

**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 im-

provement 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 char-

ter 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](mailto: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

<b>Form and Point of Contact</b>	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 <a href="mailto:charter.schools@state.nm.us">charter.schools@state.nm.us</a> .
<b>Deadlines and Manner of Submission</b>	<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 <a href="mailto:charter.schools@state.nm.us">charter.schools@state.nm.us</a></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>
<b>Technical Assistance Workshops (June – September 2017)</b>	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: <a href="http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html">http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html</a> .
<b>Renewal Application Review Period (October 3–November 6)</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit and evaluate compliance with academic, organizational, contractual, financial, and governance requirements.
<b>CSD Preliminary Renewal Analysis (November 6)</b>	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in relation to the statutory reasons for non-renewal.
<b>Response to Preliminary Renewal Analysis (November 20)</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.



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

## 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:

<b>Meets the Standards</b>	<ul style="list-style-type: none"> <li>• In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence.</li> </ul>
<b>Demonstrates Substantial Progress</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>Approaching Progress</b>	<ul style="list-style-type: none"> <li>• The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>Failing to Demonstrate Progress</b>	<ul style="list-style-type: none"> <li>• The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>



## 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:***

##### **Introduction**

**Horizon Academy West (HAW) received 49.84 Final Points, .16 or 16/100's of a point away from earning a 2017 Final Grade of C. However, Horizon Academy West's four-year point average is 51.55, a C-average grade.** The 2017 score was heart-breaking for staff, parents, students and community. Nevertheless, Horizon Academy West realizes there is continuing work to be done for the benefit of students and all concerned.

Horizon Academy West begins its statement of progress and analysis with a brief introduction that includes information not evident in the School Grade Reports, but vital to an understanding of what the school offers to students and the surrounding community.

Horizon Academy West is a large school with a small-school atmosphere that engenders a sense of belonging and safety. As one enters the School, an immediate sense of peace is evident. The School's facility consists of one large self-contained building with a well-designed interior space that ensures efficiency, functionality and support for students, staff and parents. The outdoor area provides a playground for physical activity, tables for outdoor instructional activities, and an outdoor classroom set up for the School's early childhood program. A city park located across from the school campus is also utilized for instructional purposes.

Horizon Academy West is proud of its commitment to educational excellence, and its dedication to providing a rigorous, creative, well-rounded education for all students. In addition to a strong academic program, Horizon Academy West includes:

- an **art program** focused on instruction in all elements and principles of art and an introduction to art history;
- a strong **special education program, including gifted education**, dedicated to meeting academic and social/emotional needs of identified students;
- a **physical education program** focused on development of lifetime skills that will enable students to lead a healthy and productive life;
- a **library program** that initiates and supports school-wide research projects and take-home family engagement activities; and,
- A **computer lab** that supports student academic learning through programs such as Istation, A-Z Reading and RAZ-Kids, engages students in academic research, and teaches technology skills such as typing and navigation based on International Society for Technology in Education (ISTE) standards.

Additional support is provided to students and families through:

- an affordable **after school C.R.E.W. enrichment program** dedicated to instilling confidence, building self-esteem and uplifting children PreK-5 through Counseling, Recreation, Education and Work-readiness components;
- A community-sponsored **Office of Family & Community Engagement (FCE)** dedicated to the recognition of parents and community members as co-educators in a shared commitment and to the alignment of school and community resources to support the development of students in areas required to be successful in and out of school;
- A strong **Parent Teacher Organization (PTO)** that focuses on fund-raising through community activities to provide support for vital school supplies and curriculum-based field trips, and sponsors extra-curricular activities such as Mother-Son/Father-Daughter dances and other family activities; and,
- Lunches that provide **health-conscious food choices including a fresh salad bar** and two main dishes, plus teacher instruction and modeling of social interaction skills and meal etiquette.

School-sponsored functions and community-based activities draw significant family participation and result in a community that works together to support its children. Most students' younger siblings are already ac-

quainted with Horizon Academy West before they enroll in Kindergarten and know the expectations of the school. Staff members know the families and the families know each other, even as residents of different neighborhoods. The School enjoys a peaceful learning environment with very little disruptive behavior. Children are polite. Teachers are very respectful of children and model how to address adults. All staff and administrators are visible to the community and are available to the children when they need support or help in solving a problem. Children feel safe at Horizon Academy West.

Horizon Academy West has also maintained a very positive reputation in the area in which it is located. The following map shows the elementary schools surrounding Horizon Academy West.

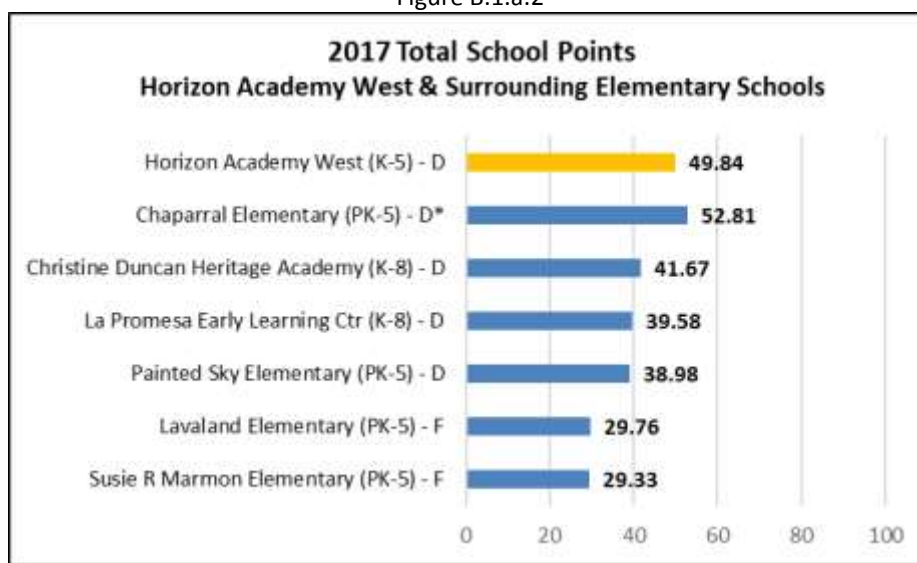
Figure B.1.a.1



The surrounding schools are located within Horizon Academy West's 87120 zip code area with the exception of Lavaland Elementary School, a school from which Horizon Academy West receives a significant number of students and is therefore included in the comparison. All schools shown on the map above are similar in socio-economic level. Horizon Academy West currently serves grades K-5, therefore only schools that include those grade levels were included in the following analysis.

A review of grades and total points earned by surrounding schools offers some insight into Horizon Academy West's performance in relation to its local peers.

Figure B.1.a.2



\* School's grade was reduced by one letter because it failed to test 95% of eligible students.

**Horizon Academy West outperformed five of the six surrounding elementary schools in 2017. It also outperformed five of the six surrounding schools in 2014 and 2016.** (Data from individual School Grade Report Cards.)

#### Analysis of School Grades

Horizon Academy West earned a School Grade of B in 2014, a D in 2015, a C in 2016, and a D in 2017 as displayed in the following table. **The four-year point average is 51.55 or a C average.**

Horizon Academy West School Grades and Points by Year								
INDICATORS	2014		2015		2016		2017	
	Grade	Points	Grade	Points	Grade	Points	Grade	Points
School Grade	B	62.74	D	39.20	C	54.43	D	49.84

From a high point in 2014, Horizon Academy West experienced a decrease in overall performance in 2015 that coincided with implementation of the PARCC. This decrease in performance was expected by the Public Education Department and did occur at statewide, district and school levels.

As evident in the Table above, in 2016 Horizon Academy West made substantial progress in improving its performance in the final grade and points. The grade increased from a D to a C; points increased from 39.20 to

54.43. In 2017, the school grade decreased slightly by 4.59 total points and Horizon Academy West earned a D, **missing a C grade by 16/100's of a point.** However, Horizon Academy West came close to maintaining the progress achieved in 2016.

Horizon Academy West responded to the 2015 grade of D by developing a 2015-16 School Improvement Plan which was then updated for 2016-17. Upon receipt of the 2017 School Report Card and the School Grade of D, leadership and staff immediately (same day) met to begin a re-assessment of the instructional program and support systems to develop an action plan for 2018. The conclusion: "We know we can do better!"

As a starting point, Horizon Academy West presents a review of its successes in student proficiency and student growth over the previous four years of the charter term. Successes will be followed by areas needing improvement and actions taken in response to the Final School Grades of D in 2015 and 2017. In addition, the School will address 2016 Indicators that received a grade below C as required in the instructions for this section.

#### Successes in Student Proficiency Over the Charter Term

As stated in the 2017 School Grade Report under the Current Standing Indicator, "Knowing how many students are proficient is a measure of the school's overall success." The following charts demonstrate Horizon Academy West's English Language Arts (ELA) and Math proficiency levels in comparison to those of the State and the local district, Albuquerque Public Schools. The State assessment data was accessed from: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

Figure B.1.a.3

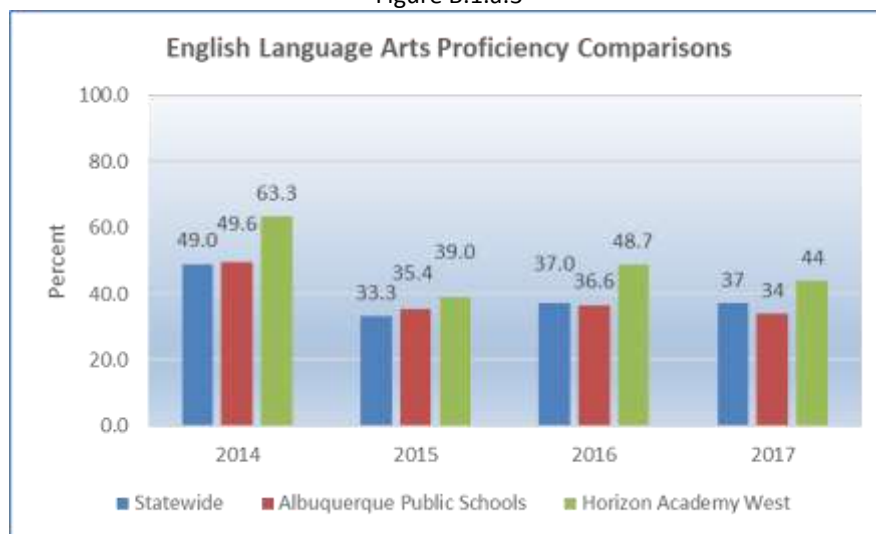
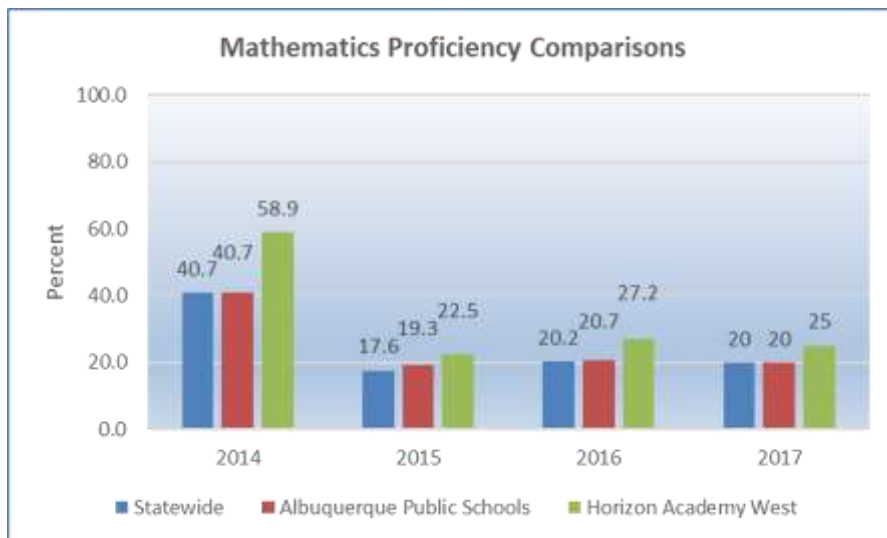


Figure B.1.a.4



**As demonstrated, Horizon Academy West outperformed both state and district English Language Arts and Math proficiency levels in each of the four years of the current charter term (2014, 2015, 2016, and 2017).**

It is also evident that the State, District and Horizon Academy West share common trends in performance. Following implementation of the PARCC, all three demonstrated a decrease in proficiency levels. In 2016, all three demonstrated gains in proficiency, with Horizon Academy West showing the highest gain in both reading and math. In 2017, all three came close to sustaining the 2016 proficiency levels. These trends may speak to some adjustments in the School Grade Report Card processes from year to year such as changes in the assessments that are factored into the final proficiency results.

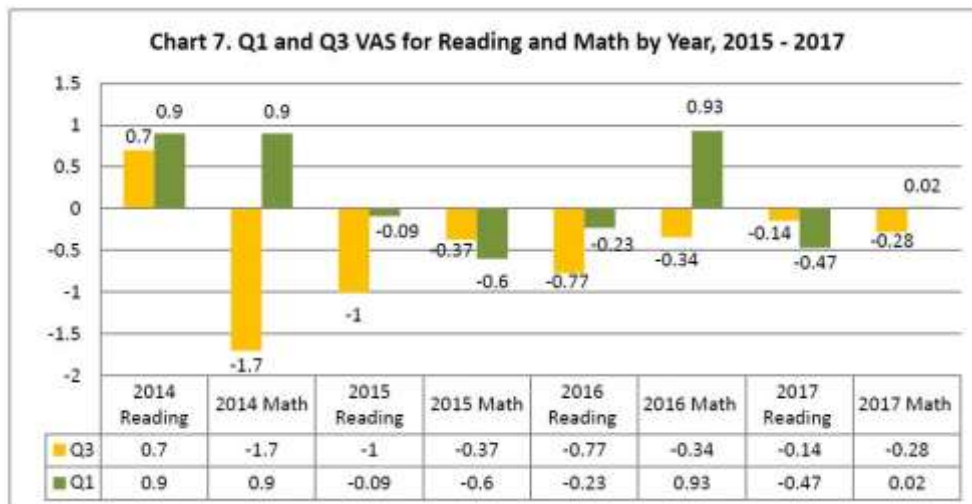
#### Successes in Growth of Highest-Performing Students (Q3) Over the Charter Term

The Student Growth Indicators ask the following question: Are students improving in reading and math more or less than expected? Student growth can be positive or negative. As stated in the Student Growth Indicator section of the School Report Card, scores

- above Zero indicate that students performed higher than expected,
- near Zero indicate that students performed as expected based on their academic history, and
- below Zero indicate that students performed below expectations, and students are falling behind when compared to their peers.

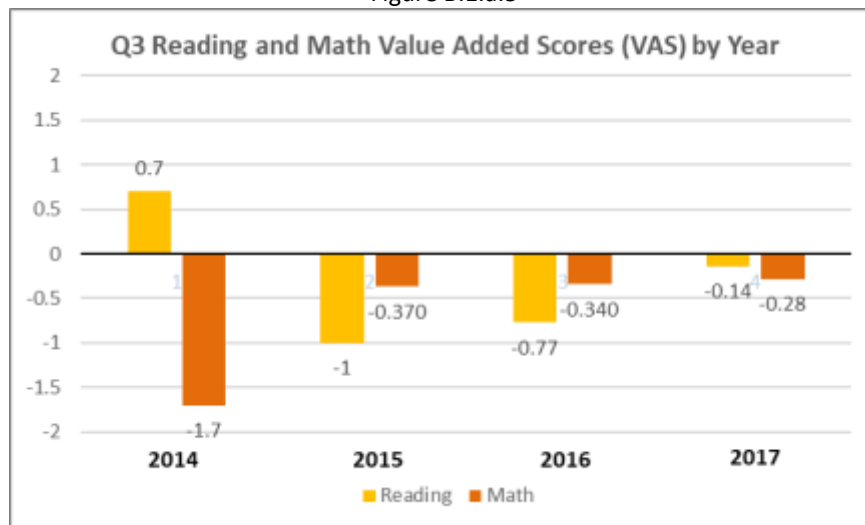
In Part A, the Charter Schools Division provided a chart which illustrates student growth as Value-Added Scores (VAS) for the higher-performing 75% of students (Q3) and the lowest-performing 25% of students (Q1). See Figure B.1.a.4 below.

Figure B.1.a.4



As a supplement to the Charter Schools Division’s chart above, and for ease of analysis, Horizon Academy West prepared individual Q3 and Q1 charts to display student growth in reading and math by year. The Q3 student growth chart is addressed in this subsection; the Q1 student growth chart is addressed in the “2016 Response to the 2015 School Grade Report Card Final Grade of D” subsection that follows.

Figure B.1.a.5



The Q3 Chart above clearly demonstrates that the higher-performing 75% of students at Horizon Academy West have been steadily improving in reading and math growth following implementation of the PARCC in 2015. The 2017 value-added scores show that growth has reached “Near Zero” and Q3 students have performed as expected based on their academic history.

Horizon Academy West identifies Q3 students at the beginning of each school year from the State assess-

ment data. Teachers receive a list of Q3 students as part of their in-service. Teachers develop an academic plan for each student that guides instruction and any necessary accommodations. All academic plans are based on systematic data analysis. Students are evaluated several times a year for placement at their academic level. When students out-pace their group or are struggling, they may be moved to a group with commensurate skill sets or provided with differentiated instruction.

Horizon Academy West is confident that the upward trend in Q3 growth will continue in the coming years.

Addressed in the sections to follow are areas needing improvement and actions taken in response to the Final School Grades of D in 2015 and 2017, and the 2016 specific indicator grades that received a grade below C.

#### Response to the 2015 School Grade Report Card Final Grade of D

Horizon Academy West received a Final Grade of D on the 2015 School Grade Report Card. State assessment results for the school year 2014-15 demonstrated a decrease in overall academic performance. The School's English Language Arts proficiency decreased from 63.3% in 2013-14 to 39.0% in 2014-15 and, math proficiency decreased from 58.9% in 2013-14 to 22.5% in 2014-15. Similar decreases in proficiency were experienced by the State, district and schools with implementation of the PARCC assessment. Nevertheless, the significant decrease in proficiency was unacceptable to Horizon Academy West. Immediate action was needed to begin improving student proficiency in reading and math.

The Governing Council and leadership applied for and received a second-year K-3 Reads to Lead Grant for school year 2015-16 which provided a full-time instructional coach, significant targeted professional development, and intensive intervention services for struggling readers.

Based on analysis of the School Report Card, Discovery Education Assessments and the DIBELS assessment data, Horizon Academy West developed a comprehensive 2015-16 School Improvement Plan with five areas of focus: reading fluency and comprehension; math proficiency; technology skills; teacher planning and preparation; and, professional development in reading. With the exception of technology skills, the remaining four areas are reflected in the action-step tables that follow. Technology skills such as keyboarding and navigation have been and continue to be addressed through the School's computer lab.

Most importantly, however, the School itself needed reorganization to support effective and cooperative teacher planning and preparation. In addition, teachers needed additional targeted professional development to maximize instructional effectiveness for all students.

Because the Current Standing Indicator reflects the percent of all students proficient in reading and math, this indicator is the main area of focus in the School's response. The 2015 Current Standing Indicator earned



a Grade of F.

Addressed first is reading proficiency, followed by math proficiency and student growth of lowest-performing students (Q1). Root causes and action steps are included in the discussion. A summary table (Table 1) that includes root causes, action steps, outcomes, and evidence is provided at the end of this section.

### Reading Proficiency

Through data analysis, Horizon Academy West identified root causes for the lower performance in reading. Root causes included a lack of consistency in addressing needs of all students at all levels, a lack of resources to support units in the School's Balanced Literacy Program, and a lack of consistent grade-level planning.

Horizon Academy West took the following action steps to remedy the lack of consistency in addressing the needs of all students at all levels:

- Teachers participated in extensive professional development that included LETRS, Close Reading Strategies, and K-3 Promoting Literacy & Learning.
- Teachers also participated in scheduled professional development with John Kongsvik, Education Consultant. Topics focused on Engaging Students with Content, Language and One Another.

The lack of resources to support units in the School's Balanced Literacy Program was addressed by the following action steps:

- Teachers in each Grade level researched and provided a list of fiction and non-fiction texts to support the reading curriculum.
- The School purchased, through a Reads to Lead Grant, a leveled library of fiction and non-fiction texts. A bookroom was established to house the texts for teachers' use.
- The School purchased the Primary Phonics Program, a systematic, phonics-based early reading program that includes a teacher's Intervention Guide designed specifically for struggling readers. K-2 teachers began implementation in 2016.

Action steps to address the lack of consistent grade-level planning included the following:

- Wednesdays were designated for grade-level planning and collaboration (Professional Learning Communities).
- Daily teacher planning time was increased from 40 minutes to 55 minutes. Teachers were released during a 55-minute specialist block while students were engaged in the School's computer lab, library, art class, or physical education on a rotating basis.

### Math Proficiency

Through data analysis, Horizon Academy West identified a primary root cause for the lower performance in

math. In the school year 2014 the School had replaced Saxon Math with the Common-Core aligned My Math. My Math uses the Understanding by Design Framework of Essential Questions for planning, sets specific goals for students and includes all necessary components for student success, including digital eTools. Overall, utilization of the My Math curriculum had been inconsistent. Administration and teachers made a school-wide commitment to implement the My Math curriculum with fidelity; the following action steps were then implemented:

- Administration required lesson plans to reflect implementation of the My Math curriculum addressing essential questions for planning and setting specific goals for students.
- Teachers applied differentiation strategies to engage and address individual skill needs of students as reflected in lesson plans.
- To expand available resources for implementation of My Math with fidelity, the School purchased My Math Manipulatives which are used in learning centers, small-group instruction, and exploration of essential questions.

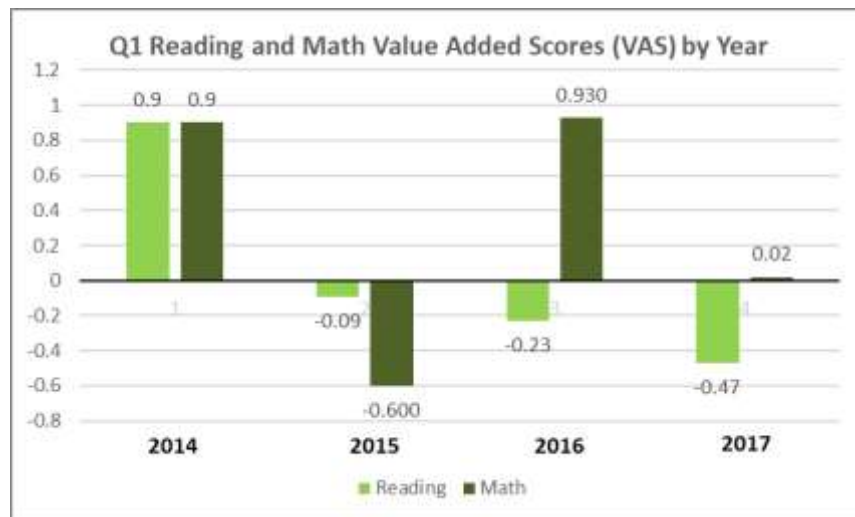
Because the Current Standing Indicator includes a measure of student growth (Value-Added Modeling), Student Growth of Lowest-Performing Students (Q1), is also addressed within this subsection. The Student Growth of Lowest-Performing Students Indicator earned a grade of F on the 2015 School Grade Report Card.

#### Student Growth of Lowest Performing Students (Q1)

As previously discussed, the Charter Schools Division provided a chart in Part A which illustrates student growth as Value-Added Scores (VAS) for the higher-performing 75% of students (Q3) and the lowest-performing 25% of students (Q1). (See Figure B.1.a.4 above.) For ease of analysis, Horizon Academy West prepared individual Q3 and Q1 charts to display student growth in reading and math by year. Student Growth of Highest Performing Students (Q3) was discussed above under “Successes in Growth of Highest-Performing Students (Q3) Over the Charter Term”. (See Figure B.1.a.5 above.) Student Growth of Lowest Performing Students (Q1) is addressed below.

Following is a Chart displaying growth by year of the lowest-performing 25% of students at Horizon Academy West:

Figure B.1.a.6



Q1 student growth in math over the four years shown has been inconsistent with the highest growth demonstrated in 2015-16. This indicates that Q1 students were performing at a higher-than-expected rate and catching up to their higher-performing peers in both 2014 and 2016. In 2017, Q1 students scored as expected. As stated in the School Grade Report Card, “While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).”

Over the prior four years of the charter term, Q1 student growth in reading demonstrates a steady downward trend, from higher than expected to lower than expected. This indicates that Q1 students are losing ground in reading when compared to their peers.

At the beginning of each school year, Q1 students are identified from the State Assessment data. Student assessment data and achievement outcomes are reviewed on a monthly basis during grade-level collaboration meetings. Struggling students receive services during the Horizon Academy West’s school-wide intervention time in the form of small group instruction, one-on-one instruction, whole group instruction with other faculty, and monitored computer-assisted instruction/intervention. Interventions are guided and responsive to data on student progress. When appropriate, students are referred to the Student Assistance Team (SAT) and the Response to Intervention (RtI) process begins. SAT meetings are data-driven and the three-tiered model of intervention is fully utilized. Key members of the SAT provide additional support to teachers by making themselves available during teachers’ prep time and weekly grade-level collaboration meetings. Teachers have the opportunity to consult with the members and ask questions concerning the SAT process, possible interventions, progress monitoring, or other concerns that may have come up between SAT meetings.

However, Horizon Academy West identified a primary schoolwide root cause for decreasing and inconsistent Q1 student performance as the need for additional professional development in addressing all student levels

of need. Action steps taken to address this root cause included the following:

- Teachers participated in professional development and applied differentiation strategies to engage and address individual skill needs of students as reflected in lesson plans.
- The School continued a Response to Intervention (RtI) daily 30-minute block in the school calendar addressing both areas of reading and math.
- Previously stated, but applicable to working with students at all levels, teachers participated in scheduled professional development with John Kongsvik, Education Consultant. The May 13, 2016 training focused on Engaging Students with Content, Language and One Another.

#### Summary Table – 2016 Responses to 2015 School Grade of D

The following table describes specific adult actions (school, teachers, leaders, board) taken to improve performance and outcomes by addressing the identified root causes of the inadequate performance and identifying specific evidence that supports the implementation of improvement actions and resulting successes.


Although Horizon Academy West has taken additional action steps in response to the 2015 school grade of D, the discussion and following table is limited to those actions for which the School has specific evidence available for review by the Charter Schools Division. The recent requirement for specific evidence of all actions taken as well as subsequent outcomes over the four years of the charter term, eliminates those actions for which specific evidence was not consistently maintained. Had the School known at the beginning of the charter term that this would be a future requirement, records would have been consistently maintained by Horizon Academy West and available for review.

*Note: Outcomes and Outcome Evidence may be the same for several root causes and action steps presented in the first, second, and third columns.*

<b>Table 1</b> <b>Detailed Summary of 2016 Responses to 2015 School Grade of D</b>				
<b>Root Cause(s) of Inadequate Performance</b>	<b>Adult Actions Taken to Improve Performance (School, Adult, Leader, Teacher, Board Actions)</b>	<b>Evidence to be Reviewed by CSD</b>	<b>Outcomes or Evaluation of Evidence</b>	<b>Outcome Evidence</b>
<b>Focus Area: Students Not Proficient in Reading Fluency and Comprehension</b>				
Root Cause: Lack of consistency in addressing needs of all students at	Horizon Academy West Governing Council and Leadership applied for and received a second-year K-3 Reads to Lead Grant for school year 2015-16 which provided a full-time instructional	2015 & 2016 Reads to Lead Applications  Reads to	Horizon Academy West's School Grade increased from a D in 2015 to a C in 2016. Total points increased from 39.20 to 54.43.	2015 and 2016 School Grade Reports

all levels.	<p>coach, significant targeted professional development, and intensive intervention services for struggling readers.</p> <p>All K-3 teachers participated in research-based professional development in reading:</p> <ul style="list-style-type: none"><li>• K-3 Promoting Literacy &amp; Learning;</li><li>• LETRS;</li><li>• Close Reading Strategies; and,</li><li>• RTI/Differentiation Instructional Strategies with John Kongsvik, Education Consultant (Engaging Students with Content, Language &amp; One Another on May 13, 2016)</li></ul>	<p>Lead Budget including Instructional Coach position</p> <p>2016 Reading Professional Development Schedule</p> <p>May 13, 2016 Agenda</p>	<p>In 2016, Horizon Academy West outperformed both the State and District proficiency levels based on the DIBELS assessment in Kindergarten and First Grade. Second Grade proficiency was slightly lower than that of the State and District.</p> <table><tr><th colspan="4">2016 DIBELS Proficiency Comparison</th></tr><tr><th></th><th>State</th><th>APS</th><th>HAW</th></tr><tr><td>K</td><td>72.28</td><td>63.59</td><td>88.46</td></tr><tr><td>1</td><td>61.96</td><td>57.48</td><td>71.62</td></tr><tr><td>2</td><td>65.17</td><td>65.40</td><td>59.74</td></tr></table> <p>In 2017, the DIBELS assessment was replaced by Istation statewide. 2017 Results follow:</p>	2016 DIBELS Proficiency Comparison					State	APS	HAW	K	72.28	63.59	88.46	1	61.96	57.48	71.62	2	65.17	65.40	59.74	<p>DIBELS data may be accessed from <a href="http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html">http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html</a></p>																
2016 DIBELS Proficiency Comparison																																								
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K	72.28	63.59	88.46																																					
1	61.96	57.48	71.62																																					
2	65.17	65.40	59.74																																					
Root Cause: Lack of Resources to Support Units in Balanced Literacy	<p>Teachers in each grade level researched and provided a list of fiction and non-fiction texts to support the reading curriculum.</p> <p>The School purchased, through the Reads to Lead Grant, a leveled library of fiction and non-fiction texts.</p> <p>Leadership established a bookroom to house the leveled books that are available to all teachers.</p> <p>The School purchased the Primary Phonics Program, a systematic, phonics-based early</p>	<p>Teachers' list of recommended texts</p> <p>Leveled texts and Purchase Orders</p> <p>Visual evidence of Bookroom and teacher checkout system</p> <p>8/16 Purchase Order</p>	<table><tr><th colspan="4">2017 Istation Proficiency Comparison</th></tr><tr><th></th><th>State</th><th>APS</th><th>HAW</th></tr><tr><td>K</td><td>60%</td><td>53%</td><td>55-59%</td></tr><tr><td>1</td><td>57%</td><td>51%</td><td>60-64%</td></tr><tr><td>2</td><td>66%</td><td>59%</td><td>80-84%</td></tr></table> <p>In 2016 and 2017 Horizon Academy West significantly outperformed both the State and District (APS) in English Language Arts:</p> <table><tr><th colspan="4">ELA Proficiency Comparison</th></tr><tr><th>Year</th><th>State</th><th>APS</th><th>HAW</th></tr><tr><td>2016</td><td>37.0</td><td>36.6</td><td>48.7</td></tr><tr><td>2017</td><td>37.0</td><td>34.0</td><td>44.0</td></tr></table>	2017 Istation Proficiency Comparison					State	APS	HAW	K	60%	53%	55-59%	1	57%	51%	60-64%	2	66%	59%	80-84%	ELA Proficiency Comparison				Year	State	APS	HAW	2016	37.0	36.6	48.7	2017	37.0	34.0	44.0	<p>Istation data accessed from <a href="http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html">http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html</a></p> <p>Proficiencies: State, District, School 2017 accessed from <a href="http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html">http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html</a></p>
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	reading program that includes a teacher’s Intervention Guide designed specifically for struggling readers. K-2 teachers began implementation in 2016.	Visual evidence of Primary Phonics Program in classrooms	2016 and 2017 School-Specific Reading Goals met or exceeded the Performance Indicator targets. (See Section B.1.b School-Specific Charter Goals.)	Discovery Education Assessment Data uploaded in WebEPSS																
Root Cause: Lack of consistent grade-level planning	Wednesdays were designated for grade-level planning and collaboration (Professional Learning Communities).  Daily teacher planning time was increased from 40 minutes to 55 minutes. Teachers were released during a 55-minute specialized block while students were engaged in the School’s computer lab, library, art class, or physical education on a rotating basis.	Grade-level Collaboration Agendas  School’s Master Calendar																		
Focus Area: Math Proficiency																				
Root Cause: Inconsistent Utilization of School-Adopted Math Curriculum	Leadership required lesson plans to reflect implementation of the My Math curriculum addressing essential questions for planning and setting specific goals for students.  Teachers applied differentiation strategies to engage and address individual skill needs of students as reflected in lesson plans.  To expand available resources, the School purchased My Math Manipulatives. This addition provided beneficial and flexible instructional materials for learning centers and small group in-	Teacher lesson plans  Teacher lesson plans  Purchase order  Visual evidence of My	Horizon Academy West’s School Grade increased from a D in 2015 to a C in 2016. Total points increased from 39.20 to 54.43.  In 2016 and 2017 Horizon Academy West outperformed both the State and District (APS) in Math: <table border="1"><tr><th colspan="4">Math Proficiency Comparison</th></tr><tr><th>Year</th><th>State</th><th>APS</th><th>HAW</th></tr><tr><td>2016</td><td>20.2</td><td>20.7</td><td>27.2</td></tr><tr><td>2017</td><td>20.0</td><td>20.0</td><td>25.0</td></tr></table>	Math Proficiency Comparison				Year	State	APS	HAW	2016	20.2	20.7	27.2	2017	20.0	20.0	25.0	2015 and 2016 School Grade Reports  Proficiencies, State, District School 2017 accessed from: <a href="http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html">http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html</a>  Discovery Education
Math Proficiency Comparison																				
Year	State	APS	HAW																	
2016	20.2	20.7	27.2																	
2017	20.0	20.0	25.0																	

	struction. It also allows students to connect to and explore Essential Questions through the use of concrete manipulatives.	Math Manipulatives in classrooms.	2016 and 2017 School-Specific Math Goals met or exceeded the Performance Indicator targets. (See Section B.1.b School-Specific Charter Goals.)	Assessment Data uploaded in WebEPSS
<b>Focus Area: Student Growth of Lowest Performing Students (Q1)</b>				
Root Causes:  Need for professional development in addressing all student levels of need;  Continued need for consistent RtI time to address struggling student academic needs.	Teachers participated in professional development and applied differentiation strategies to engage and address individual skill needs of students as reflected in lesson plans.  Teachers participated in scheduled professional development with John Kongsvik, Education Consultant. The May 13, 2016 training focused on Engaging Students with Content, Language and One Another.  The School continued a daily Response to Intervention (RtI) 30-minute block in the school calendar addressing both areas of reading and math. Two blocks per week focus on reading; two blocks per week focus on math.	Teacher lesson plans  May 13, 2016 Agenda  School Master Calendar	Points earned for the Q1 student growth indicator increased from 7.35 in 2015 to 12.3 out of a possible 20 points in 2016.  In 2015, Q1 students performed about as expected in reading and below expectations in math. In 2016, although Q1 performance decreased in reading, Q1 students grew at a higher than expected rate in math demonstrating that they were making progress in closing the achievement gap.   <p>In 2016, when compared to 45 schools with similar student characteristics, Horizon Academy West ranked 15<sup>th</sup> in its composite score for "Student Growth, Lowest 25%", 13th for work with students with disabilities, 10th in the Ethnicity category and 11th in the Mobility category.</p>	2015 and 2016 School Grade Report Cards, Page 1  2015 and 2016 School Grade Report Cards, Student Growth Sections  2016 School Grade Report Card, Supplemental Information Section

As a result of the many action steps taken by Horizon Academy West, the 2016 School Grade increased from a D to a C. Two specific indicators of the School Grade, however, received a D or F. Based on application requirements, the 2017 response to those specific indicators is addressed in the following subsection.

#### Response to the 2016 Specific School Grade Indicators that Received a Grade below C

In 2016, Horizon Academy West earned an overall Final School Grade of C, thereby meeting the Department's Standards of Excellence. Based on a review of individual indicator grades, however, the School earned an F in Current Standing and a D in Student Growth of Lowest Performing Students (Q1). Application requirements for Part B.1.a specify that if a school received a final grade of C or better, but received a D or F in any indicator of the letter grade in the past two years, the school must provide a response to those indicators. The response is provided below.

Implementation of the 2015-16 School Improvement Plan continued in 2016-17 with some updates to the professional development component that focus more specifically on small group learning and RTI/Differentiated instructional strategies. The root cause for low indicator grades is the need for more in-depth professional development to fully develop skills in data analysis and providing effective instruction to address students at all levels of need.

A major source of Horizon Academy West's professional development in reading instruction, the Reads to Lead Grant, was not continued in school year 2016-17. This also meant the loss of the Reading Instructional Coach position which was instrumental in the gains demonstrated in reading during the school year 2015-16.

Action steps in response to the 2016 Current Standing Indicator and the Student Growth of Lowest-Performing Students (Q1) Indicator are addressed in Table 2 below. The Current Standing Indicator combines state assessment academic proficiency with a component of student growth. Therefore, some action steps taken for the specific indicators, Current Standing and Student Growth of Lowest-Performing Students (Q1), overlap.

TABLE 2				
2017 Action Steps in response to 2016 Specific Grade Indicators that Received a Grade Below C				
Root Cause(s) of Inadequate Performance	Adult Actions Taken to Improve Performance (School, Adult, Leader, Teacher, Board Actions)	Evidence to be Reviewed by CSD	Outcomes or Evaluation of Evidence	Outcome Evidence
Current Standing Indicator Grade of F				
Root Causes: Contin-	Teachers continued to apply differentiation strategies to	Teacher Lesson Plans	Points earned for the Current Standing Indicator in 2016 and	2015, 2016, and 2017



<p>ued need for addi- tional in- depth pro- fessional develop- ment and collabora- tion to fully develop skills in data analysis and providing effective instruction to address students at all levels of need;</p> <p>Need for additional targeted materials and instruc- tional pro- grams to support differenti- ated in- struction for struggling students.</p>	<p>classroom practice.</p> <p>Rtl strategies were implemented daily throughout the year.</p> <p>Continued grade-level collabora- tion review of data from Istation and Discovery Education As- sessments to drive instruction and level students by skill defi- cits.</p> <p>Teachers continued implemen- tation of the Primary Phonics, a research-based reading program for reading foundations. Includ- ed is a teacher’s Intervention Guide designed specifically for struggling readers. The Inter- vention Guide is appropriate for use in the SAT Process and with Special Education students to address specific needs.</p> <p>Staff provided mini-workshops on a variety of best practice instruction.</p>	<p>and Walk- through documenta- tion</p> <p>Teacher Lesson Plans and School Calendar</p> <p>Grade-Level Collabora- tion Agendas</p> <p>Teacher Lesson Plans</p> <p>Agenda 1/20/2017</p>	<p>2017 were nearly the same. 2017 demonstrated a decrease of .07, less than one point. Horizon Academy West effectively sus- tained the significant improve- ment demonstrated from 2015 to 2016. However, it is clear that additional improvement is the focus for 2018.</p> <p>The State, Albuquerque Public Schools (APS), and Horizon Acad- emy West, all performed slightly lower in ELA and math proficiency in 2017. However, Horizon Acad- emy West continued to outper- form the State and local district in both ELA and math.</p> <table border="1"><thead><tr><th colspan="4">ELA Proficiency Comparison</th></tr><tr><th>Year</th><th>State</th><th>APS</th><th>HAW</th></tr></thead><tbody><tr><td>2016</td><td>37.0</td><td>36.6</td><td>48.7</td></tr><tr><td>2017</td><td>37.0</td><td>34.0</td><td>44.0</td></tr></tbody></table> <table border="1"><thead><tr><th colspan="4">Math Proficiency Comparison</th></tr><tr><th>Year</th><th>State</th><th>APS</th><th>HAW</th></tr></thead><tbody><tr><td>2016</td><td>20.2</td><td>20.7</td><td>27.2</td></tr><tr><td>2017</td><td>20.0</td><td>20.0</td><td>25.0</td></tr></tbody></table> <p>2016 and 2017 School-Specific Reading and Math Goals met or exceeded the Performance Indi- cator targets. (See Section B.1.b School-Specific Charter Goals.)</p>	ELA Proficiency Comparison				Year	State	APS	HAW	2016	37.0	36.6	48.7	2017	37.0	34.0	44.0	Math Proficiency Comparison				Year	State	APS	HAW	2016	20.2	20.7	27.2	2017	20.0	20.0	25.0	<p>School Grade Reports, Cur- rent Standing Indicator, page 1.</p> <p>Proficiencies: State, District School 2017 accessed from <a href="http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html">http://www.ped.state.nm.us/AssessmentAccountabil- ity/Academic Growth/NMS BA.html</a></p> <p>Discovery Education Assessment Data upload- ed in We- bEPSS.</p>
ELA Proficiency Comparison																																				
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Student Growth of Lowest-Performing Students (Q1) Indicator Grade of D																																				
Root Caus- es: Contin- ued need for addi-	Rtl strategies were implement- ed daily throughout the year.	Teacher Lesson Plans and School Calendar	Following a 4.97-point increase for the Q1 Student Growth Indi- cator from 2015 to 2016, Horizon Academy West experienced a	2015, 2016, and 2017 School Grade Reports, Q1																																

<p>tional in-depth professional development and collaboration to fully develop skills in data analysis and providing effective instruction to address students at all levels of need;</p> <p>Need for additional targeted materials and instructional programs to support differentiated instruction for struggling students.</p>	<p>The School provided interactive professional development “Teaching Strategies for Differentiating in Literacy and Math with John Kongsvik on 9/9/16. All teachers participated in this research-based professional development which included multiple strategies for differentiation in instruction delivery and settings.</p>	<p>Professional Development Agenda 9/9/16</p>	<p>4.08-point decrease from 2016 to 2017.</p> <p>This disappointing outcome underscores the continuing need for professional development focusing more heavily on data analysis and differentiated instruction to address all student levels of need, particularly of those who are struggling the most academically.</p>	<p>Student Growth Section.</p>
	<p>The School purchased Promethean boards for the Special Education classes to support visual and interactive learning strategies for struggling students.</p>	<p>Purchase Order and visible evidence in Special Education classrooms</p>		
	<p>The School continued implementation of the Primary Phonics, a research-based reading program for reading foundations which includes an intervention RtI component.</p>	<p>Teacher Lesson Plans</p>		
	<p>Teachers used Istation data to identify skill deficits in individual students and utilized applicable interventions provided by the Istation program to address needs.</p>	<p>Data Collaboration notes and grouping</p> <p>Lesson plans showing leveling of students</p>		

Even with the two specific indicator grades of D and F addressed above, Horizon Academy West made substantial progress in increasing the School’s final letter grade from a D to a C, the School Growth Indicator

from a D to a B, the Student Growth of Highest Performing Students Indicator from a D to a C, and overall academic performance of its students to continue to exceed the performance of both the State and local district in 2016.

#### The 2017 School Grade Report Card

An unexpected decrease in School Grade performance was experienced in 2017. Horizon Academy West earned a total of 49.84 points, missing a Final School Grade of C by 16/100's of a point. This was a drop of 4.59 points from the 2016 total of 54.43. It is important to note that the 4.59 decrease in total points in 2017, when compared with the 23.54-point decrease experienced in 2015, is significant, but not as severe. However, there is much work to be done to improve the results of the 2017 School Grade Report.

The 2017-18 school year was already underway when the 2017 School Grade Report Card was released. Horizon Academy West wasted no time in responding to the 2017 Final Grade of D and making plans for the remainder of the 2017-18 school year. Upon receipt of the 2017 School Report Card, leadership and staff immediately (same day) met to begin a re-assessment of the instructional program and support systems and began to develop an action plan for 2018. The root causes of inadequate performance continued, but needed additional action for improvement. Action steps taken prior to submission of this Renewal Application and planned action steps to take place over the school year are both included in Table 3 below.

<b>TABLE 3</b> <b>2018 Immediate and Proposed Actions Taken in Response to 2017 School Grade of D</b>				
<b>Root Cause(s) of Inadequate Performance</b>	<b>Adult Actions Taken to Improve Performance (School, Adult, Leader, Teacher, Board Actions)</b>	<b>Evidence to be Reviewed by CSD</b>	<b>Outcomes or Evaluation of Evidence</b>	<b>Outcome Evidence</b>
<b>Current Standing, School Improvement, and Improvement of Lower Performing Students (Q1)</b>				
Root Cause(s): Continued need for additional in-depth professional development and	<p>Leadership conducted a staff meeting on August 22, 2017, 50 minutes after receiving the 2017 School Grade Report to determine the root causes of the D grade.</p> <p>Teachers participated in Professional Development with Casandra Sisneros on 8/2/2017 on Balanced Literacy, components of reading, and strategies to</p>	<p>8/22/2017 Meeting Agenda/modified</p> <p>8/2/17 Facilitator's Agenda</p>	<p>TO BE DETERMINED (TBD):</p> <p>Reading and Math Proficiency on State assessments;</p> <p>2018 School Grade Report Results;</p> <p>Reading and Math Proficiency based on Istation data;</p>	<p>State Assessment Data</p> <p>2017 and 2018 School Grade Reports</p> <p>State K-2</p>

collaboration to fully develop skills in data analysis and providing effective instruction to address students at all levels of need;  Need to restructure SAT Process.	support Balanced Literacy.			Istation data
	All staff participated in Istation Training on August 28-30, 2017	Registration confirmation for each teacher	Results of School-Specific Academic Charter Goals;	K-5 Istation Reading and Math data
	Professional Collaboration on 9/8/17 on math and reading data review per grade level followed by grade level presentations. Reviewed Istation training (8/28-30/17) and generated feedback.	9/8/2017 Agenda	Any additional information that demonstrates outcomes.	TBD
	The SAT process was restructured from a 3-person team to grade-level teams with primary and intermediate SAT oversight. There is a SAT Head Chair for each primary and intermediate grade to oversee grade-level chairs for support and to provide guidance on procedures.	SAT Process Flow Chart of leadership		
	Teachers participated in professional development focused on the School Assistance Team (SAT) and Response to Intervention (Rtl) process, provided by Shannon Vasquez on 8/25/17	Teacher Survey regarding SAT process		
	Targeted professional development for individual teachers included: Tools for Math Curriculum alignment; The Movement to Reading Proficiency; Classroom Management; and, Oppositional, Defiant & Disruptive Children & Adolescents.	8/25/17 Agenda		
		Purchase Order		
		Registration confirmations		
	Leadership purchased "Data into	Data profes-		

	<p>Action” as a resource for teachers. The Data Coordinator will facilitate 5 professional development meetings focused on how teachers can turn data into action by identifying critical gaps in learning and corresponding instructional gaps; collaborating on solutions and developing a goal-driven action plan; and, evaluating the plan's effectiveness after implementation and determining the next course of action.</p>	<p>sional development meeting agendas</p>		
	<p>Leadership purchased the Istation Indicators of Progress (ISIP) K-5 reading and math programs for full school-wide implementation in the 2018 school year. The web-based computer-adaptive systems provide continuous progress monitoring, thereby increasing access to critical data. Reports also prescribe teacher-led interventions.</p>	<p>Purchase Order</p> <p>Visible evidence of use in classrooms</p>		
	<p>As part of the monthly data analysis grade-level meetings, teachers will utilize Istation progress monitoring to track student growth in reading.</p>	<p>Data-Analysis Agendas</p>		
	<p>Leadership and teachers will implement school-wide staff meeting reviews of 2018 Middle-of-Year (MOY) and End-of-Year Istation data.</p>	<p>Staff Meeting Agendas</p>		
	<p>The ESL Liaison will assume a stipend-based leadership role in implementation of SIOP strategies.</p>	<p>Records of ESL Liaison</p>		

	NOTE: Additional Action Steps will be added based on continuing data analysis as school year 2017-18 progresses.	Activities		
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### Summary and Conclusion

Horizon Academy West has had a long-standing reputation as an effective school that provides a well-rounded education and safe environment for children. The School strives to continually improve student performance and to meet all statutory requirements regulating public education in the state of New Mexico. Over the current charter term, the State assessment processes, State Report Card grading processes, charter school monitoring processes, and the Renewal Application processes have changed, in some cases from year to year. Throughout, Horizon Academy West has made every effort to remain flexible and steadfast in its efforts to continue to improve its educational program for all children.

Each year the School Grade Report Cards give a nod to non-academic indicators that support student achievement. Those indicators are “Opportunity to Learn” and “Bonus Points”.

Part A, prepared by the Charter Schools Division on August 25, 2017, includes the following statement: “Ten percent of the total points factored into HAW’s overall grade come from bonus points, not points earned on academic performance.” Although the bonus-point indicator is part of every school’s total final grade points, this statement could possibly be interpreted as one that somewhat diminishes the value of “Student and Parent Engagement” and “Using Technology” for which Horizon Academy West earned the 5 out of 5 bonus points in 2017. As stated in the 2017 School Grade Report,

*While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child’s education.*

Over the term of the current charter, Horizon Academy West has earned this recognition for engagement of students and parents, truancy improvement, and use of technology. The School has improved points earned in this category, from 2.02 in 2014 to 5.00 in 2016 and 2017.

Also stated in Part A is the recognition that out of a possible 10 points, Horizon Academy West “. . . earned a

total of 9.41 points in the Opportunity to Learn indicator, surpassing the statewide average of 7.5 points.” The Opportunity to Learn indicator addresses the following questions: “Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?” The State Grade Report Card’s answer is “yes” to these questions, recognizing Horizon Academy West’s performance in providing meaningful opportunities to learn.

At the beginning of this section addressing the Department’s Standards of Excellence – A-F Letter Grades, the narrative presents a broad picture of Horizon Academy West’s well-rounded educational program. The staff and community are proud of the School’s overall achievement. Academically, the School has consistently outperformed both the State and local district in both reading and math. In addition, as demonstrated in the following School-Specific Charter Goal section, Part B.1.b, Horizon Academy West has met or exceeded the standards of its negotiated academic performance indicators in both reading and math for each year of the current charter term.

Horizon Academy West maintains its commitment to its mission as approved by the Public Education Commission:

*Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.*

All those interested in the education and welfare of children, including Horizon Academy West, continually renew their efforts to find the best ways to improve and to measure the overall effectiveness of a school. That is Horizon Academy West’s intent and “We know we can do better, and we know we will!”

## 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:***

**HORIZON ACADEMY WEST MET OR EXCEEDED ALL SCHOOL-SPECIFIC CHARTER GOALS INCLUDED IN THE SCHOOL'S PERFORMANCE FRAMEWORKS FOR EACH YEAR OF THE CHARTER TERM.**

Horizon Academy West was one of the first charter schools to negotiate a Contract and Performance Framework with the Public Education Commission. The 2013-14 Performance Framework identified two school-specific charter goals, one in reading and one in math, using Discovery Education Assessments (DEA) as the measure. Both the reading and math goals for 2013-14 were met.

The reading and math goals were then renegotiated as stated in the 2014-15 Performance Framework. Based on DEA data, all goals met or exceeded the reading and math performance targets in 2014-15, 2015-16, and 2016-17.

An analysis of the 2013-14 reading and math goal performance is presented first, followed by an analysis



of reading and math goal performance for the 2014-15, 2015-16 and 2016-17 school years.

### **2013-14 School-Specific Charter Goals**

Following is the 2013-14 reading goal statement:

*2013-14 READING GOAL: All students in grades Kindergarten-Sixth at Horizon Academy West will apply strategies and skills to comprehend information in reading that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.*

Exceeds Standard:

**Over 75% of students will make at least 5% Individual gain** in reading short cycle assessment scores when comparing beginning year results to end of year results.

Meets Standard:

**50-75% of students will make at least a 5% individual gain** in reading short cycle assessment scores when comparing beginning year results to end of year results.

Does Not Meet Standard:

**Less than 50% of students made at least a 5% individual gain** in reading short cycle assessment scores when comparing beginning year results to end of year results.

Falls Far Below Standard:

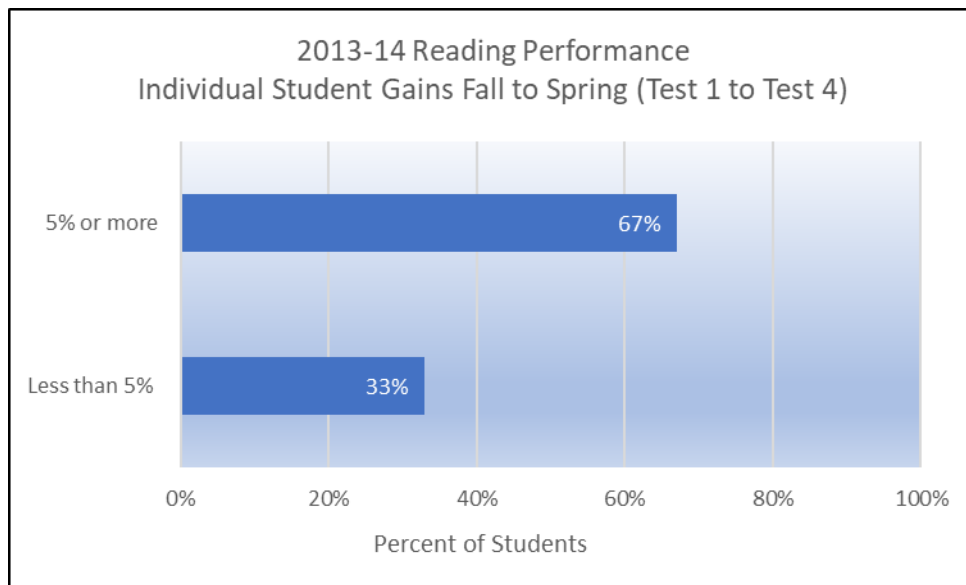
*Not Stated.*

### **Analysis of 2013-14 Reading Performance**

Horizon Academy West earned a **“Meets Standard”** rating in reading performance based on the Discovery Education Reading Assessment when comparing beginning-of-year results (Test 1) to end-of-year results (Test 4) for each individual student.

A total of 394 students were assessed in reading at the beginning of the year and at the end of the year. 264 of the 394 students (67%) made an individual gain of 5% or more in reading. 130 (33%) of the 394 students made a gain of less than 5%. See Figure B.1.b.1 below.

Figure B.1.b.1



A 67% success rate falls within the “Meets Standard” range of 50-75% set by the 2013-14 reading goal included in the Performance Framework.

Following is the 2013-14 math goal statement:

*2013-14 MATH GOAL: All students in grades Kindergarten-Sixth at Horizon Academy West will apply strategies and skills to comprehend information in math that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.*

Exceeds Standard:

**Over 75%** of students **will make gains** in math short cycle assessment scores when comparing beginning year results to end of year results.

Meets Standard:

**50-75%** of students **will make gains** in math short cycle assessment scores when comparing beginning year results to end of year results.

Does Not Meet Standard:

**Less than 50%** of students **made at least a 5% individual gain** in math short cycle assessment scores when comparing beginning year results to end of year results.

Falls Far Below Standard:

*Not Stated.*

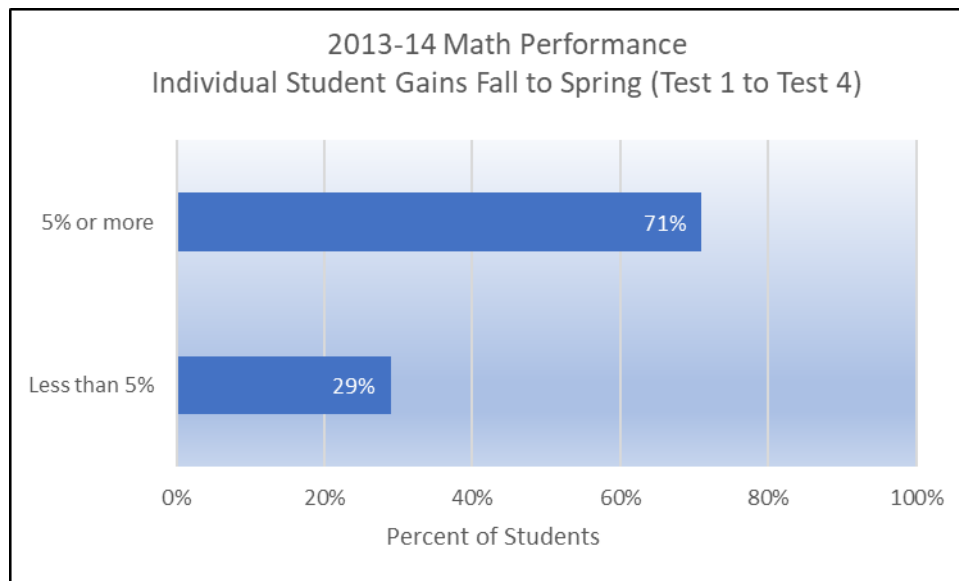
*Note: The math performance indicator as negotiated and recorded in the 2013-14 Performance Framework inadvertently omitted reference to “at least 5%” in the statements under Exceeds Standard and Meets Standard.*

### Analysis of 2013-14 Math Performance

Horizon Academy West earned a **“Meets Standard”** rating in math performance based on the Discovery Education Math Assessment when comparing beginning-of-year results (Test 1) to end-of-year results (Test 4) for each individual student.

A total of 398 students were tested in both the beginning and end of the year. 283 of the 398 students (71%) made an individual gain of 5% or more in math. 115 (29%) of the 398 students made a gain of less than 5%. See Figure B.1.b.2 below.

Figure B.1.b.2



A 71% success rate falls within the “Meets Standard” range of 50-75% set by the 2013-14 math goal included in the Performance Framework.

### 2014-17 School-Specific Charter Goals

Horizon Academy West renegotiated the school-specific charter goals for 2014-15. In 2013-14, the Discovery Education Assessments were new to the state of New Mexico. At that time, baseline data and information regarding publisher reports were not available. Consequently, the 2013-14 reading and math performance targets were modeled after the goals previously set for the No Child Left Behind (NCLB) requirements. In 2014-15, based on one year of baseline data and familiarity with the publisher’s report formats, Horizon Academy West renegotiated the reading and math goals which became effective in the 2014-15 school year.

Following is the 2014-17 reading goal statement as renegotiated:

*2014-17 READING GOAL: All students in grades Kindergarten - Sixth at Horizon Academy West will apply strategies and skills to comprehend information in reading that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.*

*Exceeds Standard:*

☐ *The school surpassed the targets of its mission-specific academic goal(s).*

**15% or more** of full academic year k - 6th grade students **will perform above average** in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report **and 70% or more** of full academic year k -6th grade students **will perform as average** in reading as indicated by Comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

*Meets Standard:*

☐ *The school substantially met the targets of its mission-specific academic goal(s).*

**65-84%** of full academic year k – 6th grade students **will perform as average or above average** in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

*Does not Meet Standard:*

☐ *The school met at least 50 percent of the targets of its mission-specific academic goal(s).*

**54-64%** of full academic year k - 6th grade students **will perform as average or above average** in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

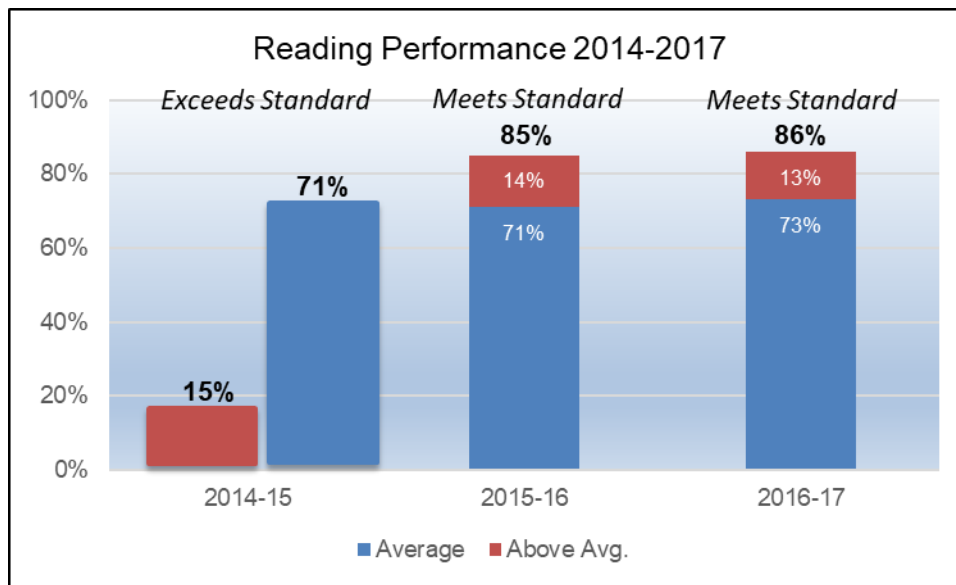
*Falls Far Below Standard:*

**Less than 54%** of full academic year k - 6th grade students **will perform as average or above average** in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

Analysis of 2014-2017 Reading Performance

Horizon Academy West earned an “**Exceeds Standard**” rating in 2014-15 and “**Meets Standard**” ratings in 2015-16 and 2016-17 for reading performance based on above average and average student performance as indicated by the Discovery Education Reading Assessment Comparative Discovery Growth Report comparing test 1 and test 4 of each school year. See Figure B.1.b.3 below.

Figure B.1.b.3



The goal's "Exceeds Standard" rating requirements differ from those of the "Meets Standards" rating requirements. The "Exceeds Standard" rating requires a minimum of 15% of full academic year K-6 students to perform as above average and a minimum of 70% to perform as average. The "Meets Standard" rating requires 65-84% of full academic year K- 6 students to perform as average or above average, allowing the two categories to be combined for a total percentage.

As displayed in Figure B.1.b.3, Horizon Academy West's 2014-15 results included 15% of full academic year K-6 students demonstrating above average performance and 71% of full academic year K-6 students demonstrating average performance. This meets the criteria of the "Exceeds Standard" rating of the reading performance indicator as noted in the previous paragraph.

In 2015-16, 85% of students performed as average or above average and in 2016-17, 86% of students performed as average or above average. Horizon Academy West's performance for each of the two years exceeds the range set for a "Meets Standard" rating (65-84%), but does not meet the specific two-part requirement for the "Exceeds Standard" rating (15% above average and 70% average). Consequently, the School earned a "Meets Standard" rating in 2015-16 and 2016-17.

Following is the 2014-17 math goal statement as renegotiated:

*2014-17 MATH GOAL: All students in grades Kindergarten - Sixth at Horizon Academy West will apply strategies and skills to comprehend information in math that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.*

Exceeds Standard:

☐ The school surpassed the targets of its mission-specific academic goal(s).

**10% or more** of full academic year k - 6th grade students **will perform above average** in math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report **and 65% or more** of full academic year k -6th grade students **will perform as average** in math as indicated by Comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

Meets Standard:

☐ The school substantially met the targets of its mission-specific academic goal(s).

**60-74%** of full academic year k – 6th grade students **will perform as average or above average** in math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

Does not Meet Standard:

☐ The school met at least 50 percent of the targets of its mission-specific academic goal(s).

**45-59%** of full academic year k · 6th grade students **will perform as average or above average** in math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

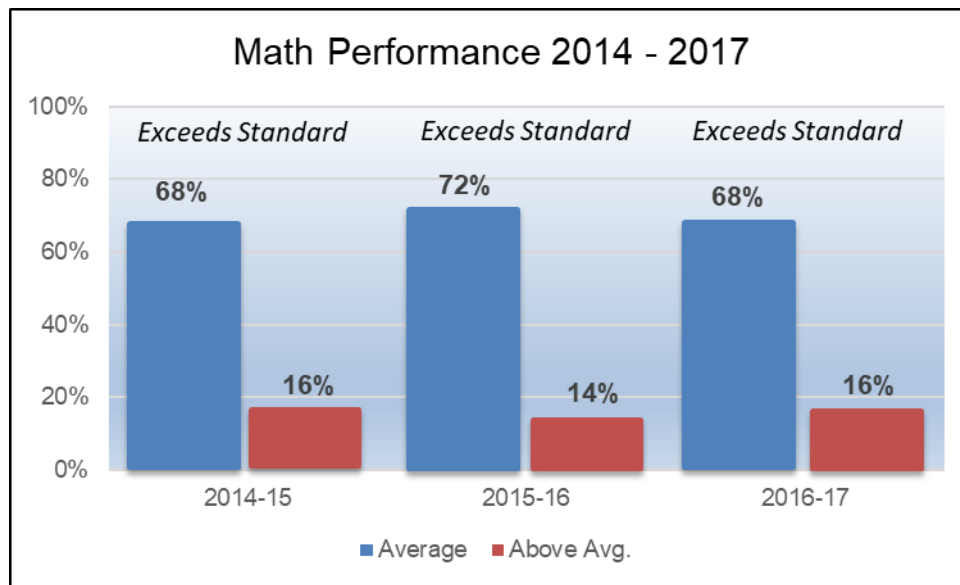
Falls Far Below Standard:

☐ **Below 45%** of full academic year k - 6th grade students **will perform as average or above average** in math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

#### Analysis of 2014-17 Math Performance

Horizon Academy West earned an “**Exceeds Standard**” rating for math performance **in each of the three years displayed in Figure B.1.b.4 below**. Performance is based on above average and average student performance as indicated by the Discovery Education Reading Assessment Comparative Growth Report comparing test 1 and test 4 of each school year.

Figure B.1.b.4



Each year's student performance exceeded the above average and average percentage requirements set in the math goal to earn an "Exceeds Standard" rating (10% or more as above average and 65% or more as average).

Data for each year of the charter term has been provided in the WebEPSS and will also be available for review and verification during the renewal site visit.

**IN SUMMARY, HORIZON ACADEMY WEST MET OR EXCEEDED ALL SCHOOL-SPECIFIC CHARTER GOALS INCLUDED IN THE SCHOOL'S PERFORMANCE FRAMEWORKS FOR EACH YEAR OF THE CHARTER TERM.**

## 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:***

Following is a table that addresses all audit findings during the terms of the charter contract and provides a narrative explaining the improvement actions taken to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance.

<b>Audit Year</b>	<b>Nature of Finding</b>	<b>Improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance</b>
<b>2015-16</b>	<i>Finding (Compliance):</i> 2016-001: As of June 30, 2016, the School’s bank balance was under-collateralized by \$62,056. Of the	<u>Improvement Action(s):</u> On a monthly basis, the Director receives pledged collateral statements and gives them to the Business Manager. The Business Man-



	<p>School's bank deposit balance of \$1,143,418 at June 30, 2016, \$250,000 was insured by the FDIC and \$384,653 was covered by pledged collateral; however, the School was required to maintain pledged collateral of \$446,709.</p>	<p>ager then verifies that the School is meeting the pledged collateral requirements by entering the information on an excel sheet and calculating that they are not under collateralized. That sheet is then printed off and attached to the pledged collateral statement and filed in a folder.</p> <p><u>Specific Evidence:</u>  <i>The file containing the monthly pledged collateral statements, each with a printed excel calculation spreadsheet attached.</i></p> <p><u>Effectiveness of the Improvement Action:</u> As of August 2016, the bank balance is no longer under-collateralized.</p> <p><u>Specific Evidence:</u>  <i>The file containing the monthly pledged collateral statements, each with a printed excel calculation spreadsheet attached.</i></p>
<b>2014-15</b>	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i>  CS 2014-001-N: No background check on file.</p>	<p>This was a repeat finding from 2013-14. Since then the Office Manager has set a checklist in place to avoid any further repeat findings.</p> <p><u>Improvement Action(s):</u>  The audit committee met and developed a new-hire checklist, which includes background checks. The Office Manager is required to complete the checklist upon the hiring of new employees. The Community Engagement Coordinator will review all new employee files when complete.</p> <p><u>Specific Evidence:</u> <i>Completed Checklist for each new employee on file. Background checks on file for each new employee.</i></p> <p><u>Effectiveness of the Improvement Action:</u>  Background checks are on file for all employees.</p> <p><u>Specific Evidence:</u></p>

		<i>Background checks on file for all employees.</i>
	<p><i>Finding (Noncompliance, Other Matters):</i> CS 2014-005-N: Violation of the Anti-Donation Clause</p>	<p><u>Improvement Action(s):</u> After providing legal opinions from two law firms and meetings with the Independent Auditors, the Independent Auditor agreed not to issue findings in FY2017, even though the condition that prompted the finding continued.</p> <p><u>Specific Evidence:</u> <i>Subsequent to the legal opinions provided, the Independent Auditors did not issue a repeat finding indicating that the Independent Auditor was satisfied the condition was not a violation of law as it had first reported.</i></p> <p><u>Effectiveness of the Improvement Action:</u> This finding is now cleared.</p> <p><u>Specific Evidence:</u> <i>The School did not receive audit findings on this issue in FY 2017.</i></p>
	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i> CS 2015-001-N: Disposed of asset without letter to State Auditor</p>	<p><u>Improvement Action(s):</u> Governing Council and Management were made aware of this requirement during a Governing Council meeting. They are now aware that if they intend to dispose of any assets, a letter must first be sent to the State Auditor giving details of the assets to be disposed of and how they plan to dispose of these assets.</p> <p>A letter will be sent to State Auditor if the School intends to dispose of any assets in the future. The procedure developed for disposal of assets is as follows:</p> <ol style="list-style-type: none"> <li>1) A listing of assets to be disposed of will be given to the Business Manager;</li> <li>2) The Business Manager will prepare a letter to the State Auditor;</li> </ol>

		<p>3) The letter will be submitted for Governing Council approval;</p> <p>4) If approved by the Governing Council, the letter will be sent to the State Auditor for approval.</p> <p>5) If approved by the State Auditor, the identified assets will be disposed of.</p> <p><u>Specific Evidence:</u> <i>Procedure for Disposal of Assets; Record of approval process for any assets disposed of including letter of approval by the State Auditor.</i></p> <p><u>Effectiveness of the Improvement Action:</u> A clear procedure is in place to meet State requirements for disposal of assets.</p> <p><u>Specific Evidence:</u> <i>Copy of procedure and documentation of the process if any assets have been disposed of.</i></p>
	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i> CS 2015-002-N: Procurement Code over \$60K</p>	<p><u>Improvement Action(s):</u> Requisitions are reviewed by Cynthia Carter, Procurement Officer and Diana Cordova, Business Manager prior to approval to verify professional services are not over \$60K. If they are, the requisition is put through the RFP process.</p> <p>On a quarterly basis, the Business Manager also reviews vendor totals to verify they are not reaching the \$60K.</p> <p><u>Specific Evidence:</u> <i>All requisitions for professional services. Verification of the RFP process for any requisition exceeding \$60K.</i></p> <p><u>Effectiveness of the Improvement Action:</u> Requisitions for professional services do not exceed \$60K unless it has gone through the RFP process.</p>

		<p><u>Specific Evidence:</u> All requisitions for professional services. Verification of the RFP process for any requisition exceeding \$60K.</p>
	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i> CS 2015-003-N: Expenditure function exceeded budgetary authority</p>	<p><u>Improvement Action(s):</u> On a monthly basis, the Business Manager and the Finance Committee will review budget reports and verify that there is sufficient budget to cover expenditures. If needed, BARS will be submitted to the Governing Council for approval to increase budget.</p> <p><u>Specific Evidence:</u> Finance Packets presented at monthly Finance Committee meetings, which include budget reports. If needed, BARS submitted to the Governing Council for approval.</p> <p><u>Effectiveness of the Improvement Action:</u> Budget authority is not exceeded.</p> <p><u>Specific Evidence:</u> Any BARS that were submitted to the Governing Council for approval to increase/transfer the budget and minutes verifying approval.</p>
2013-14	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i> CS 2014-001-N: No background check on file.</p>	<p><u>Improvement Action(s):</u> The Audit Committee met and developed a new-hire checklist, which includes background checks. The Office Manager is required to complete the checklist upon the hiring of new employees. The Community Engagement Coordinator will review all new employee files when complete.</p> <p><u>Specific Evidence:</u> Completed Checklist for each new employee on file. Background checks on file for each new employee.</p>

		<p><u>Effectiveness of the Improvement Action:</u> Background checks are on file for all employees.</p> <p><u>Specific Evidence:</u> <i>Background checks on file for all employees.</i></p>
	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i> CS 2014-002-N: Timely Deposits not within 24-hour rule</p>	<p><u>Improvement Action(s):</u> The Director held a staff meeting to discuss the School's Policy on turning in deposits on a daily basis. Employees were reminded to not hold on to any cash/checks and to turn in all deposits daily. This notification is sent to staff on an annual basis. The Director makes the bank deposits on a daily basis.</p> <p>The Office Manager will work with staff to make sure that all funds received by the school are deposited timely, and will review bank deposits to make certain deposits are made in a timely manner.</p> <p><u>Specific Evidence:</u> <i>School Policy; Record(s) of informing staff on an annual basis; Bank Records showing deposits.</i></p> <p><u>Effectiveness of the Improvement Action:</u> All deposits are made within the 24-hour rule.</p> <p><u>Specific Evidence:</u> <i>Bank Records showing deposits.</i></p>
	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i> CS 2014-003-N: Purchase orders prior to invoice date</p>	<p><u>Improvement Action(s):</u> The Director held a staff meeting to discuss the School's Policy on requiring Purchase Orders prior to ordering any goods/services. Employees were reminded not to purchase any items/services before approval. This notification is sent to staff on an annual basis.</p> <p>Prior to the start of school each year, the Busi-</p>

		<p>ness Manager will provide training to staff regarding purchasing procedures to ensure that the appropriate approvals are obtained prior to purchases and reimbursements.</p> <p><u>Specific Evidence:</u>  <i>Staff meeting agendas; Record(s) of informing staff on an annual basis; All purchase orders dated prior to invoice dates.</i></p> <p><u>Effectiveness of the Improvement Action:</u>  All purchase orders are dated prior to corresponding invoice dates.</p> <p><u>Specific Evidence:</u>  <i>Review of purchase orders and corresponding invoices.</i></p>
	<p><i>Finding (Noncompliance in Accordance with the NM SAR):</i>  CS 2014-004-N: BARs not included in Minutes</p>	<p><u>Improvement Action(s):</u>  The Governing Council is now aware that the BARs must be listed by specific BAR numbers in the minutes.</p> <p>When the minutes have been prepared by the Secretary, they will be reviewed by the Business Manager prior to being presented to the Governing Council for approval to ensure that all approved items, including BARS, are specifically identified in the meeting minutes.</p> <p><u>Specific Evidence:</u>  <i>Minutes of the Governing Council specifying the numbers of all approved BARS.</i></p> <p><u>Effectiveness of the Improvement Actions:</u>  Governing Council Minutes include the numbers of each of the BARS approved during meetings.</p> <p><u>Specific Evidence:</u>  <i>Minutes of the Governing Council specifying and verifying approval of all BARS.</i></p>

	<p><i>Finding (Non-Compliance, Other Matters):</i></p> <p>CS 2014-005-N: Violation of the Anti-Donation Clause</p>	<p><u>Improvement Action(s):</u></p> <p>After providing legal opinions from two law firms and meetings with the Independent Auditors, the Independent Auditor agreed not to issue findings in FY2017, even though the condition that prompted the finding continued.</p> <p><u>Specific Evidence:</u></p> <p><i>Subsequent to the legal opinions provided, the Independent Auditors did not issue a repeat finding indicating that the Independent Auditor was satisfied the condition was not a violation of law as it had first reported.</i></p> <p><u>Effectiveness of the Improvement Action:</u></p> <p>This finding is now cleared.</p> <p><u>Specific Evidence:</u></p> <p><i>The School did not receive audit findings on this issue in FY 2017.</i></p>
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## 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:***

As per discussion at the Renewal Workshop on September 6, 2017, the School will be addressing the last two years of the Financial Performance Framework ratings. In school year 2015-16 the School had six “does not meet” indicator ratings. Because of a misunderstanding, evidence for each indicator was submitted to the WebEPSS; however, the School did not specifically address a required indicator questionnaire. The Charter Schools Division noted that the indicators were rated as “does not meet standards” because the school did not address the indicator questionnaire and therefore the Charter Schools Division could not determine if the standards had been met. Horizon Academy West did complete the indicator questionnaire for school year 2016-17 and received a “meets standard” for all indicators.

Following is a table providing responses to the “does not meet” ratings included in the Financial Performance Framework section of the 2015-16 Monitoring Instrument Item Report.

<b>Financial Performance Framework Indicator</b>	<b>Comments by SEA (PED Charter Schools Division)</b>	<b>Improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance</b>
II-A.00 Operating Budgets (2015-16)	The school provided a budget approval form for [sic] Pamela Bowker [sic].  The school did not address the indicator questionnaire and the provided docu-	The School submitted the operating budget on time. The evidence submitted was the budget approval form provided by Pamela Bowker, Deputy Director, School Budget & Financial Analysis Division, PED.



	<p>ment does not address questions 1a-b.</p> <p>-----</p> <p>PED has rated this indicator does not meet standards because the school did not address the indicator questionnaire and PED is unable to determine if the school timely submitted budget information.</p>	<p>The School provided evidence in WebEPSS showing the budget was approved, but did not respond to the questionnaire because of a misunderstanding. Had the questionnaire been completed, the School believes this section would have been rated as “meets standard”.</p> <p><u>Improvement Action:</u> The school Director, Finance Committee Chair, and the school Business Manager signed and submitted the required indicator questionnaire for FY 17.</p> <p><u>Specific Evidence:</u> <i>The completed and signed FY17 indicator questionnaire.</i></p> <p><u>Effectiveness of the Improvement Action:</u> Horizon Academy West received a FY17 rating of “meets standard” for this section.</p> <p><u>Specific Evidence:</u> <i>The 2016-17 CSD-rated Monitoring Instrument Item Report for the Financial Framework section.</i></p>
II-A.01 Audits (2015-16)	<p>The school provided an excel sheet that appears to ostensibly indicate when certain submissions were made.</p> <p>The school did not complete the indicator questionnaire and the school did not indicate or address questions 2a-c. PED is unable to address 2.a-c. from the spreadsheet.</p> <p>-----</p> <p>PED has rated this indicator does not meet standards because the school did not complete the indicator questionnaire and did not timely submit audit information.</p>	<p>The School did provide information required for the audit on time.</p> <p>The School provided evidence in WebEPSS showing dates of submission, but did not respond to the questionnaire because of a misunderstanding. Had the questionnaire been completed, the School believes this section would have been rated as “meets standard”.</p> <p><u>Improvement Action:</u> The school Director, Finance Committee Chair, and the school Business Manager signed and submitted the required indicator questionnaire for FY 17.</p>

	<p>mation.</p>	<p>17.</p> <p><u>Specific Evidence:</u> The completed and signed FY17 indicator questionnaire.</p> <p><u>Effectiveness of the Improvement Action:</u> Horizon Academy West received a FY17 rating of “meets standard” for this section.</p> <p><u>Specific Evidence:</u> The 2016-17 CSD-rated Monitoring Instrument Item Report for the Financial Framework section.</p>
<p>II-A.02 Periodic Reports (2015-16)</p>	<p>The school provided a cash report.</p> <p>The school did not complete the indicator questionnaire as was required.</p> <p>----</p> <p>PED has rated this indicator does not meet standards because the school did not complete the indicator questionnaire as was required by Periodic Reports and PED is unable to determine if the school was timely submitting financial reports which show sufficient financial management.</p>	<p>The School is on quarterly reporting and reports were turned in on time. Expenditures did not exceed budget authority and Cash Balance plus SEG funding was sufficient to cover the next month’s expenditures.</p> <p>The School provided evidence in WebEPSS in the form of a cash report, but did not respond to the questionnaire because of a misunderstanding. Had the questionnaire been completed, the School believes this section would have been rated as “meets standard”.</p> <p><u>Improvement Action:</u> The school Director, Finance Committee Chair, and the school Business Manager signed and submitted the required indicator questionnaire for FY 17.</p> <p><u>Specific Evidence:</u> The completed and signed FY17 indicator questionnaire.</p> <p><u>Effectiveness of the Improvement Action:</u> Horizon Academy West received a FY17 rating of “meets standard” for this section.</p> <p><u>Specific Evidence:</u> The 2016-17 CSD-rated Monitoring Instrument Item Report for the</p>

		<i>Financial Framework section.</i>
II-A.04 Reimburse- ments (2015-16)	<p>The school provided the school's operating budget. The school did not address or answer the indicator questionnaire.</p> <p>----</p> <p>PED has rated this indicator does not meet standards because the school did not address or answer the indicator questionnaire as was required and PED was unable to determine if the school was timely seeking reimbursement.</p>	<p>All requests for reimbursements were submitted to PED by the mandated deadlines.</p> <p>The School provided evidence in WebEPSS in the form of the school's operating budget, but did not respond to the questionnaire because of a misunderstanding. Had the questionnaire been completed, the School believes this section would have been rated as "meets standard".</p> <p><u>Improvement Action:</u> The school Director, Finance Committee Chair, and the school Business Manager signed and submitted the required indicator questionnaire for FY 17.</p> <p><u>Specific Evidence:</u> <i>The completed and signed FY17 indicator questionnaire.</i></p> <p><u>Effectiveness of the Improvement Action:</u> Horizon Academy West received a FY17 rating of "meets standard" for this section.</p> <p><u>Specific Evidence:</u> <i>The 2016-17 CSD-rated Monitoring Instrument Item Report for the Financial Framework section.</i></p>
II-A.05 Audit Re- views (2015-16)	<p>The school provided a corrective action response review. The school did not address or complete the indicator questionnaire.</p> <p>----</p> <p>PED has rated this indicator does not meet standards because the school did</p>	<p>The School provided evidence in WebEPSS in the form of a corrective action response review, but did not respond to the questionnaire because of a misunderstanding. Had the questionnaire been completed, the School believes this section would have been rated as "meets standard".</p>

	<p>not address or complete the indicator questionnaire and therefore PED was unable to determine if the school was responsive to PED audit findings.</p>	<p><u>Improvement Action:</u> The school Director, Finance Committee Chair, and the school Business Manager signed and submitted the required indicator questionnaire for FY 17.</p> <p><u>Specific Evidence:</u> <i>The completed and signed FY17 indicator questionnaire.</i></p> <p><u>Effectiveness of the Improvement Action:</u> Horizon Academy West received a FY17 rating of “meets standard” for this section.</p> <p><u>Specific Evidence:</u> <i>The 2016-17 CSD-rated Monitoring Instrument Item Report for the Financial Framework section.</i></p>
II-A.07 General Information (2015-16)	<p>The school provided no response to this indicator and did not complete the indicator questionnaire.</p> <p>----</p> <p>PED has rated this indicator does not meet standards because the school did not complete the indicator questionnaire as was required and PED was unable to determine if the school complied with the II-A.07 General Information Requirements.</p>	<p>The School has not received any written indication from the assigned PED budget analyst that he/she had concerns regarding the School’s finances.</p> <p>The School did not respond to the questionnaire because of a misunderstanding. Had the questionnaire been completed, the School believes this section would have been rated as “meets standard”.</p> <p><u>Improvement Action:</u> The school Director, Finance Committee Chair, and the school Business Manager signed and submitted the required indicator questionnaire for FY 17.</p> <p><u>Specific Evidence:</u> <i>The completed and signed FY17 indicator questionnaire.</i></p> <p><u>Effectiveness of the Improvement Action:</u> Horizon Academy West received a FY17 rating of “meets standard” for this section.</p> <p><u>Specific Evidence:</u> <i>The 2016-17 CSD-rated Monitoring Instrument Item Report for the</i></p>

		<i>Financial Framework section.</i>
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### 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:***

**Horizon Academy West has maintained all Board of Finance authority during the entire term of the contract.**

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:

MATERIAL TERMS OF THE CHARTER

**Note:** The Charter School Contract between the New Mexico Public Education Commission and Horizon Academy West, School Years 2013-2018, was negotiated using the approved template for 2013. In 2014, the Public Education Commission began using a revised contract template with some changes in the content and numbering system. Therefore, the following statement contained in the grey box above does not apply to Horizon Academy West’s 2013-18 Charter School Contract: *“The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.”* Horizon Academy West’s Charter School Contract identifies all materials terms in Article VI., Section 6.01(a-d) and for purposes of this appli-

cation are presented as negotiated in 2013.

**Horizon Academy West met all material terms of the contract during the term of the contract.**

<b>Horizon Academy West Contract Number</b>	<b>Material Term</b>	<b>Narrative Describing Implementation of Material Terms</b>
<b>6.01(a)</b>	<p><b>Mission.</b></p> <p>Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.</p>	<p>Horizon Academy West’s mission has been reflected in all aspects of the educational program of the School throughout the term of the charter contract. In addition to a strong academic instructional program, Horizon Academy West offers special classes in art, physical education, computer lab, and library.</p> <p>Horizon Academy West’s strong academic program is enhanced through creative teaching strategies that include differentiated instruction, utilization of various kinesthetic learning opportunities (song, dance, projects, etc.), grade-appropriate and lexile-leveled literature, cross-category genres, and application of text-based questioning to develop critical thinking skills.</p> <p>The art class introduces the tools, elements and principles of art as well as a historical perspective through art history. The art program also offers avenues to strengthen creativity and critical thinking skills.</p> <p>The physical education class not only utilizes physical activity to contribute to the students’ fitness, psycho-motor, cognitive, and affective areas of development, but also</p>



		<p>helps students develop lifetime skills which will enable them to lead a healthy and productive life both in and out of school.</p> <p>The computer lab enhances student skills with technology and research, and supports the full academic program to assist student mastery of all subject areas. Technology instruction is based on ISTE Standards.</p> <p>The library offers enrichment opportunities and resources to support student mastery of subject areas and stimulate critical and creative thought. A pull-out schedule accommodates all classrooms.</p>
<b>6.01(b)</b>	<b>Optional Supplemental Indicators.</b>	No optional supplemental indicators were identified in the Contract.
<b>6.01(c)(i)</b>	<p><b>Student-Focused Terms.</b> At Horizon Academy West:</p> <ul style="list-style-type: none"> <li>• Every student participates in a reading block at their reading level with small group instruction. Students are evaluated several times a year for a placement at their level. Between evaluations, teachers can identify students who are out-pacing their group or struggling and have students moved at the teachers' discretion to a group with a commensurate skill set. From 3<sup>rd</sup> to 6<sup>th</sup>* grade all students participate in small group instruction for math, students move to a higher level as they become proficient at their initial placement.</li> <li>• The use of technology and equipment is integrated into classroom strategies to improve levels of achievement of the</li> </ul>	<p>All student-focused terms have been fully met and implemented throughout the charter term.</p> <p>The Horizon Academy West Master Schedule includes a 90-minute daily reading block for all K-5<sup>th</sup> grade levels. All classes provide small group reading and math instruction determined by student level and documented through lesson plans and unit plans.</p> <p>*3<sup>rd</sup> to 5<sup>th</sup> as per 2015 Amendment</p> <p>Horizon Academy West classrooms are equipped with desktop computers, projectors, document cameras, and Promethean</p>

	<p>Common Core standards and benchmarks, which includes technology literacy.</p> <p>Offerings at Horizon Academy West are:</p> <ul style="list-style-type: none"> <li>• The School has a four-day school week which provides the required instructional hours during these days; students attend school four days a week.</li> <li>• Horizon will provide an extended school year program. Additionally, except for the summer, 2013 because of the change of location of the school, the school will offer summer school to students of need.</li> <li>• Horizon Academy West offers before school and after school programs that focus on homework help and brings community-based projects into the School. These programs will be offered as long as the grants funding the programs remain available.</li> </ul>	<p>board (acquiring a few each year). Students also have access to tablets and laptop computers for use in the classrooms. The Horizon Academy West Master Schedule includes time for classroom use of the School's computer lab. A technology literacy component based on ISTE standards is included. Instructional on-line programs such as Istation, Raz-Kids, and A-Z Reading are integrated into classroom strategies and also used in the computer lab and at home.</p> <p>The four-day school week is implemented as reflected in the School's Master Calendar and in the school calendar submitted to NMPED School Budget.</p> <p>Horizon Academy West has provided an extended school year program each year of the charter term except for the summer of 2013 due to the change of location. The program is designed to support the maintenance of skills and services as determined by students' needs or IEPs.</p> <p>Horizon Academy West has consistently offered before-school and after-school programs. Even though grant funding is no longer available for the before-school program scheduled from 7:00 am – 7:45 am each morning, the School has continued the program using general funds to accommodate parent and student needs. The optional after-school C.R.E.W. program is offered 5 days per week.</p>
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	<ul style="list-style-type: none"> <li>Many evening events take place in the gym, such as basketball games and tournaments, girl scouts, boy scouts, dances, as well as school sponsored science, math and art nights.</li> </ul>	In addition to school-sponsored events, Horizon Academy West provides for use of its multi-purpose room for community-based sporting events and meetings.
<b>6.01(c)(ii)</b>	<b>Teacher-Focused Terms.</b>	The Horizon Academy West school contract does not include any specific terms for this section.
<b>6.01(c)(iii)</b>	<b>Governance Structure.</b> The Governing Council membership will consist of a minimum of five voting members selected by the existing board members (Community Members and/or Parent Members). In addition, there will be a maximum of five, but no less than three non-voting guests (Faculty and Administration guests) that will sit on the board to provide assistance to the council. Member terms are for a minimum of one year and a maximum of five years. Parent and Community Members will be requested to serve for five years, provided that any such Member may elect to serve for a shorter term. The regularly attending invited guests (non-voting faculty) will generally serve for one year, unless the administration decides to appoint any faculty member for more than one year.	All provisions of Horizon Academy West's Governance Structure section have been fully met over the term of the charter.
<b>6.01(c)(iv)</b>	<b>Total School Enrollment.</b>  The School is authorized to enroll 500 students in grades K-6 (through 2014-15) and K-5 (as of 2015-16).* The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modi-	*Horizon Academy West submitted an Amendment Request to make the following change to the Total School Enrollment section of the Contract:  FROM:

	<p>fications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School’s programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provision.</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not compromise the fiscal and educational program of the School.</p>	<p>“The School is authorized to enroll 500 students in grades K-6.”</p> <p>TO:</p> <p>“The School is authorized to enroll 500 students in grades K-5.”</p> <p>On March 13, 2015, the Public Education Commission approved the Amendment Request. Horizon Academy West began serving grades K-5 in the 2015-16 school year.</p>
<b>6.01(c)(v)</b>	<p><b>Intended School Location.</b></p> <p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area:</p> <p>County: Bernalillo County</p> <p>City: Albuquerque</p>	<p>Horizon Academy West met the “Intended School Location” provision throughout the term of the charter. The School’s location, 3021 Todos Santos NW, is in the city of Albuquerque and the county of Bernalillo.</p>
<b>6.01(c)(vi)</b>	<p><b>Facility.</b></p> <p>[ X ] For Schools with a Set Location. The Charter School’s primary location is:</p> <p>1900 Atrisco Road, NW Albuquerque, NM 87120 (Physical Address).</p> <p>The facility meets all applicable facility re-</p>	<p>Horizon Academy West met the facility requirements throughout the term of the charter.</p> <p>In 2013, Horizon Academy West moved from the 1900 Atrisco Road NW facility into the facility located at 3021 Todos Santos NW, Albuquerque, NM 87120</p>

	<p>quirements of the State.</p> <p>[ X ] For School Anticipating Changing Locations. The School is in the process of identifying a new location at</p> <p>3021 Todos Santos NW Albuquerque, NM 87120</p> <p>The School acknowledges that the new facility must meet all applicable health and safety requirements prior to the School relocating to the new location. The Authorizer approves this location contingent upon the School providing the Authorizer with evidence of compliance with applicable law, including NMSA 22-8B-4.2(C).</p>	<p>The School has occupied the new facility for all years of the current charter term.</p> <p>All applicable health and safety requirements were met prior to the School relocating to the new location. The School provided the Authorizer with evidence of compliance with applicable law, including NMSA 22-8B-4.2(C).</p> <p>For additional details, refer to Part E – Description of the Charter School Facilities and Assurances section of this application.</p>
<b>6.01(c)(vii)</b>	<p><b>Facilities Occupancy Requirement.</b></p> <p>The School acknowledges that its facility must meet all educational occupancy standards required by applicable New Mexico Construction Codes. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building including the approval of the director or designee of the PSFA. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).</p> <p>The School shall comply with all state and federal health and safety requirements applicable to public schools, including those</p>	<p>Horizon Academy West met the facility occupancy requirement throughout the term of the charter.</p> <p>Horizon Academy West has an E-Occupancy Certificate from the City of Albuquerque Planning Department, Building Safety Division, dated October 1, 2013. See Appendix D for a copy of the E-Occupancy Certificate. The School has provided assurances that its facilities meet the requirements as set forth in Section 22-8B-4.2 NMSA 1978 (2011). See Appendix D of this application.</p>

	health and safety codes relating to educational building occupancy.	
<b>6.01(c)(viii)</b>	<p><b>New Mexico Condition Index</b></p> <p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p> <p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the facility will achieve a rating of equal to or better than the average New Mexico condition index.</p>	<p>Horizon Academy West met the New Mexico Condition Index requirement throughout the term of the charter.</p> <p>Horizon Academy West received a 2017-18 wNMCI rating of 2.54%, better than average condition for all New Mexico public schools as determined by PSFA for that year. See Appendix D of this application for a wNMCI letter from PSFA dated August 22, 2017.</p>
<b>6.01(c)(ix)</b>	<p><b>Facilities Funding.</b></p> <p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act; the Public School Capital Improvements Act; the Public School Buildings Act; and any other applicable law.</p> <p>The School is encouraged to apply for all available capital outlay funding for which it is eligible, including lease reimbursement grants through the Public School Capital Outlay Council.</p>	<p>Horizon Academy West has received State lease assistance funding since its inception.</p> <p>Horizon Academy West also receives SB-9 funds from the Albuquerque Public School District. SB-9 funds have been and will continue to be used for preventive and regular facilities maintenance.</p> <p>In 2016 Albuquerque Public Schools passed a HB-33 bond which resulted in approximately \$260,000 capital funding on a yearly basis for Horizon Academy West for a five-year period beginning in the 2016-17 school year. These funds will be used for implementation of its capital plan and to address major facility needs.</p>

<p><b>6.01(c)(x)</b></p>	<p><b>Lease Purchase Agreement.</b></p> <p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>Horizon Academy West received approval of its Lease Purchase Agreement as stated in a letter from Hipolito “Paul” Aguilar, Deputy Secretary of Finance &amp; Operations, NMPED, dated June 29, 2017: “In accordance with the applicable provisions of the Public School Lease Purchase Act, Chapter 22, Article 26A NMSA 1978, the Public Education Department has approved the Lease Purchase Arrangement between Horizon Academy Foundation and Horizon Academy West. . . .This approval is effective as of June 1, 2017.” See Appendix D of this application for a copy of the approval letter.</p>
<p><b>6.01(c)(xi)</b></p>	<p><b>Multiple Facilities.</b></p> <p>With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program units pursuant to the Public School Finance Act.</p>	<p>Horizon Academy West does not maintain multiple facilities.</p>
<p><b>6.01(c)(xii)</b></p>	<p><b>Food Service.</b></p> <p>According to the Charter, the School [ X ] will provide for food services. Food services shall be provided in a manner that is in compliance with applicable federal and state laws regarding public school food programs.</p>	<p>Horizon Academy West met the food services requirement throughout the term of the charter.</p> <p>Horizon Academy West contracts for food services which are provided by Canteen. The School has a warming kitchen on site. Students are served breakfast and lunch in the multi-purpose room. The School also offers the option of a fresh salad bar daily.</p>

		Approximately 7,367 breakfast meals and 5,205 lunch meals are served each month to Horizon Academy West students.
<b>6.01(c)(xiii)</b>	<b>Transportation.</b>  [ X ] The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.	Horizon Academy West met the transportation requirement throughout the term of the charter.  Horizon Academy West does not provide student to-and-from transportation.  Horizon Academy West has complied with all students with disabilities' qualified IEP and Section 504 plan requirements related to transportation.
<b>6.01(d)</b>	<b>Terms Requiring Amendment.</b>  Any provisions set forth in this Article 6 may only be changed by agreement of the Parties. No other provision of the Charter requires an amendment executed by the Parties. Provisions not listed in this Article 6 may be changed by the School without approval of the Authorizer.  A modification or amendment of this Article 6 of the Contract shall be considered to be an amendment of the Charter without further action by the Parties.	Horizon Academy West met the amendment requirements throughout the term of the charter.  Horizon Academy West requested one amendment to Article 6.01(c)(iv) to change authorized grade levels from K-6 to K-5. The amendment request was approved by the Public Education Commission on March 13, 2015.



## 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:**

As per discussion at the Renewal Workshop on September 6, 2017, the school will be addressing the last two years of the Performance Framework ratings.

- School Year 2015-2016: Of nineteen indicator ratings, Horizon Academy West received sixteen “meets standard” ratings, two ratings below “meets standard” and one rating of “Not Applicable”.
- School Year 2016-17: Of eighteen indicator ratings, Horizon Academy West received fifteen “meets standard” ratings, three ratings below “meets standard” and one rating of “Not Applicable”.

School Year 2015-16		
Organizational Performance	Summary of Comments by SEA (PED Charter Schools Division)	Narrative - Improvement actions made to meet all legal compliance require-

Framework Indicator		ments and the effectiveness of those actions in improving organizational performance and compliance.
III-A.03: Educational Plan (2015-16)	<p>CSD noted that one IEP received from another school had not been accepted or modified within the 30-day timeframe. Additionally, one IEP did not have parent signatures.</p> <p>This indicator was rated as does not meet standards.</p>	<p>The School could not find in statute or rule that there is a 30-day requirement to “accept or modify” the IEP. The School follows both state and federal law with an incoming student’s IEP from a transferring school. (34 CFR Part 300.323(e)(1) and (2) and 6.31.2.11 (H)(1) NMAC.) However, the School did put in place a procedure for transfer students with IEP’s.</p> <p>The CSD gave the School an IEP identified with initials and stated that it did not have a signature. The Special Education Team located the IEP with the initials that were given and found the IEP did include the signature and initials throughout. CSD was notified that this was the case and was directed by Scott Binkley at CSD to write a response in the WebEPSS noting that there was a signature with the IEP. The Director did so, noting the following: “The School has checked the file in question with the required signatures and all signatures have been found.”</p> <p><u>Improvement Action:</u> The School uses the procedure for transfer students with IEP’s in place. The SPED team will review all signatures on IEP’s.</p> <p><u>Specific Evidence:</u> <i>IEPs and Special Education Plan noted above.</i></p> <p><u>Effectiveness of the Improvement Action:</u> This finding was not repeated in school year 2016-17. As of the date of submission of this application, there are no outstand-</p>

		<p>ing IEPs.</p> <p><u>Specific Evidence:</u> <i>IEPs and Special Education Plan noted above.</i></p>
V-A.01: Governance and Reporting (2015-16)	<p>CSD noted that the Governing Council did not provide the Director's annual performance evaluation.</p>	<p><u>Improvement Action:</u> The Director noted that the evaluation was complete, but was inadvertently submitted in the 2016-17 school year section in the WebEPSS, the school year in which Horizon Academy West received feedback from CSD on its site visit report for 2015-2016. The Director did notify CSD of the misplaced evaluation. The Director will be more conscious of submitting information in the correct school year moving forward.</p> <p><u>Specific Evidence:</u> <i>The 2015-16 Director's annual performance evaluation by the Governing Council.</i></p> <p><u>Effectiveness of the Improvement Action:</u> This finding was not repeated in school year 2016-2017.</p> <p><u>Specific Evidence:</u> <i>The 2016-17 Director's annual performance evaluation by the Governing Council. (Placed in the 2016-17 section of the WebEPSS.)</i></p>
<b>School Year 2016-17</b>		
III-A.01: Educational Plan (2016-17)	<p>CSD noted that the instructional hour review indicated the school was not meeting the instructional hour and reporting requirements of the performance framework.</p> <p>CSD rated this indicator as "Working to Meet Standard" because the School provided evidence that they updated their SY2018 calendar to meet the re-</p>	<p>The School has <u>always</u> met or exceeded the instructional hours during the term of the contract.</p> <p>The SY2018 calendar had been updated for the following reason: Horizon Academy West submitted the school calendar check with the school budget using the guidelines (Section 22-2-8.1) that are provided on the school calendar check form. On this form, Horizon</p>

	<p>quired instructional hours.</p>	<p>Academy West excluded lunch but did not exclude a 15-minute recess for morning and afternoon. The instructional hours submitted to the business office did not match what the CSD calculated, but in both calculations the School exceeded the minimum instructional hours required. Horizon Academy West included the recesses and resubmitted the instructional hours to the Public Education Department Business Office. Horizon Academy West continues to exceed the minimum instructional hours required without the recesses.</p> <p><u>Improvement Action:</u> The calendar check form was resubmitted to the PED Finance Department to reflect the exclusion of the 15-minute recess for morning and afternoon. However, this revision did not change the fact that Horizon Academy West exceeds the minimum instructional hours mandated by state law.</p> <p><u>Specific Evidence:</u> <i>The updated 2018 School Calendar Check Form.</i></p> <p><u>Effectiveness of the Improvement Action:</u> The School continues to meet or exceed the instructional hours in the term of the contract.</p> <p><u>Specific Evidence:</u> <i>The updated 2018 School Calendar Check Form.</i></p>
III-A.04: Educational Plan (2016-17)	<p>2.8.17 Site Visit: The PED team noted that Home Language Surveys (HLS) were missing from two files. Five files were missing the W-APT or other screener results (i.e., scores) required when a student's HLS indicates a language spoken in the home other than or in addition to English.</p>	<p><u>Improvement Action:</u> The School provided evidence of action steps, responsible parties, and a timeline to ensure that all students who indicate a language other than English on the HLS or LUS will be administered the WAPT or screener and how the School will ensure that a student only has</p>

	<p>tion to English.</p> <p>CSD rated this indicator as “Working to Meet Standard”, because the school provided evidence of action steps, responsible parties, and a timeline to ensure that all students who indicate a language other than English on the HLS or LUS will be administered the WAPT or screener and how the school will ensure that a student only has one HLS or LUS in his or her CUM file as required by NMAC 6.29.5.11 and 6.29.5.12.</p>	<p>one HLS or LUS in his or her CUM file as required by NMAC 6.29.5.11 and 6.29.5.12. In addition, the Family, Community Engagement Coordinator has reviewed the requirements and is ensuring that the action steps are being implemented.</p> <p><u><i>Specific Evidence:</i></u> <i>Student cum files contain required HLS, and if required by the HLS, also contain the W-APT or other screener results (i.e., scores)</i></p> <p><u><i>Effectiveness of the Improvement Action:</i></u> Home Language Survey and W-APT or other screener result (i.e. scores) requirements are being met.</p> <p><u><i>Specific Evidence:</i></u> <i>Student cum files contain required HLS, and if required by the HLS, also contain the W-APT or other screener results (i.e., scores)</i></p>
III-A.06: Educational Plan (2016-17)	<p>CSD stated that because the School had a 73.03% recurrent enrollment rate, it was rated as “Falls Far Below Standard” for this indicator.</p> <p>The school must re-enroll at least 85% of its eligible cohort.</p>	<p>Horizon Academy West calculated a 92% recurrent enrollment rate. The process used by CSD to determine the 73.03% recurrent enrollment rate is unclear to the School. The Director has requested the STARS document from CSD that was used to calculate this rate, with no response as of the date of submission of this application.</p> <p><u><i>Improvement Action:</i></u> The School calculated recurrent enrollment from the STARS EOC membership report. Horizon Academy West had 433 students Kinder-5th grade that finished the 2015-16 year. From 433 students, 368 were eligible to return (65-5<sup>th</sup> graders were ineligible to return). From the STARS 40-day 2016-2017 school year, Horizon Academy West had 451 students</p>

		<p>with Kinder- 5th grade enrolled. Horizon had 109 new students of which 79 were Kindergarten and 30 were 1st grade - 5th grade. <math>451-109=342</math>. 342 students out of 368 equals <b>92%</b> recurrent enrollment.</p> <p><u>Specific Evidence:</u> STARS EOC Membership Report; STARS 40-day 2016-17 Report.</p> <p><u>Effectiveness of the Improvement Action:</u> To Be Determined based on CSD response to Horizon Academy West's request for information as stated above.</p> <p><u>Specific Evidence:</u> TBD</p>
IV-A.00: Business Management and Oversight (2016-17)	<p>09.05.2017: The PED has rated this indicator as "Working to Meet Standard" because the school was cited with one rating of non-compliance on the FY2016 Audit. The school has provided documentation including a letter from the PED's Audit Bureau confirming that a Corrective Action Plan was received and reviewed, demonstrating movement toward compliance with law.</p> <p>2016-001 Collateral Requirement (Compliance) Condition: As of June 30, 2016 the School's bank balance was under-collateralized by \$62,056. Of the School's bank deposit balance of \$1,143,418 at June 30, 2016, \$250,000 was insured by the FDIC and \$384,653 was covered by pledged collateral; however, the School was required to maintain pledged collateral of \$446,709.</p>	<p><u>Improvement Action:</u> The School implemented a monthly review of the pledged collateral statement and bank balances.</p> <p><u>Specific Evidence:</u> Records of monthly review of the pledged collateral statement and bank balances.</p> <p><u>Effectiveness of the Improvement Action:</u> The School's bank balance is no longer under-collateralized.</p> <p><u>Specific Evidence:</u></p> <ol style="list-style-type: none"> <li>1. Records of monthly review of the pledged collateral statement and bank balances.</li> <li>2. The September 5, 2017 memorandum from Mr. Daniel O. Romero, Audit Supervisor, PED, to Ms. Cynthia Carter, Head Administrator, Horizon Academy West, stating the following: "The purpose of this notice is to acknowledge receipt of your school's FY2016 CAP response related to the FY2016 financial statement findings. The response was reviewed and found to address the findings appropriately and therefore, no</li> </ol>

		<i>further action is required at this time.”</i>
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### 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:

- 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;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- 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:**

**Note:** The Charter School Contract between the New Mexico Public Education Commission and Horizon Academy West, School Years 2013-2018, was approved for 2013 which states *"The School shall fill any vacancy on its governing body no later than 90 days from the vacancy or seek an extension for such appointment from the Authorizer's staff in writing."* In 2014 the PEC revised the Performance Contract as follows: *"Governing body members are replaced within 45 days of the vacancy occurring"*. The School requested an extension in the school year 2015 to fill a position. The extension was granted. Horizon Academy West met the governance responsibilities during the term of the contract. To support this



statement, the School has identified the following:

- **Horizon Academy West has identified the membership of the Horizon Academy West Governing Council at all times during the term of the contract (with roles and service terms for all members), including membership of the required committees as follows:**

<b>Member 2017-2018</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Alice Chavez	Secretary	10/2016	10/2021	Member
Storm Gonzalez	President	07/2016	07/2021	Finance/Audit
Carrie Rodriguez	Vice Pres.	07/2015	07/2020	Finance/Audit
Carlos Tenorio	Member	11/2014	09/2017	Member
Cecelia Webb	Member	01/2016	01/2021	Member
Christen Levan (Hagemann) Esq.	Member	09/2017	09/2022	Member
<b>Member 2016-2017</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Stefanie Whaley	Secretary	11/2014	01/2017	Member
Michael Yardman	Member	01/2016	07/2016-	Member
Carrie Rodriguez	Vice Pres.	07/2015	07/2020	Finance/Audit
Carlos Tenorio	Member	11/2014	09/2017	Finance/Audit
Cecelia Webb	Member	01/2016	01/2021	Member
Alice Chavez	Secretary	10/2016	10/2021	Member
<b>Member 2015-2016</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Carrie Rodriguez	President	08/2015-2 <sup>nd</sup> term	08/2020	Finance/Audit
Michael Winfield	Vice Pres.	01/2011	01/2016	Finance
Kathy Freeman	Member	07/2010	10/2015	Member
Stefanie Whaley	Secretary	11/2014	01/2017	Member
Carlos Tenorio	Member	11/2014	09/2017	Audit/Finance
Michael Yardman	Member	12/2015	07/2016	Member
<b>Member 2014-2015</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Carrie Rodriguez	President	07/2010	07/2015	Finance/Audit
Michael Winfield	Vice Pres.	01/2011	01/2016	Finance
Kathy Freeman	Member	07/2010	10/2015	Member
Stefanie Whaley	Secretary	11/2014	01/2017	Member
Carlos Tenorio	Member	11/2014	09/2017	Audit/Finance
Michael Yardman	Member	01/2016	07/2016	Member
Michael Neff	Member	11/2011	06/2015	Member
Bruce Hanson	President	07/2010	03/2015	Audit
<b>Member 2013-2014</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>

Carrie Rodriguez	Member	07/2010	07/2015	Finance/Audit
Michael Winfield	Vice Pres.	01/2011	01/2016	Finance
Kathy Freeman	Member	07/2010	10/2015	Member
Michael Neff	Member	11/2011	06/2015	Member
Bruce Hanson	President	07/2010	03/2015	Audit/ Finance

- **There was no time in which the membership on the Horizon Academy West Governing Council fell below the requirements of the by-laws or the statutory minimum of 5 members.** In 2015, a Governing Council member resigned in October and the position was filled in December. The School had filed an extension request as required; the extension request was granted.
- **There was no time in which the Horizon Academy West Governing Council did not maintain the required committee membership.** The School has had a finance and audit committee for each year of the term of the charter contract.
- **The School has identified the amount of time any vacancies were open on Horizon Academy West Governing Council as follows:** In 2015, a Governing Council member resigned in October and the position was filled in December. The School had filed an extension request as required; the extension request was granted. The Governing Council found a replacement within the 45 days; however, the member was not voted in until the December meeting which then totaled 56 days to fill the vacancy. The School was placed on the PEC agenda as a “school of concern” for the meeting in January of 2016 and the PEC gave the School 30 days to find the 5<sup>th</sup> member. The Director had not been notified that Horizon Academy West was on the PEC agenda and became aware on the day of the PEC meeting. Unfortunately, the Director could not make it in time. If known, the Director would have notified the PEC that the Governing Council already had the 5<sup>th</sup> member in place. The Director now reviews the PEC agendas when posted to avoid this in the future.
- **The School has identified any Horizon Academy West Governing Council members that did not complete required training hours in any of the years of the contract term as follows:** The School had one Governing Council member that completed training for the school years 2014-2015 and 2015-2016; however, in 2016-2017 this Council member did not attend any trainings offered. The Governing Council members had sent out emails asking him to attend. The Director asked him if she could register him for training. Ultimately, this Governing Council member resigned at the August 2017 meeting but had given the board notice of his intentions, therefore, the board was able to accept the resignation and fill the vacancy during the August 2017 meeting. The vacancy was filled within the 45-day period.



### **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 Horizon Academy West Charter School and hereby certify that: the attached petition in support of the Horizon Academy West Charter School renewing its charter was circulated to all employees of the Horizon Academy West Charter School. There are 55 persons employed by the Horizon Academy West Charter School. The petition contains the signatures of 55 employees which represents 100% percent of the employees employed by the Horizon Academy West Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO)

I, Cynthia Carter, 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 20<sup>th</sup> day of September 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 Horizon Academy West Charter School and certify that: the attached petition in support of the Horizon Academy West Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 384 households which represents 99.7 percent of the households whose children were enrolled in the Horizon Academy West Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO )

I, Cynthia Carter, 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 27<sup>th</sup> day of September 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.

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**.

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.)

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.

### *School response:*

#### **Description of Horizon Academy West Facility**

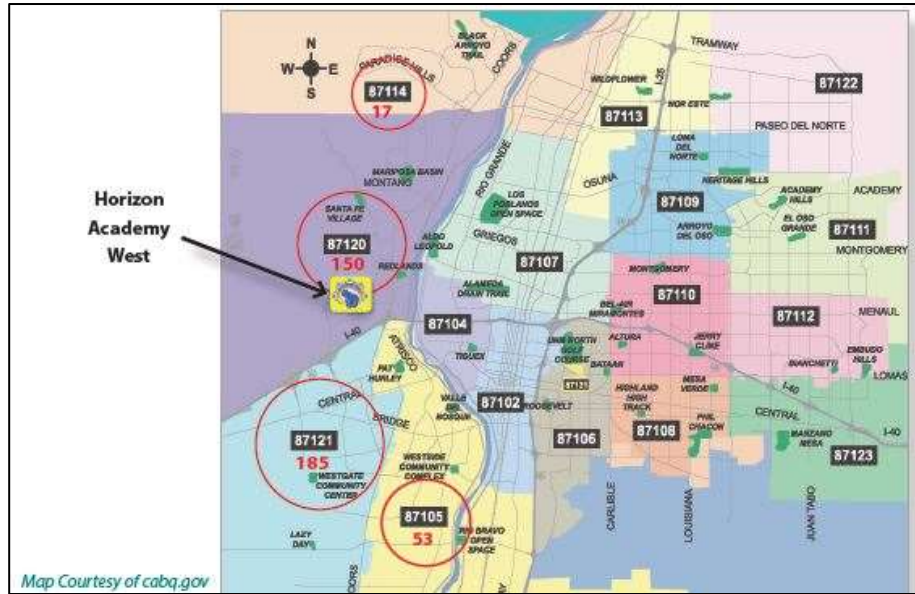


Horizon Academy West is located at 3021 Todos Santos NW, Albuquerque, NM 87120, just north of I-40 and near Unser Boulevard. Horizon Academy West has occupied the location since 2013. The building was originally constructed in 2002 for commercial use and served as a church. It was purchased and renovated to include additional space for classrooms by the Horizon Academy West Foundation. The School leases the facility from the not-for-profit Horizon Academy West Foundation which owns the building and land.

The site is surrounded by subdivisions. Approximately 85% of students attending Horizon Academy West reside in the 87120 and 87121 zip code areas of Albuquerque. Most of the remaining students reside in the 87105 and 87114 zip codes near the School. See Figure E.1.1 below.



Figure E.1.1



An aerial view of the 3.4-acre site (149,325 SF) with a total building space of 42,261 square feet is displayed below:

Figure E.1.2



As shown in the aerial view, outdoor space is available and utilized for playground activities just behind the building; however, to expand the outdoor space, Horizon Academy West is considering the possibility of purchasing and redeveloping an adjacent plot of open land as a playfield. Currently, outdoor physical education takes place at a municipal public park across the street from the School.

### **How the Facility Supports the School's Mission, Instructional Program and Student Achievement**

#### Mission

*Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.*

The Horizon Academy West facility was carefully designed to support the School's mission by providing an attractive, functional and efficient space in which to develop a rigorous, creative, well-rounded education for all students. The facility provides the space and infrastructure to accommodate the needs of all stakeholders as they work to help each student master his or her subjects and learn to think critically and creatively.

Dedicated space was incorporated into the facility plan to house the necessary components to support the total instructional program needed to carry out the mission of the School. The floor plan shown as Figure E.1.3 below identifies the areas dedicated to the following functions:

- administration - governing council, administrative offices, instructional coordinator, family & community engagement coordinator, PE office
- teaching support - storage, supply room, workrooms, teacher's lounge
- student health/counseling - nurse, counselor, speech therapist, diagnostician
- food services – warming kitchen
- general-use classrooms
- special education classroom
- special use - multi-purpose room, art room, media
- tare spaces
- library/media center

Figure E.1.3



The space as designed is in complete alignment with the needs of the instructional program and support services that contribute to the achievement of the School's mission.

#### Instructional Program

Horizon Academy West offers all state-required Elementary School instruction. By utilizing a variety of educational programs such as Star Fall, Primary Phonics, Treasures, My Math, and additional resources, teachers align the instructional program with Common Core Standards. Data from Istation (reading and math) and other summative and formal assessments are gathered to determine students' individual abilities, deficits, and challenges.

Differentiation of instruction and rigor is provided by creative teaching strategies learned and applied from professional development, grouping of students to address similar needs, utilization of various kinesthetic learning opportunities (song, dance, projects, etc.), and teachers' ability of identifying and utilizing grade-appropriate and lexile-leveled literature, cross-category genres, and application of text-dependent questioning. This ensures that students are challenged, supported, and encouraged to excel academically.

The space in which this differentiated instruction takes place is important to the outcomes. The large interior space of the single building allows for efficiency of movement between areas, easy access to support services, and close availability of supplies, workrooms and meeting spaces. In addition to the general class-

room space required to serve the School's student population of 461, special curricular instructional programs such as art, physical education (indoor basketball and other sports), library, computer lab, and special education have dedicated spaces within the School's facility. The facility also provides a classroom for a morning and afternoon New Mexico Pre-K program which was first incorporated in 2011.

Photos of a Horizon Academy West general-use classroom, Pre-K classroom, multipurpose room and library are presented below.



The design of the facility also supports breakfast and lunch services which are utilized as part of the instructional program. Students are served breakfast in the classroom and lunch in the multipurpose room. Teachers are present for breakfast and lunch with the students, providing instruction and modeling of social interaction skills and meal etiquette. Food services are provided through a contract with Canteen and include a daily fresh salad bar. Following is a photo of Horizon Academy West's warming kitchen and food delivery service:





A 2015-16 Utilization Study Analysis is included in the Horizon Academy West Facility Master Plan provided in Appendix D of this application. The PSFA study provides a reflection of the current school utilization of instructional space including the multipurpose room. **“The ‘Utilization Rate Percent’ of Horizon Academy West is 82%.** This reflects that 82% of the instructional spaces at Horizon Academy West are used for grade level instruction and only 18% for support space. **This is a very efficient school, well above the 67% ‘good’ ratio and even above the 75% ‘great’ ratio.** The majority of public schools in New Mexico fall below the 67% ‘good’ ratio.” (Section 2, Pg. 11 of the Facility Master Plan)

#### Student Achievement

In determining student achievement, grade levels use short-cycle, formative and summative assessments, many of which are computer-based. Modeling, use of rubrics, exit slips, and expectations for students’ ability to articulate their knowledge is constantly encouraged. Parent involvement and attention to the emotional well-being of students is a great consideration in the overall success of student achievement at Horizon Academy West. To support student achievement, the Horizon Academy West facility has a well-designed and attractive interior space which engenders a feeling of calm and safety among students, staff and parents. Safety and security of students, staff and visitors is a facility objective for Horizon Academy West. The current school facilities and layout make school security relatively easy to manage. The School has installed a security camera system to aid in the process.

Computer-based instruction and assessment requires sufficient technology infrastructure. Student fluency with technology is an important aspect of learning and demonstration of achievement. As digital learners, students must be able to navigate programs easily. The use of technology and equipment is integrated into classroom strategies to improve levels of achievement of the Common Core standards and benchmarks, which include technology literacy. Horizon Academy West classrooms are equipped with desktop computers, projectors, document cameras, and Promethean boards (acquiring each year). Students also have access to tablets, lap top computers for use in the classrooms. The School has a dedicated computer lab which is used for pull-out instruction. Testing is done in the classrooms and computer lab.

The facility's infrastructure supports the School's requirements for high-speed connectivity and dedicated space in the classrooms and computer lab for both learning and demonstration of achievement.

### **Current State of Facility Maintenance and Areas for Improvement**

The Horizon Academy West facilities are relatively new (2002 and 2013), with the majority of its building systems in good working condition. Horizon Academy West has always taken a pro-active stance concerning its facilities and contracts all of its maintenance to a qualified vendor. Horizon Academy West contracts with Service Master Performance for daily maintenance and has a handyman contractor for work orders that arise. The Horizon Academy West staff maintain the facility in very good condition and no substantial maintenance issues were discovered during assessments by PSFA.

During the FMP/Ed Spec process, Horizon Academy West worked with PSFA to develop and adopt a preventive maintenance plan to ensure a well-maintained and safe facility for all students. The plan will be updated annually.

In 2016, exterior doors were upgraded to improve security and temperature control, the roof was inspected to check its quality and identify any preventive maintenance needed, surveillance was installed throughout the facility and electrical upgrades were performed.

#### Areas for improvement

The majority of building systems in the permanent building are in good condition and still operational. There are some building systems that are, or will be within the next five years, in need of repair or replacement. The roof, door hardware, floor finishes, lighting and furniture are some of the building systems that could need repair and/or replacement during the life span of the 2017-22 Facilities Master Plan.

The greatest facility need of the School is additional space. Horizon Academy West has reached its maximum facility capacity, but it has not reached its charter capacity of 500 K-5th grade students.

#### PSFA's Summary of Facility Status and Capital Needs

Following an excerpt from the PSFA letter dated January 13, 2017 and signed by John M. Valdez, AICP, Facilities Master Planner, announcing approval of the FMP/Ed Specs:

Based upon PSFA's review of the FMP/Ed Specs, PSFA understands the following:

- Horizon Academy West serves students from Pre-K to 5<sup>th</sup> grade with an enrollment cap of 500 students in grades K-5th;
- Currently, the school cannot meet its full enrollment cap due to space limitations;

- The school meets the state’s public building requirement for charter school facility location; (SB4, previous referenced as HB-283);
- A summary of the school’s capital needs includes:
  - Addition of two classrooms, which would enable the school to reach its full cap;
  - Installation of a playfield for physical education and outdoor activities;
  - Upgraded technology;
  - Maintenance and preventative maintenance tasks and activities;
  - Installation of ADA signage;
- The school is utilized in an extremely efficient manner with classroom spaces utilized within the 90-95% range\*; and
- The school recently completed and adopted a preventative maintenance plan which will compliment this Facilities Master Plan/Educational Specifications document in the school’s overall facility management.

\*Note: The 90-95% range does not include the multi-purpose room.

For complete details regarding the Horizon Academy West facilities, please refer to the School’s Facilities Master Plan/Educational Specifications 2017-2022 and Preventative Maintenance Plan located in Appendix D.

#### Documentation Included in Appendix D

The following evidence is provided in Appendix D of this application and will also be available for review during the Renewal Site Visit:

- 1) The Horizon Academy West 5-Year Facilities Master Plan/Educational Specifications (FMP/Ed Specs) 2017-2022;
- 2) PSFA letter approving the FMP/Ed Specs 2017-2022 dated January 13, 2017 and signed by John M Valdez, AICP, Facilities Master Planner.
- 3) Horizon Academy West Preventative Maintenance Plan
- 4) Horizon Academy West Certificate of Occupancy
- 5) PSFA letter dated August 22, 2017 stating wNMCI Score of 2.54%
- 6) Notarized Facility Assurance Form C
- 7) Horizon Academy West Lease Purchase Agreement
- 8) Horizon Academy West Lease Purchase Agreement Approval Letter







### **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)

**HORIZON ACADEMY WEST**  
**GOVERNING COUNCIL SPECIAL MEETING MINUTES**  
**September 28, 2017**      **Conference Room**      **7:30 AM**

<b>Officers:</b> President, Storm Gonzalez <b>Members:</b> Alice Chavez, Secretary Christen Levan ( Hagemann), Member Cecilia Webb, Member Carrie Rodriguez, Vice President  ☐ Non-voting	<b>Guests:</b> Cynthia Carter, Director☐ Diana Cordova, Business Manager ☒  Olivia Flores, Assistant Director ☒ Aaron Peak, Family Engagement Coordinator☒ Linda Stoffan, Teacher Representative ☒
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**AGENDA**

1. CALL TO ORDER – *Meeting called to order by Storm Gonzalez.*
2. ROLL CALL- *All members of the GC were present.*
3. APPROVAL OF AGENDA\* *Cecilia Webb motioned to approve the agenda, second by Carrie Rodriguez.*
4. APPROVAL OF MINUTES\* *Approval of minutes was tabled to be approved at the Regular Oct. meeting by Storm Gonzalez.*
5. PUBLIC FORUM<sup>①</sup> 7:30 a.m. – *There was no one that signed up for public forum.*
6. Approval of the Charter Renewal\* - *Carrie Rodriguez made the motion to approve the Charter Renewal application, Alice Chavez second the motion. All in favor – 4 all not in favor – 0 . (One member, Christen Hagemann abstained from voting due to training requirements)*
7. Improvement Plan\* *Cecilia Webb motioned to approve the improvement plan, Alice Chavez second the motion. All in favor – 4 all not in favor – 0 (One member, Christen Hagemann abstained from voting due to training requirements)*
8. Directors report - *spoke on the process of the renewal application.*
9. CONCLUDING BUSINESS
  - a. Announcements - Governing council training, Oct. 28<sup>th</sup> was announced.
    - Next Regular Board Meeting, October 17, 2017 at 4:30 pm
  - b. Adjournment

\*ACTION ITEM

①TIMED ITEM

*The Horizon Academy West Governing Council attempts to follow the order of items as listed; however, the order of specific items may vary from the printed Agenda. Public forum will be held at the time specified in the Agenda.*

*If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend o participate in the hearing or meeting, please contact the Principal at Horizon Academy West at least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the Office Manager at Horizon Academy West if a summary or other type of accessible format is needed.*