

- *"We find that a very significant number of the students in this group [i.e., lowest-performing Q1] have language or other learning challenges that negatively impacted their performance on the PARCC" (Renewal Application, p. 16).*
- *"School staff determined that the root cause of the inadequate performance on this indicator [i.e., graduation] was the result of family-related issues..." (p. 18).*
- *"Many of the students [at ACS] are impacted by family challenges caused by poverty and associated issues" (p. 20).*

"Limited support for students experiencing distractions caused by family issues that result in poor academic performance, student engagement and motivation" (p. 22).

ACS has failed to demonstrate substantial progress "towards achievement of the department's standards of excellence" (NM Stat § 22-8B-12 NMSA) and has focused its renewal application narrative on "describing circumstances that connected to the poor performance or excuses for the poor performance" (see quotes above). In addition, description of improvement actions in the narrative are no different than the typical activities the school would have been required to do regardless of A-F School Letter Grade performance since such activities are specified in its charter contract and performance framework (e.g., *Consejos*/advisory, administration and review of short-cycle assessments, and offering of dual-credit classes) (Renewal Application Rubric, p. 15). The school has not identified any root causes that can be connected to adult actions taken by the school to improve student outcomes and performance.

Since the narrative responses provided in the renewal application are "focused on describing circumstances that connected to the poor performance or excuses for the poor performance", "describes minimal improvement actions" that are already required by the school contract and not specifically targeted to root causes for poor performance, described evidence that the site visit team could not confirm to "support the implementation of improvement actions" and identified successes that are contradicted by available data, **Part B, Section 1a, Department's Standards of Excellence, A – F Letter Grades, is rated as *Failing to Demonstrate Progress*.**

1.b. School Specific Charter Goals

This section includes analysis of ACS's performance on its school specific charter goals during the course of its contract. ACS has 3 mission-specific indicators and 3 optional academic performance indicators. Below are description of and analysis for each indicator:

Mission-Specific Indicator 2.a

Are seniors enrolled in the School on the 40th day of the 2015-2016 school year graduating with a high school diploma or certificate by the end of the 2015-16 school year?

Analysis. ACS acknowledges that it *“did not meet the target for this indicator...[in which] five out of the 8 graduates, which is 63% - falling into the Does Not Meet Standards category”* during the 2015-2016 school year (Renewal Application, p. 28). The school identified action steps it had taken during the 2016-2017 school year to improve performance in this indicator (not a comprehensive list) which includes (see Renewal Application, pp. 28-29):

- *“Principal Collaborated with Amanecer Psychological Services to provide social and emotional support to students and families.”*
- *“Principal worked with Dona Ana Community College to provide more dual credit classes.”*
- *“Daily Consejos/advisory/instructional period and supplemental Friday half-day tutoring period...”*
- *“Support in completion of Personal Education Planning Tool, career exploration, and test [preparation].”*
- *“Students were encouraged to become involved in the school sports programs...”*

As described in our analysis above, during the renewal site visit conducted on October 10, 2017, the PED site visit team did not observe evidence that the school implemented some of the activities it had listed in the renewal application. For example, *Consejos* continued to be provided to students but only once per week not *“daily”* as claimed. Although dual credit classes continued to be offered during the 2016-2017 school year, none were offered during fall 2017. The head administrator confirmed this observation when he stated *“it was on hold.”*

The PED team rated the mission-specific indicator *“Does Not Meet Standard”* in the school's 2016-2017 Performance Framework Report which the school did not dispute. The school's response was *“all the indications made on the PED preliminary report [i.e., 2016-2017 performance framework report] are correct”* (School Response, October 3 2017).

Mission-Specific Indicator 2.b

PERFORMANCE INDICATOR: SHORT CYCLE ASSESSMENT READING Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

Growth. *In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.*

The school may establish the growth target in the fall for students with an identified disability in Special Education in an IEP (not including gifted). These students must then meet the individual growth target established in the fall in order to show growth.

Proficiency. *In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.*

Analysis. ACS re-iterated verbatim the indicator describing it along with its metric... The school then stated (p. 31) that in:

- *“2015-2016: The indicator was met with 58.1%, which falls into the Meets Standard Category.”*
- *“2016-2017: The indicator was met with 80.2%, which falls into the Exceeds Standard category.”*

ACS then provided a chart showing results for both reading and math during both school years. The school did not provide “actions” it had taken or would continue to take since performance was not below standard. In the school’s analysis of its short-cycle assessment data, ACS designated students who achieved below proficiency (i.e., scores below Level 3) as “proficient” if such students showed one year’s growth from the beginning of the year (BOY) test (i.e., Test A). The school claimed that “one year’s growth in scaled score is defined as two standard error [sic] of scale score. This definition was agreed upon by Discovery and Charter Schools Division of PED” (Uploaded web-EPSS document entitled, ‘ACS Discovery Test Results Summary – Test A Fall, 2016’). Again, use of such definition is problematic because it inflates proficiency rates and is unsupported in the settlement agreement.

Mission-Specific Indicator 2.c

PERFORMANCE INDICATOR: SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

Growth. *In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.*

The school may establish the growth target in the fall for students with an identified disability in Special Education in an IEP (not including gifted). These students must then meet the individual growth target established in the fall in order to show growth.

Proficiency. *In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.*

Analysis. ACS re-iterated verbatim the indicator describing it along with its metric. ACS then provided a chart showing results for both reading and math during both school years (2015-2016 and 2016-2017). The school did not indicate whether or not the indicator was met nor did it provide “actions” it had taken or would continue to take since the performance was not indicated as having ever been below standard. In its analysis of short-cycle assessment data, ACS designated students who achieved below proficiency (i.e., scores below Level 3) as “proficient” if such students showed one year’s growth from the beginning of the year (BOY) test (i.e., Test A). The school claimed that “one year’s growth in scaled score is defined as two standard error [sic] of scale score. This definition was agreed upon by Discovery and Charter Schools Division of PED” (Uploaded web-EPSS document entitled, ‘ACS Discovery Test Results Summary – Test A Fall, 2016’). Again, use of such definition is problematic because it: (a) inflates proficiency rates and (b) is unsupported in the settlement agreement.

Optional Indicator 3.a

Has the School developed a Personalized Education Planning tool incorporating Next Step Plan requirements; social-emotional learning assessments; student short cycle and other academic assessment data which was used semi-annually with the student and family (if the student is a minor) to assess student progress?

Analysis. According to ACS, the “school did not met” (Renewal Application, p. 33) the indicator in both the 2015-2016 and 2016-2017 school years. The school stated that only 39% reviewed their plan and 1% “obtained the approval of the plan” (p. 33) resulting in a self-rating of “Falls Far Below” during the 2015-2016 school year. Similar results were indicated for 2016-2017 school year. ACS then described “efforts/actions taken to improve the indicator” (p. 33). Some of the “efforts/actions” include:

- “Caseload teachers were instructed to obtain PEP folders from the administration office for all students enrolled in their Cosejos classes and to review the tool in the Consejos class.”

- *“Increased efforts were made to have parents participate in reviewing PEP tools [e.g., copies of tool sent home with students].”*

ACS stated that although the indicator was not met, *“significant increase in the percentage of students who updated their goals and obtained approval of the plan”* (p. 34).

The school stated that *“lack of follow-thru on the part of the caseload teachers in reviewing the plan with parents”* (p. 33) was the root cause of failure in meeting this indicator. The PED concurs with the school’s analysis.

Optional Indicator 3.b

Has the School Assessed all students twice during the 2015-2016 school year using the Social Skills Improvement Rating Scales (SSIS)? The same indicator applied to the 2016-2017 school year.

Analysis. According to ACS, in 2015-2016 and part of 2016-2017, the *“indicator was not met for either group [i.e., administration of SSIS in the 1st semester and in the 2nd semester]”* (p. 36). The school further stated that the indicator was met only for the 2nd semester in 2016-2017 in which 97% of students were administered the SSIS during both semesters.

ACS then described the main *“efforts/actions taken to improve the indicator”* (p. 37) which was *“more attention was placed on administering the SSIS...”* ACS then stated that efforts *“reflect a significant increase of students who took the SSIS each semester”* (Ibid). The PED concurs with the school’s analysis.

Optional Indicator 3.c

Has the School provided the appropriate services indicated as needed by the SSIS? (This same indicator applies to the 2016-2017 school year.)

Analysis. According to ACS, the school *“did not meet the indicator in 2015-16 or 2016-17....as records were not kept and data is not available”* (p. 37). ACS then described the *“efforts/actions”* it *“will”* take in 2017-2018 such as:

- *“Schedule each student to take the SSIS within one week of enrollment.”*
- *“Disseminate results to caseload teachers [who will share with the rest of the staff] within one day of tally with a ‘flag’ on students who may be at risk.”*
- *Add “a 7th period class Monday-Wednesday to support students who score below average in any areas of the SSIS assessment.”*

The PED site visit team was able to confirm implementation of some actions (e.g., addition of a 7th period class and schedule of SAT meetings to discuss specific student progress academically and emotionally/behaviorally). The PED concurs with the school’s analysis.

Summary: School Specific Charter Goals

It is evident in the narrative and through the site visit data that the school's multitude of failures, from flawed methods in calculating academic proficiency rates to lack of record keeping on progress towards indicators, has resulted in failure to meet standards for the majority of its school specific charter goals.

ACS has failed to demonstrate substantial progress "towards achievement of the department's standards of excellence" (NM Stat § 22-8B-12 NMSA) and has focused its renewal application narrative on "describing circumstances that connected to the poor performance or excuses for the poor performance" (see quotes above). In addition, description of improvement actions in the narrative are no different than the typical activities the school would have been required to do regardless of performance on school specific goals since such activities are specified in its charter contract and performance framework (e.g., *Consejos*/advisory, administration and review of short-cycle assessments, and offering of dual-credit classes) (Renewal Application Rubric, p. 15). The school has not identified any root causes that can be connected to adult actions taken by the school to improve student outcomes and performance.

Since the narrative responses provided in the renewal application are "focused on describing circumstances that connected to the poor performance or excuses for the poor performance", "describes minimal improvement actions" that are already required by the school contract and not specifically targeted to root causes for poor performance, described evidence that the site visit team could not confirm to "support the implementation of improvement actions" and identified successes that are contradicted by available data. **Part B, Section 1b, School Specific Charter Goals, is rated as Failing to Demonstrate Progress.**

School Goals

ACS failed to meet majority of goals over multiple years.

ACS, in its Renewal Application, acknowledged failure to meet majority of school goals specified in its performance framework over multiple years.

SECTION 2. FINANCIAL COMPLIANCE FRAMEWORK

Audit. ACS described audit findings it received in FY14 and FY15. The school stated that of FY15 "3 of the previous year findings were repeated as compliance findings due to the delay in release of the FY13-14 audit, meaning corrective actions could not be implemented in time" (p. 41). However, the school acknowledged that "2 new findings of compliance issues" were identified in the FY15 audit report. The FY16 audit report had no findings. The school does not have a demonstrated record of meeting all standards in each of the years of the contract term and the narrative (see above) was focused on describing circumstances or excuses its poor performance in the area (with the exception of FY16). The narrative did describe general improvement actions (e.g., 'training staff to properly follow procedures', p. 41), but did not identify specific root causes that improvement actions were intended to address. Based on the FY 16 audit report, it appears that the improvement actions did result in correction of the immediate issues. Consequently, the rating for the **Financial Compliance, Subsection a, is "Approaching Progress."**

Financial Performance Framework. During the 2015-2016 and 2016-2017 school years, ACS received the rating "Meets Standard" for all areas in the Financial Performance Framework. Ratings for 2013-2014 and 2014-2015 were unavailable. Consequently, the rating for the **Financial Compliance, Subsection b, is "Meets Standard."**

Board of Finance. ACS's Board of Finance was never suspended during the term of its contract. Consequently, the rating for the **Financial Compliance, Subsection c, is "Meets Standard."**

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Charter Material Terms. The school's narrative described implementation of *Consejos* and referenced the school's "educational program" that

Seeks to determine student academic capabilities in order to build upon prior knowledge and provide systematic means for improvement in their acquisition of skills and understanding of academic subject matter (p. 45)

The narrative also re-iterated teacher focused terms (e.g., professional development and "allotment of time allocated for professional learning community meetings [PLCs]" that allow for "conversations" regarding short-cycle assessment data, instructional strategies, and other approaches that "could bolster student achievement" (p. 45). Although Anthony Charter School presented "PLC meeting agendas" that occurred on at least 2 occasions since the beginning of the 2016-2017 school year, the PED site visit team did not observe key components of Professional Learning Communities (PLCs) such as: (a) a strong focus on student learning, (b) "collaborative inquiry into best practices", and (c) action-oriented behaviors by staff to improve student outcomes (see DuFour, 2004; DuFour et. al, 2006; Marzano, 2003) being implemented in a sustained and consistent manner across the term of the contract. The PED team was able to confirm implementation of a number of activities in its material terms (e.g., *Consejos* and Personalized Education Plans[s], 4-day instructional week, and one professional development day per month for teacher collaboration). There were no identified changes or items in the materials of the contract that the school fell short. Consequently, the rating for the **Charter Material Terms, Subsection a, is "Meets the Standard."**

Organizational Performance Framework. ACS's narrative described progress on mission-specific and optional academic performance indicators instead of describing activities it had implemented to address categories within the Organizational Performance Framework that received ratings below "Meets Standard" during the term of its contract (only 2015-2016 and 2016-2017 ratings are available). For example, during 2015-2016, the school received the rating "Working to Meet Standard" for category VI-A.02: Employees regarding completion of required background checks for employees in which the PED site visit team did not observe evidence of a cleared background check for "one employee, custodian and lunch worker." The school did not describe "specific evidence" and "improved practices and outcomes in the narrative" There were 11 such categories during the 2015-2016 and 2016-2017 school years in which the school received a rating below "Meets Standard" that were never addressed. Below is an example of a concern area identified during the 2016-2017 school year that was repeated in 2017-2018 as observed by the PED site visit team during the renewal site visit which occurred October 10, 2017:

- (2016-2017) VI-A.00: Employees (staff credentialing) was rated "Working to Meet Standard." In early 2017-2018, a review of staff files revealed continued concerns with staff licensure. Consequently, the rating for the **Organizational Performance Framework, Subsection b, is "Failing to Demonstrate Progress."**

Governance Responsibilities. ACS presented a chart showing governing body committee member roles and responsibilities (e.g., '\$ Denotes finance committee' and '*Denotes audit committee') since June 2015. The school also stated that it has "always maintained a minimum of five members....had the required committee membership....filled [vacancies] within a one-month time frame....[and resignation] of one board member that did not complete the required board member training hours." In Part A of the Renewal Application, the ACS governing body "did not always inform the PEC of changes to their governing body membership in a timely fashion; however, the school has been timely for all recent changes." (p. 2) Nevertheless, the school did not provide a description of "the improvement actions the school implemented to move towards full compliance with governing responsibilities" (p. 55) as required in this section of the Renewal Application specifically for the FY14 and FY15 audit findings in which the school did not "have the required members on their audit committee" (see audit report for both FY14

and FY15). According to PED records, the school has still not submitted its required Annual Report and therefore the PED does not have an accurate count the number of governing board members the school has seated. Consequently, the rating for the **Organizational Performance Framework, Subsection c, is "Failing to Demonstrate Progress."**

PART C: FINANCIAL STATEMENT

In section IX of the *Charter Renewal Application Budget Analysis* form, the school made mention of expenditures it incurred to improve *"instructional programs by incorporating more technology into each classroom. Allotments have additionally [sic] been made to provide teachers with instructional materials and textbooks [sic] where none had been previously [sic] provided* (Charter School Renewal Application Budget Analysis Form, Section IX entitled, *'Schools that have earned a 'D' or lower letter grade'*).

The school also plans to purchase *"software that provides students with adequate levels of remediation and engagment [sic]to build the skills necessary to show the required degree of proficiency on state-mandated assesments [sic]* (Charter School Renewal Application Budget Analysis Form, Section IX entitled, *'Schools that have earned a 'D' or lower letter grade'*).

The school provided a description of activities (see above) that prioritized improvement of instruction that appear complaint with Section 22-2E-4 NMSA 1978. Effectiveness of focus on technology, at least during the 2016-2017 school year, did not appear to maintain or improve the school's overall student performance as indicated on the school letter grade for the year which was a "D."

PART D: PETITION OF SUPPORT

ACS provided both petitions that appear to reach at least 65% (employees) and 75% (households).

PART E: DESCRIPTION OF THE CHARTER SCHOOL FACILITIES AND ASSURANCES

The school provided a narrative description of its facilities. The school also attached required documents (e.g., Public Schools Facilities Authority [PSFA] letter and E Occupancy certificate) that appear compliant with Section 22-8B-4.2 NMSA 1978.

PART F: AMENDMENT REQUESTS

The school did not submit any amendments.