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HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

December 13, 2012

Dear Public Education Commissioners:

Enclosed is the Final 2012 Charter School Application Final Recommendation and Evaluation for Horizon West Charter School applying for a renewal state charter in Albuquerque. Please know that the staff at the Charter Schools Division analyzed the renewal applications, reviewed past performance of the school and gave full consideration to the information gathered in this process.

The Charter Schools Division (CSD) has provided prior evidence in their preliminary analysis and the charter school team has gathered to analyze the data and make the enclosed recommendation.

Thank you all for your hard work and dedication to ensure that New Mexico's Charter Schools represent the best of alternative and innovative options for parents and students.

Sincerely,

A handwritten signature in cursive script that reads "Tony Gerlicz".

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

## I. Recommendation

Approve: ☒

Overall the application is complete and adequate. The Horizon West Charter School presented no material violations, had no fiscal management improprieties, and had no violation of any provisions of law. The performance component of the school's report card indicates the school achieved at a B level with strong showings in all component areas of the report card. The Charter School Division of the Public Education Department has concluded that the Horizon West Charter School should be approved with no conditions. The Charter School Division applauds Horizon West not only for its fine renewal application but for the innovation and success it is providing its students.

Approve with Conditions: ☐

Overall the application is complete and adequate.

### PROPOSED CONDITIONS

The Applicant will negotiate a renewal contract with the Public Education Commission pursuant to 22-8B-9.1:

1. N/A

Deny: ☐

Overall, the application demonstrates that the school has:

- (1) presented one or more material violations of the conditions, standards, or procedures set forth in the charter;
- (2) not met or is not making substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application;
- (3) has not met generally accepted standards of fiscal management;
- (4) has violated a provision of the law from which the state-chartered charter school was not specifically exempted.

By:

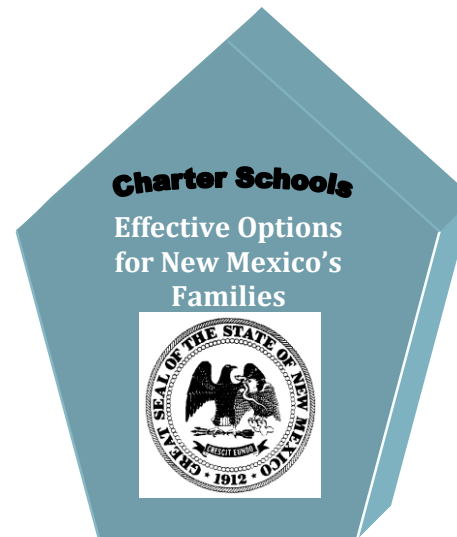


Tony Gerlicz  
Director

**OPTIONS FOR PARENTS – CHARTER SCHOOLS DIVISION**

**New Mexico Public Education Department  
Options for Parents: Charter Schools Division**

**2012 State Charter Renewal Application Analysis  
For the New Mexico Public Education Commission**



## State Charter Renewal Application Evaluation Standards

In the state of New Mexico, the Charter Schools Act, Section 22-8B-1 NMSA 1978, governs the application and review process for charter schools seeking renewal at the end of their charter term. This statute also includes the four reasons for non-renewal of a school's charter. They are referenced here.

- Paragraph 1 of Subsection F of Section 22-8B-12 NMSA 1978 states that 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.
- Paragraph 2 of Subsection F of Section 22-8B-12 NMSA 1978 states that a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... **failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application.**
- Paragraph 3 of Subsection F of Section 22-8B-12 NMSA 1978 states that 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.**
- Paragraph 2 of Subsection F of Section 22-8B-12 NMSA 1978 states that a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...**violated any provision of law from which the charter school was not specifically exempted.**

Based on the completed renewal application, analysis from the Charter Schools Division (CSD) staff, status reports provided by the Public Education Department's (PED) divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the Public Education Commission (PEC) regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter.

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

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

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

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application.

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

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

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

The CSD will rely on documentary evidence gathered by the CSD 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, including, but not limited to, submitting items to its chartering authority in a timely manner.

## Executive Summary & School Demographics

*from the Renewal Application*

*Horizon Academy West's current authorizer is the Public Education Commission (PEC), the school's charter was originally granted in 2003, and this will be the schools second renewal*

### **School Vision Statement:**

Horizon Academy West is a public charter school with approximately 500 students in Kindergarten (full-day) through 6th grade. As a charter school, we believe we can provide a quality education with smaller class sizes, develop stronger parental and community involvement, and attract a dedicated and enthusiastic staff. Horizon Academy West is dedicated to improving student achievement through a variety of means. Class sizes are restricted to a student: teacher ratio of 23:1 (Kindergarten is 20:2). Teachers, students, parents, and community members are active participants through volunteering and committee membership.

### **School Mission Statement:**

Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to provide a rigorous, creative, well-rounded education for a geographically, economically, racially and ethnically diverse student body. Our school is committed to help each student master a challenging curriculum, learn to think critically and creatively along with understanding the values and traditions that underlie our society. We believe that students have different needs at different developmental stages, each bringing with them different lifestyles and cultural backgrounds. Students will learn through active participation as Horizon Academy West sees itself as a community of students and teachers, responsible to each other. Our institution will provide an environment that fosters the professional growth of a dedicated and diverse faculty as they generate for every student a foundation in learning and achievement. We will encourage teacher creativity and initiative, understand and support the whole child, attract and support a diverse student body along with achieving a school community that is socially responsible.

### **School's Charter Status:**

Horizon Academy West is entering its tenth year as a charter school in good standing. We have a strong and positive relationship both with the surrounding community and with the New Mexico Public Education Department, and we are currently in our fifth year of our second five-year renewal cycle.

### **School Setting:**

Horizon Academy West is currently located in an area that is situated just west of the Rio Grande River and directly north of the interstate 40 near Coors Boulevard. There are six individual buildings which consist of grades first through sixth, along with Special Education, a Library and Art. Students come from all over the Albuquerque city limits as well as surrounding areas to attend Horizon Academy West. In the school year 2011-2012 the enrollment was 475 in grades pre-Kindergarten through 6th and at the start of 2012-2013 the enrollment is 483 in grades pre-Kindergarten through 6th. (Note: The Pre-Kindergarten program is voluntary and funded separately by the state. It is a program that Horizon Academy West offers to its community, and the enrollment numbers are not counted in the charter enrollment cap.)

**School Governance:**

Horizon Academy West is governed by its Governance Council. Currently, the Governing Body has six members, consisting of four community members and two parents. In addition, five school employees attend who are invited as regular non-voting guests to the Governance Council meetings, consisting of the Director, Principal, Community Engagement Coordinator, Business Manager and a Teacher. 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 members) will generally serve for one year, unless the administration decides to appoint any faculty member for more than one year.

**School Instruction and Program:**

Horizon Academy West places a premium on individual instruction. Every student participates in a 75-minute reading block at their reading level with small group instruction. Students are evaluated three 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 3rd to 6th grade all students participate in small group instruction for math, students move to a higher level as they become proficient at their initial placement. Because technology is in a constant state of change, Horizon Academy West is committed to integrating the latest technology available into the classroom. The use of technology and equipment is integrated into classroom strategies to improve levels of achievement of the State content standards and benchmarks, which includes technology literacy. To further this achievement standard, Horizon Academy West has a student-computer lab which is utilized by classes throughout the day. Additionally, Horizon Academy West utilizes document cameras and smart boards to enhance everyday instruction.

In addition to Horizon Academy West's rigorous academic curriculum, students have the opportunity to participate in Physical Education, Library, and Art Education. Students also have the opportunity to attend an Extended School Year program and summer school. Horizon Academy West offers before school and after school programs that focus on homework help and bringing together community-based projects. Many evening events take place in the gym, such as basketball games and tournaments, girl scouts, boy scouts, dance, as well as school sponsored science, math and art nights.

**School Demographic Information:**

Enrollment	2008 – 2009	2009 – 2010	2010 – 2011	2011–2012
• Total Enrollment	425	431	412	435
• Number of Students on Waiting List	108	79	29	59
Ethnicity/ Race				
• Asian	6	7	6	6
• Black	26	29	29	25
• Hispanic	337	335	275	316
• Native American	17	17	23	24
• White	39	43	79	64

• Other	0	0	0	0
<b>Other Indicators</b>				
• English Language Learners	13	12	17	15
• Students with Individualized Education Programs (IEP)	65	42	33	33
• Eligible for Free and Reduced Lunch	297	313	281	242





**Part A — Progress Report**  
*(A Report on the Current Charter Term)*

## I.A. Material Violations

The Charter School Act provides:

*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, 22-8B-12F (1) NMSA 1978.*

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school pledges to meet. The review team has analyzed the evidence provided by both the charter school and the school's current authorizer (the PEC or the school district) with regard to material violations.

### CSD Analysis of Material Violations

Horizon Academy West has no record of material violations during the term of the current charter.

### Applicant Response to the Analysis of Material Violations

## I.B. Achievement

The Charter School Act provides:

*A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application, 22-8B-12F (2) NMSA 1978.*

The Charter Schools Division relied on school and PED reports of NMSBA data, and evidence provided by both the charter school and reports from the school's current authorizer (the PEC or the school district) for other academic performance data, data on other student performance standards, and other school goals/performance standards that were identified in the current charter.

### I.B.1. SCHOOL ACCOUNTABILITY REPORTS DATA (NMSBA School Summary – All Students)

#### CSD Analysis of Achievement: School Accountability NMSBA Reports Data

**A note from the Charter Schools Division (CSD):** The Renewal Application Tool Kit this year is a transitional document for several reasons; as a result, when reading the Renewal Application Analyses, the following information must be considered.

- The schools up for renewal will be the first charter schools to negotiate a contract with the Public Education Commission (PEC), as required by Senate Bill 446 (SB446).
- While the CSD used the charter schools' currently approved performance goals to analyze the schools' progress, these goals will inevitably change as the schools move into their next charter term.
- During the five years of these schools' current charter term, the Public Education Department (PED) has implemented a new grading system, described in the state's School Grading Report. With this grading system come data to consider that differ slightly from what the schools have traditionally been asked to report regarding student proficiency and performance. For example, Adequate Yearly Progress (AYP) data always reported the performance of Full Academic Year (FAY) students, which is about 80% of students. The School Grading Report, which uses three years' worth of data, calculates the performance of all students on the Standards Based Assessment (SBA), whether or not those students have been at the school for a full year.
- Beyond proficiency percentages, the State Grading Report examines schools' performance in a variety of components, such as Current Standing, School Growth, Opportunity to Learn, Graduation Rates, etc. These components provide the PEC with multiple ways to understand schools' strengths and challenges.

In light of these facts the CSD's analyses used both the data provided by the schools in their Renewal Application Kits, as well as the data that is now more efficiently collected and available to the PED, particularly, the school data available in the School Grading Report. These reports offer a more nuanced picture of a school's strengths and weaknesses beyond the single lens of proficiency rates.

### 1. Horizon Academy West's NMSBA Data

Horizon Academy West has had between 97 - 100% student participation in SBA testing throughout the term of the charter. In Math, Horizon Academy West met the AMO/Growth Target every other year, yet showed steady percent proficient gains each year. In Reading, the school's percent proficient dipped after year 1 (from 49.6% to 43.8%), then increased in year 3 (54.02%), and then dipped again in year 4 (53.2%). That said, the school did meet AYP in three of the four years, with two of those three years meeting AYP through the state's Safe Harbor provision. (Link here for more information about Safe Harbor: <http://www.ped.state.nm.us/ayp2010/AYP%20Requirements%202010.pdf>)

The final year's percent proficient in both Math and Reading exceeds the state designated growth target.

**Horizon Academy West's NMSBA School Summary—All Students**

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO / Growth Target	% Proficient	Met proficiency goal?	AMO / Growth Target	% Proficient	Met proficiency goal?
1	2008-09		10/2/09	47	33.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	59	49.6	<input checked="" type="checkbox"/> Yes* <input type="checkbox"/> No
2	2009-10		10/16/10	54	46.28	<input checked="" type="checkbox"/> Yes* <input type="checkbox"/> No	63	43.80	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	2010-11		8/1/11	67	46.43	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	74	54.02	<input checked="" type="checkbox"/> Yes* <input type="checkbox"/> No
4	2011-12	B	7/21/12	45.0	55.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	52.3	53.2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

\*The school met AYP through the Safe Harbor provision.

### 2. Horizon Academy West Charter School Performance as recorded in the State's "A" through "F" Grade Report (Link below)

[http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/503\\_022\\_HORIZON\\_ACADEMY\\_WEST\\_CHARTER\\_HORIZON\\_ACADEMY\\_WEST\\_CHARTER\\_SG2012\\_9\\_25.pdf](http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/503_022_HORIZON_ACADEMY_WEST_CHARTER_HORIZON_ACADEMY_WEST_CHARTER_SG2012_9_25.pdf)

The school received a state grade of "B". The various components that combined to make up this grade are discussed below.

**2.1 Current Standing:** This component looks at the performance of the school's current students in Reading and Math grade level proficiency. Horizon Academy West received a grade of "C", performing slightly above the state average (22.9 points against the state's 21.3 points).

**2.2 School Growth:** This component looks at how the school increased grade level performance over the past three years. Horizon Academy West received a grade of "A", performing above the state average (9.4 points against the state's 5.8 points). This score echos the NMSBA data in the trend line of steady percent proficient growth of students in Math.

**2.3 School Growth of Highest Performing Students:** This component looks at how a school's highest performing students (top 3 quarters of all students) improve over time. Horizon Academy West received a grade of "B", performing above the state average (12.0 points against the state's 7.2 points).

**2.4 School Growth of Lowest Performing Students:** This component looks at how a school's lowest performing students (bottom quarter of all students) improve over time. Horizon Academy West received a grade of "A", performing above the state average (19.9 points against the state's 15.3 points).

**2.5 Opportunity to Learn:** This component measures various elements that contribute to the school's overall learning environment. Horizon Academy West received a grade of "A", performing above the state average (9.2 points over the state's 7.5 points).

**School Rank:** While the school's ranking on this set of indicators does not contribute to the school's state grade, it does provide a comparison of the school's performance with similarly populated schools across the state. In School Rank (see table below), each school is grouped with and compared to schools of similar student populations with identified "high risk" indicators: ELL (English Language Learners), SWD (Students with Disabilities), Ethnicity, ED (Economic Disadvantage), Mobility (student mobility), and Composite (all high risk indicators combined). A school ranking is provided for each of the high risk indicators in relation to the school's performance with the various subgroups on the state's "A" through "F" grading system. For Horizon Academy West, these include the following: Current Standing; School Growth, Highest 75%; School Growth, Lowest 25%; and Opportunity to Learn.

**CSD Analysis:** The rankings in the **Composite** column (far right column in the table below) show that Horizon Academy West performed exceptionally well in School Growth (3<sup>rd</sup> out of 50 schools with comparable populations), School Growth, Lowest 25% (1<sup>st</sup> out of 50 schools with comparable populations); and performed very well in School Growth, Highest 75% (15<sup>th</sup> out of 50 schools with comparable populations), and Opportunity to Learn (17<sup>th</sup> out of 50 schools with comparable populations). What emerges from a review of this ranking is the picture of a school that provides a good learning environment and good support for all of its students, particularly those who struggle.

## School Rank

	<i>ELL</i>	<i>SWD</i>	<i>Ethnicity</i>	<i>ED</i>	<i>Mobility</i>	<i>Composite</i>
Current Standing	39 ( 50 )	21 ( 52 )	5 ( 50 )	25 ( 50 )	11 ( 30 )	37 ( 50 )
School Growth	5 ( 50 )	7 ( 52 )	3 ( 50 )	3 ( 50 )	3 ( 30 )	3 ( 50 )
Student Growth, Highest 75%	10 ( 50 )	12 ( 52 )	6 ( 50 )	7 ( 50 )	5 ( 29 )	15 ( 50 )
Student Growth, Lowest 25%	1 ( 50 )	1 ( 52 )	1 ( 50 )	1 ( 50 )	1 ( 29 )	1 ( 50 )
Opportunity to Learn	17 ( 50 )	25 ( 52 )	18 ( 50 )	20 ( 50 )	13 ( 30 )	17 ( 50 )

The first number shows the school's rank (1= highest, most points) within their category of similar schools.  
The second number in parentheses shows the total number of schools that were ranked in that category.

### Applicant Response to the Analysis of NMSBA Reports Data

**I.B.2. STUDENT ACADEMIC PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER APPLICATION**  
**(Short-cycle assessments and/or other standards-based instruments)**

**CSD Analysis Of Achievement:**  
**Student Academic Performance Standards Identified In The Charter Application**  
**(Short-cycle assessments and/or other standards-based instruments)**

**Student Academic Performance Goals:**

1. (Math): Students will learn mathematics with understanding, actively acquiring new knowledge from experience and prior knowledge and will demonstrate increased mastery/proficiency by 2% annually on math short cycle assessments based on the test benchmarks. In addition, students in grades 3 – 6 will increase proficiency in math by 2% yearly as based on SBA results.
2. (Reading): Students will apply strategies and skills to comprehend information that is read, heard and viewed; and students will demonstrate increased mastery/proficiency by 2% annually on Reading short cycle assessments based on the test benchmarks. In addition, students in grades 3 – 6 will increase proficiency in reading by 2% yearly as based on SBA results.

**CSD Note:** *The performance goals above were rewritten into a SMART format in 2010, based upon guidance from the CSD. The student performance goals listed under I.B.3., below, “Other Student Performance Goals” are substantively the same as these goals, and so will be analyzed here.*

**School’s Statement of progress Toward Meeting the Goal(s)**

• **Mathematics and Reading:**

As is evidenced by the NMSBA School Summary, Horizon Academy West has continued to increase student proficiency in both math and reading scores yearly for the past four years. In addition to the NMSBA, Horizon Academy West has demonstrated tremendous growth on the DIBELS, DRA, and PLATO assessments. The success of the instructional practices that have been implemented at Horizon Academy West are evident in looking at the number of students scoring at the Intensive and Strategic Levels on the DIBELS who then, 3 years later, scored at least one proficiency level higher on the NMSBA. 80% of the students scoring at the Intensive Level scored either Nearing Proficient (1 proficiency level of growth) or Proficient (2 proficiency levels of growth) on the NMSBA. 58% of the students scoring at the Strategic Level scored Proficient (1 proficiency level of growth) on the NMSBA.

• **Reading:**

Standard Based Assessments for grades 3-6 shows that in the year 2008, 39.1% of students were proficient in reading. In 2009, 49.6% of students were proficient in reading. In 2010, 43.8% of students were proficient in reading. In 2011, 54.02% of students were proficient in Reading as evidenced by NMSBA.

DRA/DIBELS: Although our second grade decreased proficiency by 2%, our overall average student increase was 13.5% school wide. We will

continue to implement interventions to address student needs.

### CSD Analysis:

#### **Mathematics – PLATO Short Cycle Assessment**

The school provides a review of its PLATO results, by grade level, by year, reproduced in the table below (see page 12 of the Horizon Academy West's charter renewal application). The school's progress report on this data does not track a student cohort's growth, but instead measures annual growth of performance of each grade level. Following this measuring plan, one sees that performance in grades 1 and 2 reveal declines, while performance in grades 3 through 6 reveal significant growth. While Horizon Academy West has experienced challenges in grades 1 and 2, it appears to have made up ground in the succeeding grade levels.

The first part of the Math student performance goal looks for a 2% annual growth as measured by the short cycle assessment. The school appears to have made significant progress towards the meeting this part of the student performance goal in Math.

School Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2009 – 2010	60%	67%	42%	40%	39%	43%
2010 – 2011	47%	53%	53%	56%	57%	55%
2011 – 2012			58%	59%	65%	54%
Percentage Increase over the years tested.	-27%	-14%	+16%	+19%	+36%	+11%

The second part of the Math student performance goal looks for an annual 2% proficiency increase in NMSBA tests for grades 3 – 6. The school-provided data, found on page 12 of the charter renewal application, documents significant increases in these grades. Using the PLATO Short Cycle Assessment, which is aligned with New Mexico's Standards Based Benchmarks, the school reports the following growth:

Grade 3 – 26% increase;  
 Grade 4 – 40% increase;  
 Grade 5 – 23% increase;  
 Grade 6 – 12.5% increase.

The school appears to have met the second part of its student performance goal in Math.

#### **Reading – DIBELS (Dynamic Indicators of Basic Early Literacy Skills) & DRA (Developmental Reading Assessment) Short Cycle Assessments**

The school provides a review of its DIBELS and DRA results, by grade level, by year, reproduced in the table below (see pages 13 through 15 of the Horizon Academy West's charter renewal application). The first part of the student performance goal for reading looks for a 2% annual growth in mastery/proficiency as measured by the short cycle assessment. To determine annual growth in this part of the performance goal, the school has



compared results of assessments administered in the fall with those administered in the spring. As the DRA data show, Horizon Academy West experienced declines in grades 1 and 2, but showed consistent percentage increases in grades 3 through 6.

School Year	Kinder (DIBELS)		Grade 1 (DRA)			Grade 2 (DRA)			Grade 3 (DRA)			Grade 4 (DRA)			Grade 5 (DRA)			Grade 6 (DRA)		
Testing Period		% Inc	Fall	Spr	% Inc	Fall	Spr	% Inc	Fall	Spr	% Inc	Fall	Spr	% Inc	Fall	Spr	% Inc	Fall	Spr	% Inc
2008 – 2009	75%	Baseline																		
2009 – 2010	54%	-21	43%	45%	+2	34%	25%	-9	33%	34%	+1	41%	72%	+31	51%	61%	+10	45%	79%	+34
2010 – 2011	74%	+20	63%	40%	-13	45%	37%	-8	27%	37%	+10	42%	69%	+27	49%	56%	+7	36%	70%	+34
2011 – 2012	48%	-26	63%	31%	-32	39%	33%	-6	39%	45%	+6	33%	57%	+24	52%	75%	+23	40%	47%	+7

*NOTE: Testing data for 2008-09 is unavailable, as the testing company archived/locked the data. The school is unable to confirm the accuracy of these data fields in the table, and so are left blank and filled with gray.*

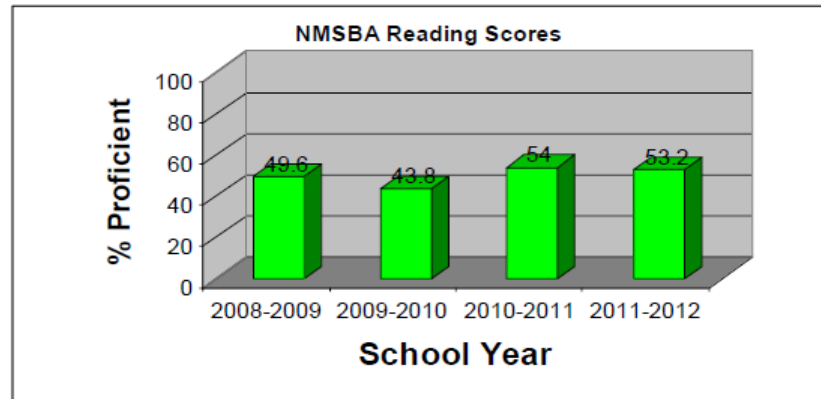
The school has provided data that allows it to track and understand individual student growth, especially those who are among the lowest performing as measured by DIBELS. This growth can be followed on the charts in the renewal application, pages 7 through 11. The graphs show the growth of the Kindergarten students from 2008-09 (using the results from DIBELS) through to grade 3 in 2011-12 (using the results from NMSBA).

- **Chart 1** (renewal application page 7) shows how those students who had scored at the “Intensive Instructional Level” (lowest level performance) on DIBELS in 2008 – 09, later fared on the NMSBA in grade 3 in 2011 – 12: 1 student scored at “Beginning Step”; 3 students scored at “Nearing Proficiency”; and 1 student scored at “Proficient.”
- **Chart 2** (renewal application page 8) shows how those students who had scored at the “Strategic Level” (mid-level performance) on DIBELS in 2008 – 09, later fared on the NMSBA in grade 3 in 2011 – 12: 8 students scored at “Nearing Proficiency”; and 11 students scored at “Proficient.”
- **Chart 3** (renewal application page 9) shows how those students who had scored at the “Benchmark Level” (on-level performance) on DIBELS in 2008 – 09 later fared on NMSBA in grade 3 in 2011 – 12: 1 student scored at “Beginning Steps” (slipped back a level); 5 students scored at “Nearing Proficiency”; 5 students scored at “Proficiency”; and 1 student scored at “Advanced.”

The subsequent graphs (renewal application pages 10 – 11) show the growth of students in reading within a year as measured by DIBELS. The school shows reduction in the percentage of students who have scored at the “Intensive” and “Strategic” levels, and marked increases in “Benchmark” levels for all testing years.

The school report shows that they have substantively met the first part of this student performance goal in Reading.

The second part of the student performance goal in reading looks for a 2% yearly increase in reading proficiency for grades 3 – 6 as based on NMSBA results. The school provides data in a chart on page 5 of its charter renewal application, copied below.



As the graph shows, the school has experienced slight fluctuations in percent proficient from year to year, starting at 49.6% in 2008-09 and ending at 53.2% in 2011 – 12. The school notes in its own statement of progress that its 2007 – 08 NMSBA reading proficiency stood at 39.1%. The graph above shows that Horizon Academy West ends its current term at 53.2% proficiency. That represents a % increase of 14.1%, or an average annual growth of 3.5%.

Read in this way, the school appears to have effectively met the second part of this goal.

**Applicant Response to the Analysis  
Student Academic Performance Standards Identified In The Charter Application  
(Short-cycle assessments and/or other standards-based instruments)**

**I.B.3. OTHER STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER APPLICATION****CSD Analysis Of Achievement:  
Other Student Performance Standards Identified In The Charter Application****Student Performance Standard/Goal #1:**

All students at Horizon Academy West in grades K-6 will apply strategies and skills to comprehend information that is read, heard, and viewed; and students will demonstrate increased mastery/proficiency by 2% annually on Reading short-cycle assessments based on the test benchmarks. In addition, students in grades 3-6 will increase proficiency in Reading by 2% yearly as based upon SBA results.

**CSD Note:** *The student academic performance goals were rewritten into a SMART format in 2010, based upon guidance from the CSD. The student performance goals under I.B.2. "Student Academic Performance Standards Identified In The Charter Application" is substantively the same as this goal, and so is analyzed above.*

**Applicant Response to the Analysis  
Other Student Performance Standards Identified In The Charter Application**

**I.B.4. OTHER ORGANIZATIONAL PERFORMANCE STANDARDS/SCHOOL GOALS IDENTIFIED IN THE CURRENT CHARTER (If Applicable)**

<b>CSD Analysis Of Achievement: Other Organizational Performance Standards/School Goals Identified In The Current Charter</b>
<p><b>1. Organizational Performance Goal # 1: Positive Learning Environment</b></p> <p>100% of Teachers and staff at Horizon Academy West will provide a positive student learning environment for all grade levels and subject areas as demonstrated by a safe, nurturing classroom environment conducive to improved student learning to be measured by a minimum of 90% or better score as obtained through annual teacher, staff, student, and parent satisfaction or climate surveys. Administration of these surveys will begin in school year 2010-2011.</p> <p><b>Measure(s) Used:</b></p> <p>Formal teacher observations, administrative walk-through, annual teacher, staff, student, and parental surveys</p> <p><b>Data:</b></p> <p>100% of teachers and staff have received a formal observation reflecting the required teacher competencies. Specific competencies include:</p> <ul style="list-style-type: none"><li>• modeling appropriate behavior,</li><li>• acknowledging performance and achievement,</li><li>• acknowledging that every student can learn,</li><li>• encourages high student expectations,</li><li>• minimizes distractions,</li><li>• respectful of student background, experience and culture.</li></ul> <p>In addition, a yearly climate survey was sent to all Horizon Academy West student households either through email, paper survey, or telephone survey.</p> <p><b><u>School's Statement of Progress towards Goal:</u></b></p> <ul style="list-style-type: none"><li>• When Parent/student climate surveys were distributed utilizing a paper format, survey results indicated that 96% of participants agreed or strongly agreed to the question regarding a safe and nurturing classroom environment at Horizon Academy West. The following year, parents were asked to complete the survey on-line and the school only received 6 responses from our parent/student community. Due to this factor and the need to obtain survey responses from our households, Horizon will begin to distribute paper surveys again during the 2012-2013 school year.</li></ul> <p>Horizon Academy West will continue to evaluate and observe teachers utilizing the required teacher competencies as well as parent/student</p>

surveys.

**CSD Analysis:**

The school indicates that several measures, taken together, will help determine whether the school has met the goal. These measures include teacher observations (formal and informal) and surveys. The Data report, above, indicates that all teachers and staff have had formal observations, but does not indicate if the specific competencies (modeling appropriate behavior, acknowledging performance and achievement, etc.) were observed and to what degree. The school's statement of progress appears to rely solely on parent surveys, with results that suggest parental satisfaction in one year, but too few returns in subsequent years to ascertain the extent to which the school has met this goal.

**2. Organizational Performance Goal # 2: Participation in a Community Service Organization**

100% of students at Horizon Academy West will have the opportunity to participate in a community service organization such as Civil Air Patrol, C.R.E.W. (counseling, recreation, education and work readiness) program, or Wild Friends club during the 2010-2011 school year as demonstrated by sign-in sheets for scheduled meetings and community service events.

**Measure(s) Used:**

Student Sign-in sheets

**Data:**

Approximately 25% of the student population at Horizon Academy West participates in community service. Through community service, leadership skills within these students have improved. Many students have seen additional academic success at school and have become leaders within their community.

**School's Statement of Progress towards Goal:**

- Although Civil Air Patrol is no longer offered at Horizon Academy West, we will continue to evaluate our other community service organizations on a yearly basis ensuring that student growth and service to the community are present.

**CSD Analysis:**

According to the data provided, only 25% of students participated in community service, only one quarter of the goal's stated expectation. The school, therefore, did not meet this organizational performance goal.

**Applicant Response to the Analysis****Other Organizational Performance Standards/School Goals Identified In The Current Charter**

We recognize that 25% of horizon academy west students participated in the community service organizations listed above, however, 100% of of students at horizon academy west were given the opportunity to participate in the same organizations. Horizon academy west does recognize the need to collect additional data on school wide community service activities. There were several community service activities where all students participated such as, our school wide annual food drive. Fund raising for breast cancer awareness (making strides), autism research, fund raising for families in need, multiple sclerosis, students have volunteered at watermellon mountain ranch and the storehouse, and the homeless shelter. Classes have actively collected donation for pennies for patients (leukemia), the ronald mcdonald house and st. Judes children hospital.

## I.C. Fiscal Management

The Charter School Act provides:

*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, 22-8B-12F (3) NMSA 1978.*

The Charter Schools Division has analyzed the evidence provided by the School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau, the charter school authorizer (PEC or the school district), and the charter school with regard to generally accepted standards of fiscal management.

### CSD Analysis of Fiscal Management

Based on the reports from the PED School Budget and Finance Analysis Bureau and the PED Audit, there are no fiscal concerns with Horizon Academy West. Below are highlights from Horizon Academy West audit reports from the current charter term.

No. of Audit Findings by year:

2008-09	2009-10	2010-11	2011-12
16	6	2	2

Only one audit finding appears to repeat once: Expenditures exceeded budget authority



**Applicant Response to the Analysis  
of Fiscal Management**

## I.D. Compliance Review

The Charter School Act provides:

*A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted. 22-8B-12F (4) NMSA 1978.*

The Charter Schools Division relied on documentary evidence compiled during the term of the school's charter from the authorizer (PEC or the local district) to determine if the school has demonstrated a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its authorizer in a timely manner.

### CSD Analysis of Compliance Review

There are no compliance concerns with Horizon Academy West.

### Applicant Response to the Analysis of Compliance Review