

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

Updated July 2017



**Effective Options
for New Mexico's
Families
Charter Schools**





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

explain the improvement actions the school made during the term of the contract in order to meet those charter objectives. All schools must provide a narrative for this section of the application.

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

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

Part C offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application. All schools must provide a response for this section of the application.

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

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

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

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

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

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

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

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Instructions: 2017 State Charter Renewal Application Process and Review Stages

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

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

State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

2017 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Progress Report

Part C—Financial Statement*

Part D – Petitions of Support*

Part E – Description of the Charter School Facilities*

Part F – Amendment Requests

Please Note

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



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

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



Part B—Progress Report

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

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

Meets the Standards	1. In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence.
Demonstrates Substantial Progress	2. The narrative describes specific adult (teachers, leaders, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; and 3. The narrative identifies specific evidence the site visit team should review to understand the improvement actions taken. An evaluation of this evidence supports the implementation of reported improvement actions; and 4. The narrative identifies sustained, measurable successes resulting from the improvement actions over the contract term. An evaluation of all data and evidence supports the reported successes.
Approaching Progress	5. The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. AND 6. The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or 7. The narrative fails to identify evidence the site visit team should review to understand the improvement actions taken. Or an evaluation of this evidence does not fully support the implementation of reported improvement actions; or 8. The narrative identifies measurable successes resulting from the improvement actions over the contract term, but the successes are inconsistent and not maintained over time. Or an evaluation of the data and evidence does not fully support the reported successes.
Failing to Demonstrate Progress	9. The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. AND 10. The narrative is focused on describing circumstances that connected to the poor performance or excuses for the poor performance, but either does not describe improvement actions or describes minimal improvement actions; or 11. The narrative does not identify any evidence the site visit team should review to understand improvement actions. Or there is no evidence for the site visit team to review to support the implementation of improvement actions; or 12. The narrative fails to identify any measurable successes over the contract term, or the data demonstrates performance that has continued to decline or remained at an unacceptable level, or evaluation of the data and evidence directly contradicts reported successes.

1. Academic Performance

The Charter School Act provides as follows:

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

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

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

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

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

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

Schools that have maintained a C or better letter grade over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

School response:

2016 School Grade Report Card

Student Growth of Lowest Performing Students

Note: For PARCC testing in the Spring of 2016, all students were tested using paper based tests.

Improvement of the Lowest Performing Students

Anthony Charter School's grade for Growth of Lowest Performing Students in 2016 was 'D' earning 5.78 points out of 10. This was an improvement from 2015 when Anthony earned an 'F' with 5.40 points out of 10. This

improvement was generated by our program that emphasizes meeting individual student needs.

In reviewing these results by student, we find that a very significant number of the students in this group have language or other learning challenges that negatively impacted their performance on the PARCC:

For Mathematics, 80% of these students were English Learners and 60% of these students were new to Anthony this school year. 16% were SPED students with IEPs. Three students were both EL and SPED.

For ELA, 79% of these students were English Learners and 29% were SPED students with IEPs. Three students were both EL and SPED.

The actions that were implemented during the 2016-17 school year to improve student performance for these students include the following.

Root Cause: Second language and learning challenges:

2016-17 School Year	Action	Outcome
Administration	Second semester – required Consejos/advisory classes were modified to increase focus on tutoring and test preparation	Evidenced by an increase in skill building and test taking as evidenced by growth in Discovery scores
	Number of ESL/ELD classes was increased from 2 to 3 to address increase of EL students from 2015-16 (32 ELs) school year to 40 ELs in 2016 - 17	The outcome of adding this additional class was that out of 32 ELs indentified in 2015-2016, 2 students were exited as documented by ACCESS scores. Out of 40 ELs identified in 2016-17, 8 were exited as documented by ACCESS scores. Academic growth for both years was evident in Discovery scores.
Teachers	Teachers provided extra support in Math and English at the beginning of the 2016-17 school year	Skills increased to overcome academic challenges and student performance as evidenced by growth in Discovery Scores
	Data coordinator reviewed and sent reports to all	Student scores increased in both Reading and Math for

	teachers after each administration of Discovery, highlighting areas of needed improvement based on standards.	all subgroups as teachers focused instruction and support on areas identified by data reports.
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These above actions did positively impact student performance in Reading and Math and was documented by the following 2015-16 DISCOVERY scores that indicated student growth throughout the school year for all students:

Reading: Thirty-five out of 58 (60.3%) FAY, non-SPED students scored an AL 1 or 2 on the first reading test and subsequently had a growth goal set. Eight of the 35 students increased their scale score by at least 2SE by the final test (22.9% of identified students). Additionally, 33 of 58 (56.9%) FAY non-SPED students scored an achievement level of 3 or 4 on tests 2 or 3. Finally, 36 out of 62 (58.1%) FAY students (including SPED and ELs) met the AL or scale score growth goal set forth in section 2.b of the Performance Framework.

Math: Fifty out of 58 (80.6%) FAY, non-SPED students scored an AL 1 or 2 on the first math test and subsequently had a growth goal set. Thirty-nine of the 50 students increased their scale score by at least 2SE by the final test (78.0% of identified students). Additionally, 44 of 58 (75.9%) FAY non-SPED students scored an achievement level of 3 or 4 on tests 2 or 3. Finally, 49 out of 62 (79.0%) FAY students (including SPED and ELs) met the AL or scale score growth goal set forth in section 2.c of the Performance Framework.

Graduation

Anthony Charter School's grade for Graduation in 2016 was 'D' earning 10.85 points out of 17. This was an improvement from 2015 when Anthony earned an 'F' with 9.95 points out of 10.

School staff determined that the root cause of the inadequate performance on this indicator was the result of family-related issues that negatively impacted the student's ability to stay in school, maintain the focus necessary to completing the required coursework for graduation and the lack of student motivation linked to real-life challenges. In order to address the academic challenges and lack of motivation that was impact the graduation rate, the following school-wide improvement efforts were made with students in all grades beginning in the 2016-2017 school year:

Root Cause: Family Issues resulting in Academic Challenges and Student Motivation

2016-2017	Efforts/Actions	Outcomes
Administration-Director	Director worked with Dona Ana Community College to provide more dual credit classes, providing more	More students took more dual credit classes as evidenced by school records and student transcripts that document the increase of

	course options and flexibility.	students enrolled in dual credit classes from 2015-16 (10 students) to 20 students in 2016-17.
	First semester – daily Consejos (advisory/instructional period) and supplemental Friday half-day tutorial period was implemented focusing on tutoring, support in completion of Personal Education Planning Tool, career exploration and test preparation.	Evidenced by an increase in Discovery scores for the majority of students due to more individualized support for identifying personal goals, career goals, academic goals, challenges and solutions. (See Discovery Chart A in section below)
	To increase a connection to school and academics, students were encouraged to participate in the school's sports programs and were required to maintain minimum grades to continue participation.	70% increase in student participation in school sports programs from 38 students in 2015-16 to 54 students in 2016-17, as documented by the school coach.
Teachers	Teachers provided extra support in Math and English at the beginning of the 2016-17 school year	Skill building supporting academic challenges and student performance as evidenced by growth in Discovery Scores
Students	Students applied more effort to stay complete required coursework for graduation	23% increase in number of seniors graduating in 2017 (86%) than in 2016 (63%).

As seen in the chart above, a greater percentage of seniors graduated in 2017 (63%) than in 2016 (86%). While we are aware that this is not an accepted measurement of Graduation rates for the school, it does reflect positively on our efforts to support all students with their academic challenges and family-related issues, and this impact on remaining in school and graduating on time.

2017 School Grade Report Card

Note: For PARCC testing in the Spring of 2017, all students were tested using computer based tests for the PARCC for the first time. The PARCC requires specific computer skills in order to successfully complete the

assessment, and due to a lack of familiarity with technology, experienced many difficulties.

One hundred percent of students enrolled at Anthony Charter School are economically disadvantaged students. Many of the students are impacted by family challenges caused by poverty and associated issues. Generally, they don't have access to computers at home, and are not proficient in computer usage. When taking the PARCC, staff observed that many students experienced difficulties in navigating through the assessment and became frustrated, which negatively impacted their motivation, sustained effort and focus required to complete the assessment to the best of their abilities. As a result, Anthony Charter School's grade dropped from a C to a D in 2017. Given these conditions, we question the PARCC as a valid representation of the students' true abilities. 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.

Further evidence that students were negatively impacted by using computers for the first time is reflected below where the decline in points is noted for subgroups:

For EL Students

- For 2017 ELA and Math, 70 students (50 excluding 7th graders).
- One student Passed both Math and ELA (3%).
- Seven tests were passed Math and ELA (10%).
- For 2017 the Average Score was 696 (a decline of 6 points).
- For 2016 the Average Score was 702.

For Non-EL Students

- For 2017 ELA and Math, 114 students (80 excluding 7th graders).
- Twenty students passed both Math and ELA (35%).
- Forty-eight tests were passed Math and ELA (48%).
- For 2017 the Average Score was 720 (a decline of 8 points)
- For 2016 the Average Score was 728.

For New Students

- For 2017 ELA and Math, 106 Students (52 excluding 7th graders).
- Fourteen students passed both Math and ELA (13%).
- 33 Math and ELA tests were passed (31%).
- For 2017 the Average Score was 710.
- The Average 2017 Score for all students was 711.

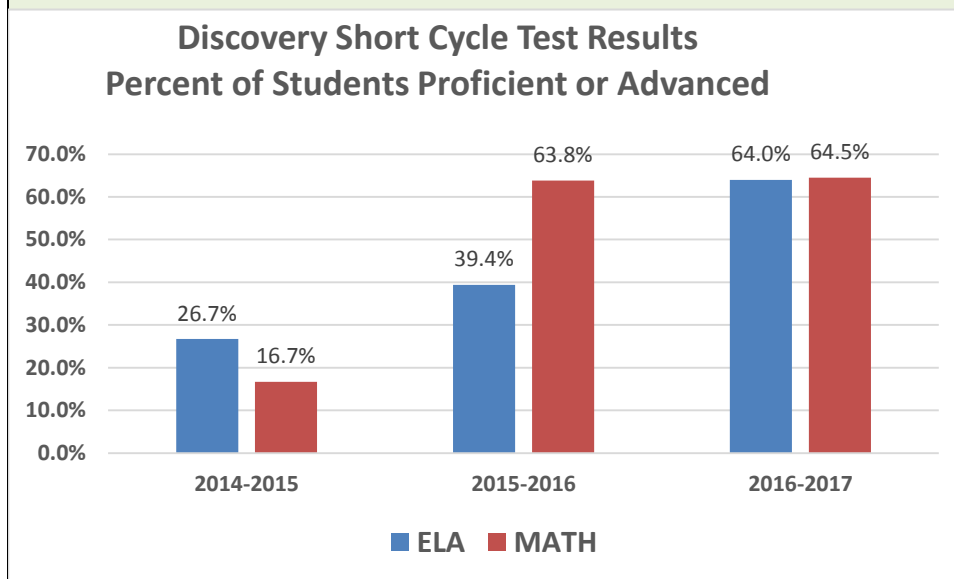
For SPED Students

- For 2017 ELA and Math, 8 Students (5 excluding 7th graders).
- No students passed both Math and ELA (0%).
- No Math and ELA tests were passed (0%).
- For 2017 the Average Score was 692 (a decline of 3 points).
- For 2016 the Average Score was 695.

Upon further analysis of the 2017 PARCC results by individual student in the Lowest Performing Student group, we found that a large number of students in this group continue to have language or other learning challenges, as noted by the following:

- For Mathematics, 55% of these students were English Language Learners and 59% of these students were new to Anthony in the 2016-17 school year. Fourteen percent were SPED students with IEPs. Two students were both EL and received special education support.
- For ELA, 64% of these students were English Language Learners and 59% were new to Anthony in the 2016-17 school year. Fourteen percent were SPED students with IEPs. One student was both EL and received special education support.

As previously stated, however, the results from three years of Discovery testing indicate that our students have progressed and are performing substantially at grade level, which is not reflected in the PARCC results or in the 2017 NMPED Report Card. The chart below (Discovery Chart A) illustrates that the percentage of students performing at proficient or advanced levels in Math increased from 16.7% in 2014-2015 to 64.5% in 2016-2017. Furthermore, the percent of students proficient or advanced in ELA increased from 26.7% in 2014-2015 to 64.0% in 2016-2017.



Specifically, the 2016-17 Discovery Scores show an increase in scores for full academic year students in Reading and Math:

Discovery Reading scores:

- Fifty-five out of 78 (70.5%) FAY, non-SPED students scored an AL 1 or 2 on the first reading test and

had a growth goal set. Forty-one of the 55 students increased their scale score by at least 2SE by the final test (74.5% of identified students). Additionally, 55 of 78 (70.5%) FAY non-SPED students scored an achievement level of 3 or 4 on tests 2 or 3. Finally, 69 out of 86 (80.2%) FAY students (including SPED and ELs) met the AL or scale score growth goal set forth in section 2.b of the Performance Framework.

Discovery Math Scores:

- Sixty-five out of 78 (83.3%) FAY, non-SPED students scored an AL 1 or 2 on the first math test and had a growth goal set. Forty-four of the 65 students increased their scale score by at least 2SE by the final test (67.7% of identified students). Additionally, 56 of 78 (71.8%) FAY non-SPED students scored an achievement level of 3 or 4 on tests 2 or 3. Finally, 60 out of 86 (71.8%) FAY students (including SPED and ELs) met the AL or scale score growth goal set forth in section 2.c of the Performance Framework.

The improvement actions the school has implemented over the term of this charter contract (2015-18) have resulted in an upward trajectory in performance in academic and non-academic areas, in addition to an increase in Discovery scores and number of seniors graduating. In addition to enrolling 100% economically disadvantaged students, Anthony serves a higher population of English Learners when compared to the local district (38.4% versus 10.3%), and a higher percentage of Hispanic students than both the local district and the state (99%, 97.2% and 60.7% respectively). Furthermore, school enrollment has significantly increased from 2014 (68 members) to 99 members in 2016-2017. And, the school's truancy rate continues to remain substantially below the local district's truancy rate (1% as opposed to 10%). The percentage of students who remain enrolled from enrollment to the end of the school has grown from 2014 to 2017 (68.75% - 92.59%). There was a very slight drop in 2017, but still a very strong percentage (87%). And, the recurrent enrollment percentages have increased from 58% in 2015 to 82.35% in 2017. There have been several changes in Administration over the past three years which has negatively impacted teacher retention, however, the percentage has increased from 0% in 2015 to 88% in for the current school year.

Despite the progress made on many indicators, the drop in School Grade reflects that much work remains to address the root causes for the drop in the school grade. The root causes for this drop include the following:

- Student lack of knowledge and experience with computers
- Lack of focusing on Lowest performing students to determine specific weaknesses and provide targeted support and instruction to remediate these weaknesses
- Lack of consistent school-wide instructional practices and intervention to strengthen performance for all students
- Lack of specific interventions and support for ELs, and monitoring of student progress
- Limited support for students experiencing distractions caused by family issues that result in poor academic performance, student engagement and motivation

INDIVIDUAL AND SCHOOL-WIDE ACTIONS that have been put into place this current school year (2017-18) to address root causes include the following:

Root Cause: Student lack of knowledge and experience with computers

Administration	Actions	Desired Outcomes
Set up computer lab	All students will work in computer lab a minimum of 1 hour per week. Students with second languages or learning challenges will work in the lab more often with more individualized instructional support.	Students will develop the computer skills required to take and complete the 2018 PARCC. Progress will be monitored by the computer lab instructor and classroom assessments.
Teachers	Classes will include instruction on test-taking strategies that align with PARCC prompts, and other computer-based testing skills.	Evidenced by class descriptions and lesson plans, and progress as documented on teacher assessments and 2018 PARCC.

Root Cause: Lack of focusing on lowest performing students to determine specific weaknesses in order to provide targeted support and instruction:

	Action	Desired Outcome
Administration/Director and Teachers	Monthly data meetings with all staff focusing on Q1 and lowest performing students, use of PARCC results, NWEA-MAPS growth scores, grade level performance, ELL instructional monitoring tool results, behavior data and attendance.	Identify student weaknesses, provide targeted support and interventions, and monitor progress as documented by data meeting agendas and minutes, student intervention plans (SAT when appropriate), and student performance data from all sources.
	Provide more supports to families where English is not the first language to assist students	Increase in parent support for student academic performance documented by parent/student

	at home by providing learning packets, educational games and videos.	surveys, classroom assessments and MAPS growth scores.
	Organize parent-teacher conferences, Literacy and Math nights and other curriculum focused events in order to partner with and engage parents in the learning process of their students	Increased parent participation as documented on Parent sign - in sheets at parent-teacher conferences and other school-sponsored events. More support for student academic performance as documented in progress on classroom assessments, MAPS growth scores and the PARCC
In addition, the following actions have been implemented to strengthen student performance for all students:		
	Action	Desired Outcomes
Administration - Director	Implement mandatory Friday tutoring for all students who scored below a level 4 on the PARCC.	Targeted instruction based upon individual student needs as evidenced by teacher lesson plans. Students skills will increase as evidenced by progress monitoring tools including teacher-developed and other classroom assessments, MAPs scores and PARCC scores.
	Provide professional development to teachers in the areas of literacy instruction, effective instructional practices, and how to both modify and extend their curriculum to meet the needs of all students.	Teachers will use effective instructional practices based on data from classroom assessments, MAPS and PARCC to inform and modify instructional practices and documented by Director walk-thrus, lesson plans, and progress on classroom assessments, MAPS growth scores and the PARCC.
Director and Teachers	Institute weekly Professional Learning Communities (PLC's) with all staff to take a unilateral approach to instruction including	Staff will work more collaboratively to share effective practices as documented by weekly PLC agendas and minutes,

	learning how to use explicit and differentiated methodologies.	and evidenced by an increase in student performance on classroom assessments, MAPS and the PARCC.
Root Cause: No specific actions taken with ELs – targeted information based upon specific weaknesses and monitoring of student progress		
	Actions	Desired Outcomes
Testing coordinator/teachers	Analyze ACCESS scores to determine areas of weaknesses to more specifically identify needed areas of support/instruction	More targeted interventions and monitoring of progress as documented by ELD teacher's lesson plans and monitoring tools, and more students being exited from EL services
Director	Provide professional development in SIOP and differentiated instruction	More targeted instruction based upon individual student needs and documented by lesson plans, Director walk-thrus and progress on classroom assessments, MAPS and the PARCC
Root Cause: Lack of support for students with family issues that cause distractions from academics and staying on course for graduation and negatively impact engagement and motivation		
	Actions	Desired Outcomes
Administration: Director	Will contract with Amanecer Psychological Services to provide social and emotional support to students and families determined to be at-risk.	Direct support will be provided to students and families beginning at younger ages which will result a lower number of students dropping out of school and more students graduating as documented by STARS data, student transcripts and improvement in graduation rates on the PARCC.
	Continue to work with Dona Ana Community College to provide more dual credit classes and flexible learning times.	Continued increase of older students enrolling in dual credit classes, as documented by STARS data, student enrollment records and transcripts

	Students will take a daily Consejos advisory/instructional period and supplemental focusing on tutoring, support in completion of Personal Education Planning Tool, career exploration, and test preparation	More individualized support for identifying student goals, academic challenges and solutions to the challenges will increase student performance as evidenced by Consejos course description and lesson plans, and outcomes documented growth in graduation rates and academic performance measured by MAPS and PARCC
	Encourage students to become involved in the school sports programs which will required to maintain certain grades to continue participating.	Increased student engagement in school and documented by the school coach who will maintain lists of active students and receive weekly academic reports to determine continued eligibility.

The budget has prioritized resources to address and support student academic performance in the following ways:

- Hiring of reading teacher and new reading program
- New textbooks in social studies and science
- Sending sped. teachers to workshops
- Use of NWEA/MAPS as the new interim assessment

b. School Specific Charter Goals*

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

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

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

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

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

School response:

2. Mission Specific Indicators (applicable for 2015-16 and 2016-17 school years)

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? The same indicator applied to the 2016-17 school year.

Exceeds Standards: 85% or more students identified as seniors on the 40th day graduated from the School with a high school diploma or certificate by the end of the 2015 -16 and 2016 -17 school years

Meets Standards: 70 – 84% of students identified as seniors on the 40th day graduated from the School with a high school diploma or certificate by the end of the 2015 school year

Does Not Meet Standards: Less than 70% of students identified as seniors on the 40th day graduated from the School with a high school diploma or certificate by the end of the 2015 school year

Falls Far Below: Less than 50% of students identified as seniors on the 40th day graduated from the School

with a high school diploma or certificate by the end of the 2015 -16 school year

2015-2016 School Year - The school did not meet the target for this indicator. Eight seniors were enrolled on the 40th day. Five out of the 8 graduated, which was 63% - falling into the Does Not Meet Standards category. Out of the three seniors that were enrolled on the 40th day, one senior transferred out of the school, one senior had a baby and withdrew, and one senior withdrew due to family issues but returned for the 2016-17 school year and graduated.

School staff determined that the root cause of the inadequate performance on this indicator was the result of family-related issues that impacted both the student's ability to stay in school and maintain the focus required to finish the required classes for graduation. Also impacted was student motivation. In order to address the academic challenges and lack of motivation that was impacting the graduation indicator, the following school-wide improvement efforts were made with students in all grade levels in the 2016-2017 school year:

Root Cause: Family Issues resulting in Academic Challenges and Student Motivation

2016-2017	Efforts/Actions taken to Improve Indicator	Outcomes
Administration: Director	Principal Collaborated with Amanecer Psychological Services to provide social and emotional support to students and their families.	Evidenced by the increase in students enrolled on the 40 who graduated at the end of the school year and documented on student transcripts and STARS.
	Principal worked with Dona Ana Community College to provide more dual credit classes	Students had more options of classes to take and more flexible times as evidenced by the increase of students enrolled in dual credit classes from 2015-16 (10 students) to 20 students in 2016-17 and documented on student transcripts.
	First semester – daily Consejos advisory/instructional period and supplemental Friday half-day tutorial period was implemented focusing on tutoring, support in completion of Personal Education Planning Tool, career exploration, and test	More individualized support for identifying goals, academic challenges and solutions in order to increase student performance as evidenced by growth in Discovery scores

	preparation	
	Second Semester – Consejos classes increase in focus on tutoring and test preparation	More support for skill building and test taking, as evidenced by growth in Discovery scores
	Students were encouraged to become involved in the school sports programs (volley ball, soccer, basketball, cheerleading), and were required to maintain certain grades to continue participating.	Increased student participation in school and motivation to do well in classes as the school coach received weekly report cards to determine continued eligibility to participate in sports programs. There was an increase of 16 students who participated in afterschool sports programs from 2015-16 (38 students) to 2016-17 (54 students), and documented by school records
Teachers	Teachers provided extra support in Math and English at the beginning of the 2016-17 school year	Skill building supporting academic challenges and student performance as evidenced by growth in Discovery scores
	More focus was placed on test preparation in the English classes with weekly homework given for testing practice	Skill building and increased motivation for students to take tests as evidenced by growth in Discovery scores
Teachers/Parents/Students	More communication to parents including setting up scheduled Parent/Teacher/Student conferences	Support for family-related issues and actions to support student performance as evidenced by an increase in participation in Parent/Teacher conferences and documented on sign in sheets on file in the

2016-17 School Year - The School Exceeded Standards with a 95% graduate rate for students enrolled on the 40th day. On the 40th day, 22 seniors were identified. The school graduated 21 seniors with one student leaving the school due to family issues. The chart below demonstrates a significant increase in the percentage of students enrolled on the 40th day who graduated. The numbers of seniors identified jumped from 8 – 22, reflecting an overall school-wide enrollment increase between 2015 and 2016 (77 students in 2015 and 99 students in 2016).

Success of Improvement Efforts:

Seniors Graduated	2015-2016	2016-2017	Target to Meet or Exceed Standard
5/8	63%		70-100%
19/22		86%	70-100%

The school will continue to implement the above actions in this current school year in order to maintain the significant progress that was made in achieving the graduation indicator.

2.b. Discovery Reading – In order to show growth, 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. Students may show the growth on either of the winter or spring assessments.

Exceeds Standard: 66% or more of identified students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at “achievement level III or IV on the winter or spring short-cycle assessment.

Meets Standard: 50 – 65% of identified students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at “achievement level III or IV on the winter or spring short-cycle assessment.

Does not Meet Standard: 40 – 49% of identified students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at “achievement level III or IV on the winter or spring short-cycle assessment.

Falls Far Below Standard: Less than 40% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV on the winter or spring short-cycle assessment.

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.

2.c. Discovery Math - In order to show growth, 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. Students may show the growth on either of the winter or spring assessments

Exceeds Standard: 56% or more of identified students made at least one full year's growth in Math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV on the winter or spring short-cycle assessment.

Meets Standard: 40 – 55% of identified students made at least one full year's growth in Math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV on the winter or spring short-cycle assessment.

Does not Meet Standard: 30 – 39% of identified students made at least one full year's growth in Math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV on the winter or spring short-cycle assessment.

Falls Far Below Standard: Less than 30% of identified students made at least one full year's growth in Math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "achievement level III or IV on the winter or spring short-cycle assessment.

2015-16: The indicator was met at 79%, which falls into the Exceeds Standards category.

2016-17: The indicator was met at 71.8%, which falls into the Exceeds Standards category.

2015-16 Reading and Math Discovery Performance Summary

	FAY students below proficiency on Test 1 who demonstrated 1-year's growth (2 SE scale score)		FAY students who scored AL 3 or 4 on tests 2 or 3		FAY students who met the Performance Indicator of either AL or growth of scale score	
	#	%	#	%	#	%
Reading	8 out of 35	60.3	33 out of 58	56.9	36 out of 62	58.1
Math	39 out of 50	78.0	44 out of 58	75.9	49 out of 62	79.0

2016-17 Reading and Math Discovery Performance Summary

	FAY students below proficiency on Test 1 who demonstrated 1-year's growth (2 SE scale score)		FAY students who scored AL 3 or 4 on tests 2 or 3		FAY students who met the Performance Indicator of either AL or growth of scale score	
	#	%	#	%	#	%
Reading	41 out of 55	74.5	55 out of 78	70.5	69 out of 86	80.2
Math	44 out of 65	67.7	56 out of 78	71.8	60 out of 86	71.8

3. Optional Academic Performance Indicators (applicable for 2015-16 and 2016-17 school years)

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?

Exceeds Standards: 100% of students reviewed, updated their goals and obtained the approval of the Plan by the caseload teacher each semester that the student was in school during the 2015 and 2016 school year.

Meets Standards: 80-99% of students reviewed, updated their goals and obtained the approval of the Plan by the caseload teacher each semester that the student was in school during the 2015 and 2016 school year

Did Not Meet Standards: 60 – 79% of students reviewed, updated their goals and obtained the approval of the Plan by the caseload teacher each semester that the student was in school during the 2015 and 2016 school year

Falls Far Below: Below 60% of students reviewed, updated their goals and obtained the approval of the Plan by the caseload teacher each semester that the student was in school during the 2015 and 2016 school year.

As the indicator states that the Personalized Education Planning tool (PEP tool) will be reviewed semi-annually, and the targets state that the Plan be reviewed, etc. each semester the student is in school, data is being

presented for students enrolled for two semesters and students who were enrolled for one semester for both 2015-16 and 2016-17 school years.

2015-16 School Year: The school did not meet this indicator.

Out of 66 students enrolled two semesters, 26 updated their goals and obtained the approval of the plan, which is 39% and falls into the Falls Far Below category.

Out of 20 students who were enrolled for only one semester, 2 updated their goals and obtained the approval of the plan, which is 1% falling into the Falls Far Below Category.

2016-2017 School Year: The school did not meet this indicator.

Out of 89 students enrolled one semester, 59 updated their goals and obtained approval of the plan, which is 66%, falling in the Did Not Meet Standards category.

Out of 23 students enrolled for one semester, 10 updated their goals and obtained approval of the plan, which is 43%, and falls in the Falls Far Below category.

Root Causes for not meeting standards: There was a lack of follow-thru on the part of the caseload teachers in reviewing the plan with parents. There were also parents who did not participate in the reviews or did not sign that they reviewed the plan. Without parent signatures indicating the tool was reviewed, the Director could not sign off on the tool. It should be noted that in all cases, the caseload teacher did not formally approve the plan with a signature. After reviewing and updating the plans, each plan was signed or stamped by the Director in place of the caseload teacher.

Root Causes: Lack of follow-thru on the part of caseload teachers in reviewing the plan with parents, and parents who did not participate in reviews when they were held

2016-2017	Efforts/Actions Taken to Improve Indicator	Outcomes
Administration/Director	Caseload teachers were instructed to obtain PEP folders from the administration office for all students enrolled in their Consejos classes and to review the tool in the Consejos class.	More students reviewed their plans and updated their goals as evidenced by PEP files and spreadsheets recording all signatures and percentages.
Administrative staff: Administrative Secretary and Attendance Clerk	Increased efforts were made to have parents participate in reviewing PEP tools. Efforts included more frequent phone calls from Administration, multiple	More parents signed they participated in the review that resulted in the Principal signing/stamping as reflected in chart below.

	copies of tool sent home with students requesting parent signatures, using any opportunity that parents came to school to have them review and sign tool, i.e.: early release due to appointments, school-wide activities, etc.	
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Despite not meeting the standards in either year, there was a significant increase in the percentages of students who updated their goals and obtained approval of the plan between 2015-16 and 2016-17. This increase was due to many of the actions listed above that were taken in the 2016-17 school year.

Success of Improvement Efforts/Actions taken to have students review and update their goals, and obtained the approval of the Plan by the caseload teacher are below:

Enrollment	2015-2016	2016-2017	Target to Meet or Exceed Standard
Two Semesters	39%	66%	80-100%
One Semester	1%	43%	80-100%

(ADDENDUM – Refer to Personal Education Planning Tool Comparison of FAY vs All Population 2015-2016 and 2016-2017 in Appendix A)

At the beginning of this school year (2017-18), the staff identified two additional factors that negatively impacted the performance on this indicator for the past two years. First, seventh graders *were* given a Personal Education Planning Tool to complete but they did not include goals or a student/parent/caseload teacher signature page. They included Short Cycle Testing and the SSIS only. Next Step Plans are not required for 7th graders. As a result, the staff did not feel that 7th graders needed to obtain the required semi-annual reviews and signatures. The uncertainty was due, in part, to changes in the administration resulting in inconsistent and unclear requirements. Second, parents indicated they did not feel welcome in the school and were, therefore, reluctant to participate on any level.

Beginning this current school year, improvement efforts/actions that will be taken to improve school performance on this indicator include the following:

	Efforts/Actions	Desired Outcome
Administration: Director, Administrative Secretary, Attendance Clerk	Goals and a signature page for student, parents, and caseload teachers will be added to the PEP tool for 7 th graders.	For each semester the student is in school, all 7 th graders will have goals to review and update that will be reviewed by student, parents and caseload teachers as evidenced by signatures.
	Develop and use a checklist of all PEP required components as stated on the Performance Indicator, and attach the checklist to each student folder. Folders will be kept in the Administrative offices.	Insure that the PEP tools for all students include the required components as stated on the Performance Indicator as evidenced by the checklists.
Administrative Secretary/Registrar	Assign each student to a Consejos class upon enrollment. The Consejos teacher will be the caseload teacher.	Clarity in terms of with whom the tool is reviewed and updated, and accountability as each teacher will have a list of students to work on this with.
Caseload Teachers	Sign out the PEP tool folders from the office within the first month of student attending school, and review and update the contents (or complete for new students) in their Consejos classes	PEP tools completed within first month of school or one month after student enrolls
	Schedule parent/teacher conferences within the first 2 months at the beginning of the school year. Have parents sign that they have reviewed the PEP tool. Teachers and students will sign as well.	Documentation that all teachers, parents and students reviewed the tool together and are informed of student progress/continued areas of need and interventions.
	Schedule a second semester parent/teacher conference within one month of the	Documentation that all teachers, parents and students reviewed the tool together and are reviewing student progress and

	beginning of Semester 2 to review and update the PEP tool. Have parents sign that they have reviewed the PEP tool. Teachers and students will sign as well.	effectiveness of interventions where appropriate.
<p>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.</p> <p>Exceeds Standard: 100% of students were assessed using SSIS each semester the student was in school</p> <p>Meets Standard: 90 – 99% of students were assessed using SSIS each semester that the student was in school</p> <p>Did Not Meet Standards: 80 – 89% of students were assessed using SSIS each semester the student was in school</p> <p>Falls Far Below: Below 80% - of students were assessed using SSIS each semester the student was in school</p> <p>As the indicator states that the students will be assessed using the SSIS twice, and the targets are based upon the percentage of students being assessed with the SSIS each semester the student was in school, data is being presented for students enrolled for two semesters and students who were enrolled for one semester for both 2015-16 and 2016-17 school years.</p> <p>2015-2016 School Year - The indicator was not met for either group.</p> <p>In 2015-16, the number of students enrolled two semesters was 66. The number of students who took the SSIS twice (once per semester) was 58 for a total of 88%, which falls into the Did Not Meet Standards category.</p> <p>The number of students enrolled for only one semester was 20, and out of those 20 students, 13 took the SSIS once, a total of 65%, which falls into the Falls Far Below the Standard category.</p> <p>2016-2017 School Year - The indicator was met for students enrolled for two semesters but was not met for students who were enrolled for one semester.</p> <p>For students enrolled two semesters, the indicator was met. Eighty-nine (89) students were enrolled for two semesters, and the number who took the SSIS twice was 87, which is 97% and falls into the Meets Standards category.</p> <p>For students who were enrolled only one semester, the indicator was not met. Twenty-three (23) students</p>		

were enrolled for only one semester, and the number of students who took the SSIS once was 20, which was a total of 87%, falling into the Did Not Meet Standards category. This indicator was narrowly missed.

The root causes for the school not meeting the targets for this indicator include a lack of follow through on making sure the SSIS was administered to all students who enrolled and poor attendance at the end of the school year. The first semester administration was given in August, so students who enrolled after August may not have been assessed. The second administration was given in May. This second administration was negatively impacted by seniors who finished the school year early and were not present for the second administration, and by students who exhibited poor attendance at the end of the school year.

Improvement efforts/actions taken during 2016-17 to improve the performance on this indicator include the following:

2016-2017	Effort/Action	Outcome
Administrative Staff	More attention was placed on administering the SSIS	More students were assessed (see chart below)

Success of improvement efforts/actions:

Enrollment	2015-2016	2016-2017	Target to Meet or Exceed Standards
Two Semesters	88%	98%	90% - 100%
One Semester	65%	87%	90% - 100%

The chart above reflects a significant increase of students who took the SSIS each semester between years 2015-16 and 2016-17. The indicator, for students enrolled one semester, was missed by only 3 percentage points. For this school year, the school will continue to monitor the administration of the SSIS more closely to insure all students have taken it each semester.

(ADDENDUM – data for SSIS Administration – Refer to Appendix A)

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)

Exceeds Standard: The school has made available services to 100% of those students indicating a need for services on the SSIS in the 2015-16 School Year.

Meets Standard: The school has made available services to 90-99% of those students indicating a need for services on the SSIS in the 2015-16 School Year.

Did Not Meets Standard: The school has made available services to 80-89% of those students indicating a need for services on the SSIS in the 2015-16 School Year.

Falls Far Below Standard: The school has made available services to less than 80% of those students indicating a need for services on the SSIS in the 2015-16 School Year.

The school did not meet the indicator in 2015-16 or 2016-17. While both academic and social/emotional supports were provided for students who scored Below Average on the SSIS, records were not kept to verify these actions. As records were not kept and data is not available, a visual representation for this performance indicator was not possible.

The school will implement the following improvement efforts/actions in this school year (2017-18) in order to meet the performance indicator:

	Effort/Action	Desired Outcome
Administrative staff	Schedule each student to take the SSIS within one week of enrollment	All students take the SSIS assessment as documented in student files.
	Tally the scores and identify students who score below the average range and in what categories within one week of administration, and maintain records of students and their rankings to be able to follow up to determine progress	All students who are below average, or "at risk" are identified in actions that are needed to be taken to provide appropriate supports and interventions are in place as documented staff logs and/or referral to SAT.
	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	Teachers and other school staff have a list of these students and can begin to consider and initiate student supports needed in a timely manner and/or refer to SAT. List of at-risk students with subsequent actions taken will be documented on caseload teacher logs and on SAT referrals.
	Added a 7 th period class Monday – Wednesday to support students who score below average in any areas of the SSIS assessment. The class	Additional time to provide targeted supports to individual students and their areas of weakness in order to improve student performance, and evidenced by course descriptions,

	focuses on reducing risk factors and working with students in areas of social skills, life skills, increasing self-esteem, attendance, academic achievement and other factors that impact student achievement.	lesson plans and comparison to second administration of SSIS to monitor progress.
	Contract with a community agency for social work support. The social worker(s) will provide support to students identified at-risk and will keep records of contacts made	Counseling and other support to students and families in need to help improve student performance is provided to all students in this category. Effectiveness of social work interaction will be monitored and documented using the second administration of the SSIS.
Caseload teachers	Refer students to SAT for interventions/supports	Begin process for identifying and implementing interventions to improve student performance as documented in SAT files
	Schedule subsequent meetings or conferences with SAT, social worker and/or parents to discuss lack of student progress toward social/emotional/behavior goals to determine what actions or additional interventions are needed	Ongoing progress monitoring using multiple sources of data as documented in SAT files
Contracted Social Worker	Provide support to students individually and in groups and maintain records of contacts	Improvements in both academic and social/emotional behaviors in classes as evidenced by student academic progress and higher scores on the second administration of the SSIS
	Provide support to teachers in the form of strategies and classroom interventions and maintain records of recommended strategies and interventions.	More interventions tried and supported in the classroom by teachers as documented by social worker records and teacher observations, and evidenced by improvements in academic performance and higher scores on

		the second administration of the SSIS
	Connect students and/or their families to outside community resources as appropriate	Provide support to help alleviate family issues that are impacting student performance as evidenced by improvements in academic performance using MAPS and classroom assessments, and higher scores on the second administration of the SSIS
	Keep records of student contact, interventions and referrals to outside agencies	Insuring that students identified “at risk” are receiving appropriate and targeted services

2. Financial Compliance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit

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

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

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

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

Schools that have received no audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School response:

In FY13-14, the school had 4 findings, 2 noncompliance and 2 significant deficiency. The two of noncompliance were issued in relation to timely deposits and mileage reimbursements. The 2 findings of significant deficiency were due to the audit committee and the lacking of proper supporting documentation. In FY14-15, 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. The three repeated were mileage reimbursement, audit committee compliance, and timely deposits. Also in FY14-15, the school had 2 new findings of compliance issues. These findings related to properly doing BARs in the time frame given by PED and the handling of per diem/travel reimbursements. In FY15-16, the school had no findings at all. The school was able to correct its issues with the timely deposits, mileage and travel reimbursements, BAR/budget compliance, and lack of supporting documentation through proper implementation of its internal controls, and training staff to properly follow procedures. The school was also able to properly recruit the required members for its audit committee as well. In FY15-16 the school properly demonstrated its ability to identify and properly implement corrective actions to previous year findings.

b. Financial Performance Framework

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

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

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

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

Schools that have received a rating of “meets standard” for all financial performance framework indicators during each year of the term of the contract do NOT complete this Section.

School response:

The financial performance framework met the standards required

c. Board of Finance

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

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

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

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

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

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

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

The school has maintained its board of finance for the entire charter term.

3. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

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

a. Charter Material Terms*

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

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

The narrative will be verified during the site visit.

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

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

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

School response:

The school has implemented the charter's mission in the operational structure such that it has incorporated a class called *Consejos* (Spanish word for advice/counsel) that serves this purpose into its very fabric. This class specifically provides students with a venue that reinforces the development of social skills where little previously existed due to adverse familial circumstances and educational experiences. It additionally provides students that have well-developed social skills with a venue to refine those skills by working with their peers that show a need for growth in this area. *Consejos* allows students an opportunity to explore and develop their Personalized Education Planning tool that serves as a guide to achieve high school graduation in a timely fashion while simultaneously considering future goals beyond the secondary educational environment where they will pursue studies that help them garner the skills and knowledge necessary for transition into the workforce. This class not only serves as a forum where students can acquire the attitudes and demeanors that are conducive to becoming well-rounded and productive members of society, it also gives students additional support in test-taking strategies and the tutoring they need to improve their performance on standardized testing as well.

The school's operational structure has supported the mission by allowing for oversight of instructionally related matters in order ensure to that the school and its agents implement measures and systems that help to achieve the performance framework indicator as set forth in the material terms of the charter. The structure provides the required flexibility needed to devise schedules and plans of study that will implement the academic and socio-emotional support necessary for students to have increased probabilities in being successful in achieving high school graduation. Such systems help students make effective transitions into the post-secondary educational setting most conducive to helping them achieve their educational endeavors during and beyond their tenure with the school.

The school's educational program seeks to determine student academic capabilities in order to build upon their prior knowledge and provide a systematic means for improvement in their acquisition of skills and understanding of academic subject matter. This is done through the auspice of instructors that provide students with crucial elements that help bring down barriers and reduce educational disparity such as various levels of academic and social (socio-emotional) interventions. The educational program allows the school to work with students at their current levels of academic proficiency and providing them with the acceleration they require to come meet or supersede the performance levels of their peers in the same ability group level.

Regarding student focused terms, the school holds classes four days per week from 8:00 AM to 4:20 PM in a manner that complies with state-mandated instructional hours and the school's contracted 1137 hours. Parent/Teacher conferences have been held twice per year with the along with the current implementation of events after school in a concerted effort to actively incorporate parents into the school community by providing high-interest topics that demonstrate what the school offers it students regarding instruction and other such matters. The school provides for teacher focused terms by proving one non-instructional day per month for instructor collaboration and professional development. Additionally, as of September 2017, the school has incorporated a one-hour allotment of time allocated for professional learning community meetings (PLCs). This was done in order to allow teachers the opportunity to engage in conversations regarding students, their short-cycle assessment data, and the instructional strategies and policy changes and implementations that could bolster student achievement and minimize instances of student behavioral issues campus-wide.

b. Organizational Performance Framework

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

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

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

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

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

Schools that have received a rating of “meets standard” for all organizational performance framework indicators during each year of the term of the contract do NOT complete this Section.

School response:

Performance Framework Indicator 3b:

2015-2016 School Year - The indicator was not met for either group.

The number of students who took the SSIS twice (once per semester) was 58 for a total of 88%, which falls into the Did Not Meet Standards category.

2016-2017 School Year - The indicator was met for students enrolled for two semesters but was not met for students who were enrolled for one semester. This indicator was narrowly missed.

The root causes for the school not meeting the targets for this indicator include a lack of follow through on making sure the SSIS was administered to all students who enrolled and poor attendance at the end of the school year. Improvement efforts/actions taken during 2016-17 to improve the performance on this indicator include the following:

2016-2017	Effort/Action	Outcome
Administrative Staff	More attention was placed on administering the SSIS	More students were assessed (see chart below)

Success of improvement efforts/actions:

Enrollment	2015-2016	2016-2017	Target to Meet or Exceed Standards
Two Semesters	88%	98%	90% - 100%
One Semester	65%	87%	90% - 100%

The chart above reflects a significant increase of students who took the SSIS each semester between years 2015-16 and 2016-17.

Performance Framework Indicator 3c:

The school did not meet the indicator in 2015-16 or 2016-17. While both academic and social/emotional supports were provided for students who scored Below Average on the SSIS, records were not kept to verify these actions. As records were not kept and data is not available, a visual representation for this performance indicator was not possible.

The school will implement the following improvement efforts/actions in this school year (2017-18) in order to meet the performance indicator:

Party(ies) responsible	Effort/Action	Desired Outcome
Administrative staff	Schedule each student to take the SSIS within one week of enrollment	All students take the SSIS assessment as documented in student files.

	Tally the scores and identify students who score below the average range and in what categories within one week of administration, and maintain records of students and their rankings to be able to follow up to determine progress	All students who are below average, or “at risk” are identified in actions that are needed to be taken to provide appropriate supports and interventions are in place as documented staff logs and/or referral to SAT.
	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	Teachers and other school staff have a list of these students and can begin to consider and initiate student supports needed in a timely manner and/or refer to SAT. List of at-risk students with subsequent actions taken will be documented on caseload teacher logs and on SAT referrals.
	Added a 7 th period class Monday – Wednesday to support students who score below average in any areas of the SSIS assessment. The class focuses on reducing risk factors and working with students in areas of social skills, life skills, increasing self-esteem, attendance, academic achievement and other factors that impact student achievement.	Additional time to provide targeted supports to individual students and their areas of weakness in order to improve student performance, and evidenced by course descriptions, lesson plans and comparison to second administration of SSIS to monitor progress.
	Contract with a community agency for social work support. The social worker(s) will provide support to students identified at-risk and will keep records of contacts made	Counseling and other support to students and families in need to help improve student performance is provided to all students in this category. Effectiveness of social work interaction will be monitored and documented using the second administration of the SSIS.

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Caseload teachers	Refer students to SAT for interventions/supports	Begin process for identifying and implementing interventions to improve student performance as documented in SAT files
	Schedule subsequent meetings or conferences with SAT, social worker and/or parents to discuss lack of student progress toward social/emotional/behavior goals to determine what actions or additional interventions are needed	Ongoing progress monitoring using multiple sources of data as documented in SAT files
Contracted Social Worker	Provide support to students individually and in groups and maintain records of contacts	Improvements in both academic and social/emotional behaviors in classes as evidenced by student academic progress and higher scores on the second administration of the SSIS
	Provide support to teachers in the form of strategies and classroom interventions and maintain records of recommended strategies and interventions.	More interventions tried and supported in the classroom by teachers as documented by social worker records and teacher observations, and evidenced by improvements in academic performance and higher scores on the second administration of the SSIS

Performance Framework Indicator 3a:

As the indicator states that the Personalized Education Planning tool (PEP tool) will be reviewed semi-annually, and the targets state that the Plan be reviewed, etc. each semester the student is in school, data is being presented for students enrolled for two semesters and students who were enrolled for one semester for both 2015-16 and 2016-17 school years.

2015-16 School Year: The school did not meet this indicator.

Out of 66 students enrolled two semesters, 26 updated their goals and obtained the approval of the plan, which is 39% and falls into the Falls Far Below category.

Out of 20 students who were enrolled for only one semester, 2 updated their goals and obtained the approval of the plan, which is 1% falling into the Falls Far Below Category.

2016-2017 School Year: The school did not meet this indicator.

Out of 89 students enrolled one semester, 59 updated their goals and obtained approval of the plan, which is 66%, falling in the Did Not Meet Standards category.

Out of 23 students enrolled for one semester, 10 updated their goals and obtained approval of the plan, which is 43%, and falls in the Falls Far Below category.

Root Causes for not meeting standards: There was a lack of follow-thru on the part of the caseload teachers in reviewing the plan with parents. There were also parents who did not participate in the reviews or did not sign that they reviewed the plan. Without parent signatures indicating the tool was reviewed, the Director could not sign off on the tool. It should be noted that in all cases, the caseload teacher did not formally approve the plan with a signature. After reviewing and updating the plans, each plan was signed or stamped by the Director in place of the caseload teacher.

Root Causes: Lack of follow-thru on the part of caseload teachers in reviewing the plan with parents, and parents who did not participate in reviews when they were held

2016-2017	Efforts/Actions Taken to Improve Indicator	Outcomes
Administration/Director	Caseload teachers were instructed to obtain PEP folders from the administration office for all students enrolled in their Consejos classes and to review the tool in the Consejos class.	More students reviewed their plans and up their goals as evidenced by PEP files and spreadsheets recording all signatures and percentages.

Administrative staff: Administrative Secretary and Attendance Clerk	Increased efforts were made to have parents participate in reviewing PEP tools. Efforts included more frequent phone calls from Administration, multiple copies of tool sent home with students requesting parent signatures, using any opportunity that parents came to school to have them review and sign tool, i.e.: early release due to appointments, school-wide activities, etc.	More parents signed they participated in the review that resulted in the Principal signing/stamping as reflected in chart below.
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Despite not meeting the standards in either year, there was a significant increase in the percentages of students who updated their goals and obtained approval of the plan between 2015-16 and 2016-17. This increase was due to many of the actions listed above that were taken in the 2016-17 school year.

Success of Improvement Efforts/Actions taken to have students review and update their goals, and obtained the approval of the Plan by the caseload teacher are below:

Enrollment	2015-2016	2016-2017	Target to Meet or Exceed Standard
Two Semesters	39%	66%	80-100%
One Semester	1%	43%	80-100%

At the beginning of this school year (2017-18), the staff identified two additional factors that negatively impacted the performance on this indicator for the past two years. First, seventh graders *were* given a Personal Education Planning Tool to complete but they did not include goals or a student/parent/caseload teacher signature page. They included Short Cycle Testing and the SSIS only. Next Step Plans are not required for 7th graders. As a result, the staff did not feel that 7th graders needed to obtain the required semi-annual reviews and signatures. The uncertainty was due, in part, to changes in the administration resulting in inconsistent and unclear requirements. Second, parents indicated they did not feel welcome in the school and were, therefore, reluctant to participate on any level.

Party(ies) Responsible	Efforts/Actions	Desired Outcome
Administration: Director, Administrative Secretary, Attendance Clerk	Goals and a signature page for student, parents, and caseload teachers will be added to the PEP tool for 7 th graders.	For each semester the student is in school, all 7 th graders will have goals to review and update that will be reviewed by student, parents and caseload teachers as evidenced by signatures.
	Develop and use a checklist of all PEP required components as stated on the Performance Indicator, and attach the checklist to each student folder. Folders will be kept in the Administrative offices.	Insure that the PEP tools for all students include the required components as stated on the Performance Indicator as evidenced by the checklists.
Administrative Secretary/Registrar	Assign each student to a Consejos class upon enrollment. The Consejos teacher will be the caseload teacher.	Clarity in terms of with whom the tool is reviewed and updated, and accountability as each teacher will have a list of students to work on this with.
Caseload Teachers	Sign out the PEP tool folders from the office within the first month of student attending school, and review and update the contents (or complete for new students) in their Consejos classes	PEP tools completed within first month of school or one month after student enrolls
	Schedule parent/teacher conferences within the first 2 months at the beginning of the school year. Have parents sign that they have reviewed the PEP tool. Teachers and students will sign as well.	Documentation that all teachers, parents and students reviewed the tool together and are informed of student progress/continued areas of need and interventions.
	Schedule a second semester parent/teacher conference within one month of the beginning of Semester 2 to review and update the PEP tool. Have parents sign that they have reviewed the PEP tool. Teachers and students will sign as well.	Documentation that all teachers, parents and students reviewed the tool together and are reviewing student progress and effectiveness of interventions where appropriate.

c. Governance Responsibilities*

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

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

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

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

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

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

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

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

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

School response:

<u>Date</u>	<u>President</u>	<u>V. Pres.</u>	<u>Sctry.</u>	<u>GC Member</u>	<u>GC Member</u>	<u>GC Member</u>	<u>GC Member</u>
06/2015	Banegas\$	R. Garcia	Hrnde.\$	Pasillas\$	Zuniga\$	Wendler	Franco
07/2015	Banegas\$	Franco	Hrnde.\$	Pasillas\$	Zuniga\$	Wendler	Pina
08/2015	Franco	Banegas\$	Hrnde.\$	Pasillas\$	Zuniga\$	Wendler	Pina
09/2015	Franco	Banegas\$	Hrnde.\$	Pasillas\$	Zuniga\$	Wendler	Pina
10/2015	Franco	Banegas\$	Hrnde.\$	Pasillas\$	Zuniga\$	Wendler	Pina
11/2015	Franco	Banegas\$	Hrnde.\$	Pasillas\$	Vacant	Wendler	Pina
12/2015	Franco	Banegas\$	Hrnde.\$	Pasillas\$	G.Garcia ^x	Wendler	Pina
01/2016	Franco	Banegas\$	Hrnde.\$	Pasillas\$	G.Garcia ^x	Wendler	Pina
02/2016	Franco	Banegas\$	Hrnde.\$	Pasillas\$	G.Garcia ^x	Wendler	Vacant
03/2016	Franco	Banegas\$	Hrnde.\$	Gutierrez	G.Garcia ^x	Wendler	Vacant
04/2016	Franco	Banegas\$	Hrnde.\$	Gutierrez	G.Garcia ^x	Wendler	Vacant
05/2016	Franco	Banegas\$	Hrnde.\$	Gutierrez	G.Garcia ^x	Wendler	Vacant
06/2016	Franco	Banegas\$	Hrnde.\$	Gutierrez	Lara	Wendler	G.Garcia ^x
07/2016	Franco	Banegas\$	Hrnde.\$	Gutierrez	Lara	Wendler	Vacant
08/2016	Franco	Banegas\$	Vacant	Gutierrez	Lara	Wendler	Vacant
09/2016	Franco\$	Banegas\$	Gutierrez	Vacant	Lara	Wendler	Rodriguez
10/2016	Franco	Banegas	Gutierrez	Vacant	Lara	Wendler	Rodriguez
11/2016	Franco	Banegas	Gutierrez	Vacant	Lara	Wendler	Rodriguez
12/2016	Franco	Banegas	Gutierrez	Vacant	Lara	Wendler	Rodriguez
01/2017	Franco	Wendler	Gutierrez	Vacant	Lara	Vacant	Rodriguez
02/2017	Franco	Wendler	Gutierrez	Johnston	Lara	Olivas	Rodriguez
03/2017	Franco	Wendler	Gutierrez	Quinonez	Rodriguez	Olivas	Johnston
04/2017	Franco	Wendler	Qnonz.	Vacant	Rodriguez	Olivas	Johnston
05/2017	Wendler ^{\$}	Rdgz. ^{\$}	Qnonz. ^{\$}	Delgado ^{\$}	Johnston ^{\$}	Olivas ^{\$}	B.Garcia ^{\$}
06/2017	Wendler ^{\$}	Rdgz. ^{\$}	Qnonz. ^{\$}	Delgado ^{\$}	Johnston ^{\$}	Olivas ^{\$}	B.Garcia ^{\$}

\$ Denotes finance committee

* Denotes audit committee

^x Denotes Ex-Oficio member

Qnonz- Quinonez, Hrnde- Hernandez

2. The school's governing board has always maintained a minimum of five members
3. The school's governing board always had the required committee membership
4. Any vacancies that arose were filled within a one-month time frame
5. The one board member that did not complete the required board member training hours tendered a resignation during the 2015-2016 school year and was replaced

\$ Denotes finance committee

* Denotes audit committee

^x Denotes Ex-Oficio member

Qnonz- Quinonez, Hrnde- Hernandez

2. The school's governing board has always maintained a minimum of five members
3. The school's governing board always had the required committee membership
4. Any vacancies that arose were filled within a one-month time frame
5. The one board member that did not complete the required board member training hours tendered a resignation during the 2015-2016 school year and was replaced



Part C—Financial Statement*

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



Part D—Petitions of Support*

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

1. Petition of Support from Employees

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

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

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

I am the head administrator of the Anthony Charter School and hereby certify that: the attached petition in support of the Anthony Charter School renewing its charter was circulated to all employees of the Anthony Charter School. There are 18 persons employed by the Anthony Charter School. The petition contains the signatures of 18 employees which represents 100% percent of the employees employed by the Anthony Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Dona Ana)

I, Jimmy Gonzalez, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this 2nd day of October 2017.

Notary Public

My Commission Expires:

2. Petition of Support from Households

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

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

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

I am the head administrator of the Jimmy Gonzalez Charter School and certify that: the attached petition in support of the Anthony Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 81 households which represents 87 percent of the households whose children were enrolled in the Anthony Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Dona Ana)

I, Jimmy Gonzalez, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this 2nd day of October 2017.

Notary Public

My Commission Expires:



Part E—Description of the Charter School Facilities and Assurances*

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

F. Facility*

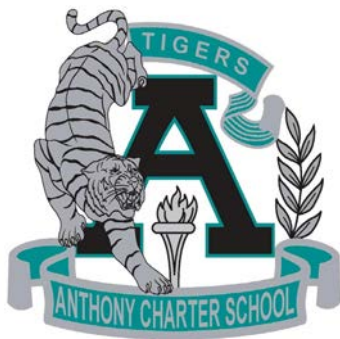
A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.
<p>The school must provide a narrative description of its facilities. The school should attach any facility plans or the school’s Facility Master Plan in Appendix D.</p> <p>In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as Appendix D, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)</p> <p>The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.</p>
<i>School response:</i>

Anthony Charter School is housed in a series of eight portables that center around a small courtyard. The rear part of the lot contains a basketball court and room for a practice field that could be potentially outfitted for team sports, physical education, and other extracurricular activities that require such amounts of room. The facility supports the school mission by providing students with enough room to be logistically accommodated to maintain an environment devoid of excessive overcrowding and can still accommodate for extra presentations related to issues that are critically important to student academic and socio-emotional development such as bullying, drug and alcohol abuse, and career-related topics as they arise. The facility also permits for students to be watched in close proximity by staff members at all times to ensure for the reduction of instances of student misbehavior and increase the likelihood for redirection of such occurrences as well. The facility is currently in decent repair, but could use typical superficial improvements such as painting of the buildings. Improvements that could be used would be the rectification of a school gym around the court to serve as a place for large school assemblies, extracurricular events, and to provide students with a setting to hold physical education classes to avoid extremes of temperatures. While the school strives to center around academics, it also would need to provide such facilities in order to meet the needs of the students and the community as well.



Part F—Amendment Requests

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



ANTHONY CHARTER SCHOOL

Governing Council Meeting

Monday October 02th, 2017

At 6:15 pm

Anthony Charter School

780 Landers Rd

Anthony, New Mexico 88021

Ph: 575-882-0600 Fax: 575-882-2116

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.

Meeting Minutes

I. Call to Order

- a. GC President Wendler called the Governing Council Meeting to order at 6:17 pm.
- b. Introductory Comments
- c. Pledge of Allegiance- GC President Wendler
- d. Roll Call- by GC Secretary Quinonez called roll of the GC members

In attendance were ACS Council Members:

Charles Wendler, GC President- Present

Barbie Garcia, GC Member- Present

Maria Delgado, GC Member- Present

Marina Perez, GC Member- Present

Claudia Quinonez, GC Secretary- Present

Audit Committee

ACS Council Members Absent:

Rocio Rodriguez, GC Vice President- 1st Absent

Elsa Johnston, GC Member- 1st Absent

A quorum of the Council Members of Anthony Charter School was determined

ACS Charter School Staff Present

Denise Marmolejo- Minute Recorder

Jimmy Gonzalez

Adrian Llanez- Athletic Director

Kyle Hunt- The Vigil Group

Public in Attendance

NONE

- e. **Action Item: Approval of Agenda 10/02/2017-** A motion was made by Unanimous Consent to approve the agenda for 10/02/2017.
Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call
Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.

I. Board Items – President Charles Wendler

A. New Business

- 1. Action Item: Approval of Minutes 09/05/2017-**A motion was made by GC Member Garcia and second by GC Secretary Quinonez to approve the minutes for 09/05/2017. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
- 2. Action Item: Approval of Financial Report for 09.30.2017-** President moved to table action item for financial report 09.20.2017 until next monthly meeting scheduled in November. A motion was made by GC President Wendler and second by GC Member Garcia to table the Action Item #2 until next board meeting. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
- 3. Action Item: Approval of Senate Bill 9-** A motion was made by GC Member Perez and second by GC Member Garcia to approve the Senate Bill 9. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez-aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
- 4. Action Item: Approval of Revised GC Calendar 17-18-** A motion was made by GC Secretary Quinonez and second by GC Member Garcia to approve the revised GC Calendar for 17-18. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
- 5. Action Item: Approval of CSD Site Visit (Renewal Process)/ Approval of Charter Renewal Items** **Executive Session-** A motion was made by GC Member Garcia and second by GC Member Perez to approve the CSD Site Visit and Charter Renewal Items. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.

Executive Session: President Wendler

President Wendler asked the GC members for a motion to convene into closed session. GC Member Perez move that the GC of Anthony Charter School move into closed session pursuant to Section 10-15-1(h)(2) of the New Mexico Open Meeting Act to discuss Personnel Matters, Legal Action and charter Renewal Items the motion was second by GC Member Garcia. Secretary takes roll call vote to move into closed session. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried. The motion carried. Votes: Favor 5, opposed 0 abstain 0., Time: **7:09 pm.**

President Wendler asked the GC Members for a motion to reconvene in Open Session and affirmed that all that was discussed in closed session were the items stated on the agenda and that no action was taken

GC Member Perez moved to reconvene in open session and affirmed that all that was discussed were the items identified on our agenda and that no action was taken the

motion was second by GC Member Garcia and affirmed that all that was discussed in closed session were the items stated on the agenda and that no action was taken. The motion carried. Vote: in favor: 5, opposed 0, abstain 0. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried The motion carried. Votes: Favor 5, opposed 0 abstain 0., President Wendler stated the time **7:46 pm** meeting back to open session.

6. Action Item: Approval of GC Member Elsa Johnston Resignation-

A motion was made by GC President Wendler and second by GC Member Perez to table this item until next meeting. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried The motion carried. Votes: Favor 5, opposed 0 abstain 0.,

II. Information Item: Jimmy Gonzalez

1. Principal's Report for the Month of September- Mr. Gonzalez informed the GC Members about the upcoming CSD visit and encourage them to participate.

III. Public Input- Max of 3 minutes

Adjournment:

President Wendler announced the next GC meeting schedule for November 02, 2017 at 6:15 pm location at Anthony Charter School Cafeteria.

A motion was made by President Wendler to adjourn the meeting by unanimous consent. The motion passed unanimously. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried The motion carried. Votes: Favor 5, opposed 0 abstain 0. The meeting was adjourned at 7:59 pm.

(Date)

Claudia Quinonez, Governing Council
Secretary

(09/02/2017) Anthony Charter School Governing Council Minutes

Date Approved: _____

Signature: _____
Charles Wendler, Governance Council
President

Minutes Recorded by Denise Marmolejo