

**New Mexico Public Education Commission  
Public Education Department  
Options for Parents: Charter Schools Division  
La Resolana Leadership Academy  
*2013 State Charter Renewal Application Kit***



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





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HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2<sup>nd</sup> or 3<sup>rd</sup> time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

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 1, 2013**, 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, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. 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>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements. Please contact me at [tony.gerlicz@state.nm.us](mailto:tony.gerlicz@state.nm.us) or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

Hanna Skandera  
Secretary of Education  
Public Education Department

***Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.***

## Instructions: 2013 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing your customized version of the 2013 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 Tony Gerlicz at <a href="mailto:tony.gerlicz@state.nm.us">tony.gerlicz@state.nm.us</a> or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide" which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a>.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p><b>Note:</b> Submission prior to October 1<sup>st</sup>, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the <b>Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school's folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</b> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
<b>Technical Assistance Workshops (April – September 2013)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
<b>CSD Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Renewal Analysis (November 14–</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

<b>December 2)**</b>	
<b>CSD Director's Recommendation (December 6)**</b>	The CSD will send a recommendation to the PEC to approve or deny the renewal application on <b>Friday, December 6, 2013</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 12–13)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 12–13, 2013</b> .
<b>Contract Negotiations (December, 2013–March, 2014)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

## State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.

## Glossary of Terms

**Amended Charter School Act (SB446):** In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate "Performance Contract" (§22-8B-9 NMSA 1978) between the authorizer and the charter school and "Performance Frameworks" (§22-8B-9.1 NMSA 1978).

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

**Contract Negotiation Process:** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

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

**Goals/Indicators:** Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school's performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

**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 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.

**Mission-Specific Indicator(s):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or "goal") that captures the school's accomplishment of a charter school's specific mission. This indicator is negotiated between the charter schools and the authorizer.



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

**Performance Contract:** (*§22-8B-9 NMSA*) (*This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.*) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application.

**Performance Frameworks:** (*§22-8B-9.1 NMSA*) (*This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.*) The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

**Performance Contract Worksheet ("Worksheet"):** (*This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

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

**Self-Report:** Self study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.



## 2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application**

**Part B—Renewal Site Visit Protocol**

**Part C—CSD Analysis and Recommendation**

**Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)**

**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 (April–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 Part A.

## Charter School Pre-populated Data

<b>Name Of School:</b> La Resolana Leadership Academy	<b>School District:</b> Albuquerque
<b>Mailing Address of School:</b> 1718 Yale Blvd SE, Albuquerque, NM 87106	<b>Physical Address of School</b> 1718 Yale Blvd SE, Albuquerque, NM 87106
<b>Phone Number Of School:</b> (505) 243-8114	<b>Name and Email Of Head Administrator:</b> Justina Montoya, Principal Email: j_montoya1129@yahoo.com
<b>School's Initial Opening Date:</b> 2006	<b>Name and Email Of The Governing Body Chair/President:</b> Fred Hampton, Gov Board President Email: abqhampton@aol.com
<b>Grade Levels Served:</b> 6-8	<b>Current Enrollment Cap:</b> 150

**Current School Mission:**

LRLA will equip students with the learning tools necessary to help them achieve success as lifelong learners

### Current Enrollment And Demographic Information

(2012—2013 120 day count)

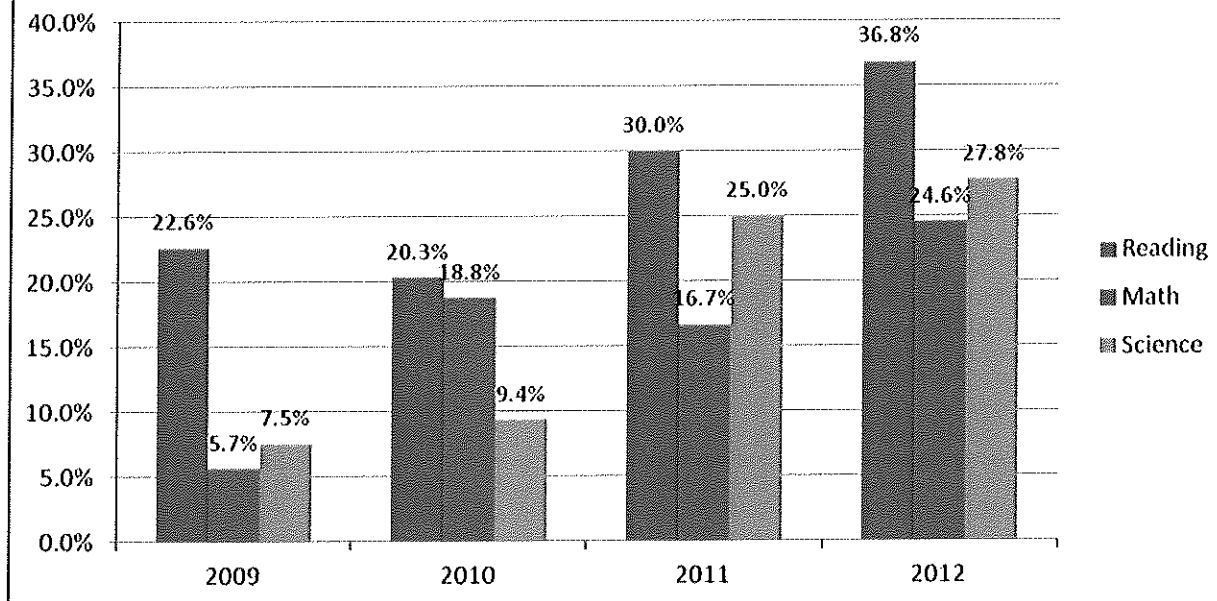
Enrollment	Percent
<b>Total Enrollment:</b> 68	
<b>Gender</b>	
# Male: 38	56%
# Female: 30	44%
<b>Ethnicity/Race</b>	
# White: 12	18%
# Hispanic: 50	74%

# African American: 2	3%
# Asian: 1	1%
#Native American: 3	4%
<b>Special Populations</b>	
# Economically Disadvantaged: 61	90%
# Students With IEPs: 15	22%
# English Language Learners: 16	24%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 68	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 68	100%

## School Proficiencies

	2009	2010	2011	2012
Reading	22.6%	20.3%	30.0%	36.8%
Math	5.7%	18.8%	16.7%	24.6%
Science	7.5%	9.4%	25.0%	27.8%

### La Resolana Leadership Academy Charter Proficiencies



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

**School Report Card Snapshot (source: School Grading Report 2011-2012)**

Final Grade: C Total Points: 51.9	Current Standing: F Points: 9.7 Possible Points: 40	School Growth: D Points: 3.5 Possible Points: 10
Growth of Q3 (highest performers): A Points: 15.1 Possible Points: 20	Growth of Q1 (lower performers): C Points: 15 Possible Points: 20	Opportunity to Learn: B Points: 8.6 Possible Points: 10
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: 0 Possible Points: 5 Reasons:
Reading Proficiency: 36.8% State Reading Goal: 52.3%	Math Proficiency: 24.6% State Math Goal: 45.0%	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of "C" at the average for all schools statewide. For example, a school that achieves a "C" in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the "A" or "B" level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school's performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

**\* The profile of these indicators should be considered individually as well as a whole.**



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

## Part A—Self Study/Report on Progress

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## Part A—Self Study/Report on Progress

### I. Report on Progress—Charter School Self Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

#### A. Academic Performance/Education Plan

The Charter School Act provides as follows:

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

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

1.

NMSBA

#### School Summary—All Students

*Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:* The students at LRLA are among the "highest at risk" for failure in school and enter LRLA from two to five years below their grade levels in reading and math. The school proficiency status has warranted the school to identify itself as a "catch-up model school" which has required intense data analysis and significant changes in the delivery of instruction to meet the needs of all students. Students who have attended LRLA and who stay for a full academic year, and who are engaged in the educational process, have demonstrated increased gains in reading and math.

#### School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years

## Part A—Self Study/Report on Progress

worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

### Final Grade

Grade: F	Total Points: 37.08	
<b><i>Provide a statement of progress and additional information regarding the above data:</i></b> Most students at LRLA have difficulty reading the NMSBA test at their grade level, therefore, the school receives poor scores. The scores do not reflect the quality or the intensity of instruction being done by the teachers.		

### Current Standing

Grade: F	Points: 6.06	Possible Points: 40
<b><i>Provide a statement of progress and additional information regarding the above data:</i></b> The current low grade level proficiency status of students at LRLA place them at the "highest risk," for failure in school. In the Fall of 2012, LRLA started the school year with 76% (62 of 81 students) testing below grade level in reading. In this group of students 43% (35 of 81 students) tested at the 1 <sup>st</sup> to 3 <sup>rd</sup> grade level in reading. The numbers from math are similar; 41% (34 of 82 students) tested at the 1 <sup>st</sup> to 3 <sup>rd</sup> grade level in math. Current interventions including the full implementation of the Leadership Learning Lab this year will show much improved results over time. Source-NWEA 2012 data.		

### School Growth

Grade: F	Points: 1.47	Possible Points: 10
<b><i>Provide a statement of progress and additional information regarding the above data:</i></b> The school proficiency status has warranted the school to identify itself as a "catch up model school" that has required significant changes to the instructional design (systems, processes and activities) and the delivery of instruction to meet the needs of all students. The reality of the instructional design at LRLA as a "catch-up model school" is that it must achieve 1.5 grade level gains per year, per student to get students close and in some cases caught up to their grade levels in reading and math. In 2012, the entire student population was placed under RTI in reading and math. The interventions and changes implemented require continuous data analysis and on-going adjustments in instruction over time. All interventions and changes made to date are based upon the NMSBA, NWEA MAPS and other short-cycle assessments.		

### Q3 (Highest Performing 75%) Growth

Grade: B	Points: 9.61	Possible Points: 20
<b><i>Provide a statement of progress and additional information regarding the above data:</i></b>		

### Q1 (Lowest Performing 25%) Growth

Grade: F	Points: 10.04	Possible Points: 20
<b><i>Provide a statement of progress and additional information regarding the above data:</i></b> LRLA has a unique opportunity to aid and support a growing population of mostly minority students that have disengaged from education. The students at LRLA are at the "highest risk" of failure in school for other reasons beyond their deficient academic status. The environmental, social and economic issues they live with outside the school are also significant contributing factors to their lack of engagement in the educational process. The high mobility rate the school experiences annually; as high as 76% also produces serious negative affects in the consistency of the educational programs for students over time. The reality, especially for our Q-1 students is that the school has to address with families; the factors cited here; in order to gain the support necessary to help students achieve at higher levels in school. This prolongs the re-engagement process anywhere from two months to two years depending on the student.		

## Part A—Self Study/Report on Progress

### Opportunity to Learn

Grade: B	Points: 8.91	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Graduation—as applicable

Grade:	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### College and Career Readiness—as applicable

Grade:	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Bonus Points

Points: 1.0	Possible Points: 5.0	Reason:
<i>Provide a statement of progress and additional information regarding the above data:</i> The reality of the bonus point criteria for LRLA is that it's being treated the same as all other schools. The activities considered "above and beyond" the regular scope of the school's offerings; cannot compare fairly to other schools because of the at-risk school population we serve. What's considered a normal activity for a regular school IS "above and beyond" for our school population because of their lack of experiences at home and in the community.		

## Part A—Self Study/Report on Progress

2.

Mission

### Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school's statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1, Part A: 30 percent of all the students will increase a minimum of 1.0 grade level per year in (Math and Reading) as measured by the NWEA-MAPS short cycle assessments.				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): NWEA-MAPS short cycle assessments. * The switch to the NWEA-MAPS short cycle assessments were made at the beginning of the 2011-2012 school year; which was also the start of the three year renewal term.				
Data—Average Scores*				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
6 <sup>th</sup> Grade Reading/Math			Percent of Cohort Demonstrating Reading Growth=54% Average Cohort Reading RIT Scale Points=7.2 Percent of Cohort Demonstrating Math Growth=67% Average Cohort Reading RTI Scale Points =10.1	Percent of Cohort Demonstrating Reading Growth=33% Average Cohort Reading RIT Scale Points=7.7 Percent of Cohort Demonstrating Math Growth=45% Average Cohort Math RIT Scale Points=6.8

## Part A—Self Study/Report on Progress

7 <sup>th</sup> Grade Reading/Math			Percent of Cohort Demonstrating Reading Growth=67% Average Cohort Reading RIT Scale Points=6.8 Percent of Cohort Demonstrating Math Growth=40% Average Cohort Math RIT Scale Points=9.2	Percent of Cohort Demonstrating Reading Growth=33% Average Cohort Reading RIT Scale Points=4.6 Percent of Cohort Demonstrating Math Growth=73% Average Cohort Math RIT Scale Points=6.4
8 <sup>th</sup> Grade Reading/Math			Percent of Cohort Demonstrating Reading Growth=50% Percent of Cohort Demonstrating Math Growth=67% Average Cohort Math Scale Points=6.6	Percent of Cohort Demonstrating Reading Growth=50% Average Cohort Reading RIT Scale Points=10.25 Percent of Cohort Demonstrating Math Growth=88% Average Cohort Math RIT Scale Points=7.7

## Part A—Self Study/Report on Progress

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

The NWEA testing at LRLA started with the new three year charter renewal for the 2011-2012 school year. The NWEA Cohort is defined as students who took the fall and spring assessments.

The 2012 NWEA demonstrates that instructional design changes are starting to make improvements in both reading and math.

6<sup>th</sup> grade expected RIT score growth/year in reading is 4.1 points; 2012 average gain 7.7 points

6<sup>th</sup> grade expected RIT score growth/year in math is 6 points; 2012 average gain 6.8 points

7<sup>th</sup> grade expected RIT score growth/year in reading is 3.4 points; average gain 4.6 points

7<sup>th</sup> grade expected RIT score growth/year in math is 4.9 points; average gain 6.4 points

8<sup>th</sup> grade expected RIT score growth/year in reading is 3.1 points; average gain 10.25 points

8<sup>th</sup> grade expected RIT score growth/year in math is 4.3 points; average gain 7.7 points

## Part A—Self Study/Report on Progress

3.

Other

### Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1 Part B.: (Note: LRLA began using new goals that were presented and accepted by the Public Education Commission in February of 2013). Other school functions that show progress from the 2011 charter renewal were also noted). 30% of the students will increase one grade level per school year in (Math, Reading) as measured by NWEA short-cycle assessment and by improving key educational processes. (See attached School Model – APPENDIX F) Processes will be described on the following page. They include: 1. School Culture; 2. Professional Development; 3. Instructional Design; 4.Data Practice; 5.Response To Intervention (RTI); 6. Parental Involvement.



## Part A—Self Study/Report on Progress

### Measure(s) Used:

1. The educational culture at LRLA has encouraged student success, both individually and academically through the use of Individual Learning Plans (ILP's), curriculum integration through project-based learning, and daily monitoring of student attendance rates which at approximately 87%, continues to improve. The school continues to see a reduction in discipline referrals using Positive Behavior Support and Zero Tolerance programs. Students learn the value of personal leadership by accepting responsibility for the choices they make and modeling the pillars of Character Counts. Progress is monitored by student portfolios, student projects, grades/records and behavior referrals.
2. Among the goals of Professional Development at LRLA; providing skill development for staff to understand the at-risk population of students enrolled as well as the importance of working with the wide spectrum of needs, backgrounds and learning styles students come to us with is at the forefront of our work. All certified staff is required to participate in professional development activities. Professional development goals include implementing state curriculum; based on the Common Core State Standards for New Mexico, performance assessments and training logs to document trainings.
3. The Instructional Design for curriculum delivery to LRLA students is formulated through a small learning community. Students have received greater individual attention not only textbook knowledge but learning from their own community. Participation in physical activity, gaining knowledge of nutrition and health, and practicing healthy life choices have been a part of all students' programs. Students have had staff advisors to help them both academically and personally.
4. The Data Practice at LRLA includes the collection, organization and documentation of student performance, which is used to make instructional decisions. Student performance has been assessed through teacher, peer, and self-assessment. Diagnostic and placement assessments administered upon admission to LRLA have included the A.C.C.E.S.S. to identify English language learners. The New Mexico Standards-Based Assessment (NMSBA) has been administered annually. The North Western Evaluation Assessment (NWEA) has been administered three times per year as a short cycle assessment. A variety of methods have been used by classroom teachers as formative assessments of student progress, including class assignments, quizzes and mastery tests, notebooks, projects, portfolios and task completion tracking.
5. Response to Intervention (RTI) includes remediation for students who are not meeting academic standards, through the use of several strategies. Teachers monitor student progress daily through informal and formal classroom observations and student work. Educational assistants support the work of teachers in the classroom by working both individually with students and in small groups to assist the lowest performing students in reading and math. More intense intervention through the Leadership Learning Lab is scheduled for all students in reading and math; and more time is scheduled for the lowest performing students throughout the week. The school uses Lexia and Reading Plus which is an established technology based reading intervention program. If Tier I and Tier II intervention strategies fail and unsatisfactory progress continues, parents are notified to meet with the SAT Team to discuss next steps.

### Data—Average Annual Data

## Part A—Self Study/Report on Progress

1. Data located in student portfolios, teacher grade books and discipline referral log.
2. Staff sign-in sheets.
3. Project and teacher lesson plans through P.L.C. meetings.
4. Assessment data.
5. Embedded assessment and progress monitoring through Lexia and Reading Plus programs.

### NMSBA RESULTS

Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
6 <sup>th</sup>		All Students Reading=30.8% All students Math=15.4%	All Students Reading=31.6% All Students Math=15.8%	All Students Reading=18.2% All Students Math=13.6%
7 <sup>th</sup>		All Students Reading=33.3% All Students Math=20.8%	All Students Reading=47.1% All Students Math=23.5%	All students Reading=27.3% All Students Math=4.8%
8 <sup>th</sup>		All Students Reading=26.1% All Students Math=13%	All Students Reading=33.3% All Students Math=33.3%	All Students Reading=57.1% All Students Math=10%

## Part A—Self Study/Report on Progress

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

LRLA has a unique opportunity to assist a student population that has been disenfranchised in education. Their school and home experiences have enabled these students to become among the highest at-risk for failure in school in New Mexico. There are many documented factors that contribute to their lack of academic achievement in school. The factors include but are not limited to poverty, incarceration, and lack of parenting, substance abuse and neglect. Students arrive at the school from two to five years behind their grade level in reading and math. In the fall of 2012, LRLA started the school year with 76% (62 of 81) of students testing below grade level in reading. In this group of students, 43% (35 of 81) tested at 1<sup>st</sup> to 3<sup>rd</sup> grade in reading. The numbers for math are similar; 78% (64 of 82) students below grade level in math; and 41% (34 of 82) students tested at 1<sup>st</sup> to 3<sup>rd</sup> grade in math. (Source-NWEA 2012 assessment data).

The proficiency status of students at LRLA has warranted the school to identify itself as a “catch-up model” which has required significant changes to the instructional design (systems, processes and activities). The Governing Council and the Administration have developed a strategy map detailing needed improvement changes to support teachers and parents in assisting these students. Two unique and innovative changes the school has made include; 1. Placing the entire student population under Response to Intervention (RTI) in reading and math. 2. The school developed a Leadership Learning Lab in response to the overwhelming need for intense interventions in reading and math. The efficient use of Leadership Learning Lab demands constant monitoring of student data. Changes to interventions and instruction are based on student performance and data analysis. The data shows that improved student performance does occur over time for students who are engaged in the educational process. Increased student performance for our students can not be measured accurately using NMSBA scores. The NWEA-MAP’s short cycle assessments in concert with the NMSBA scores give us a more accurate picture of proficiency. The continued dilemma that LRLA faces is; if the majority of students cannot read nor do math on the NMSBA test at their expected grade level, then the school receives poor scores and a failing school grade. These annual scores do not reflect the work and commitment of the teaching staff in addressing the serious academic deficiencies these students enroll with. The high student mobility rates impact the consistency of the educational program being provided for students. At times this mobility rate is as high as (24%). This factor alone is a major contributor to the slower achievement gains of students.

Students who stay at LRLA and are or become engaged in the educational process have demonstrated gains in reading and math.

LRLA NMSBA Cohort students (students that have been at LRLA two years) demonstrated consistent growth. (Data for school years 2011-12; 2012-13).

2011 6<sup>th</sup> Grade Reading Cohort Average NMSBA gains-101.8 scaled score points

2011 6<sup>th</sup> Grade Math Cohort Average NMSBA gains-102.4 scaled score points

2011 7<sup>th</sup> Grade Reading Cohort Average NMSBA gains-104.6

2011 7<sup>th</sup> Grade Math Cohort Average NMSBA gains-94.3

**See: APPENDIX I for NMSBA Test Results Data**

## Part A—Self Study/Report on Progress

4.

Other

### Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal # 2: Improve principal/teacher effectiveness through Professional Development.

Measure(s) Used: Principal effectiveness has improved through professional development provided by the Public Education Department (PED). Required trainings have been attended and a portfolio is currently being developed to include agendas and materials. The principal has disseminated the information to the staff in the school Professional Learning Communities (PLC) collaboration and staff professional development time. The principal has also been evaluated by the school Governing Council using the New Mexico Administrator state level competencies on an annual basis. The principal organizes an end of the year meeting with staff to perform an annual assessment of school systems, operations, processes and activities focused on increased student academic achievement. Teacher effectiveness has improved through the use of Professional Development Plans including action plans in the PDP and progress monitoring for each school year. Teacher effectiveness has also improved due to professional development trainings to enhance individual and group skill levels in various areas that impact student performance and achievement.

#### Data:

Agendas regarding trainings for administrators are currently on file through the PED of New Mexico, and are collected by the principal. Performance Management System documentation is on file at the school site. Teacher evaluation folders contain documentation on teacher performance. Most teacher trainings and in-services have incorporated Differentiated Instruction, which is based on best practices in education. Topics have included: A) Understanding the profile of at-risk students; B) Flexible approaches to content, and instruction; C) Development of instructional activities responding to students' readiness, interests and learning preferences; D) Exploration of varied instructional formats, plans and strategies, in recognition of learner diversity; E) Transition and implementation of the New Mexico Common Core State Standards; F) Cultural learning activities; G) Project based learning; H) Integration and the implementation of RTI.

## Part A—Self Study/Report on Progress

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

Principal effectiveness has improved through the use of the Performance Management System. It has provided a visual chart that contains all components in the LRLA School Model. The principal focuses on key processes and how they affect all areas of school operation.

Teacher effectiveness has improved through the professional development plan process which includes the identification and pinpointing of specific target areas necessary for growth. Teacher skill-sets, levels of teaching experience, and their work with at-risk students dictates the professional development trainings they have participated in the past, and will continue to have in the future.

Organizational Performance Standard/School Goal #3: Increase family and parent involvement by 25% by 2014

Measure(s) Used:

Parent attendance and participation in the following school activities:

- |                                   |  |
|-----------------------------------|--|
| A. Math/Science night             | H. Fundraising events                      |
| B. Community Health Fair          | I. Open House/Curriculum Night             |
| C. Annual Spelling Bee            | J. Volunteer office work                   |
| D. Volunteers for field trips     | K. Eighth Grade Promotion Ceremony         |
| E. Toss No Mas (Campus clean up). | L. ILP, Fall and Spring parent conferences |
| F. Community Service Projects     |  |
| G. Service Learning Projects      |  |

Data:

Master school calendar with monthly school activities, staff and teacher observation, and sign-in sheets.

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

Follow-up data on numbers of parents and family members attending school activities has increased by 35%. School staff has taken on an outreach approach to develop a positive relationships with all stakeholders associated with students who attend LRLA. The school staff encourages the student's family to be actively involved in the educational process.

## Part A—Self Study/Report on Progress

5. **Performance Self Study/Analysis-Key Questions** **Performance**
- Directions:** The following questions are to help you reflect on the whole of your school as you review the plethora of information and the analyses above. You have dissected the parts and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

## Part A—Self Study/Report on Progress

A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

The three academic goals and measures for LRLA in the next renewal term, are listed in our Strategy Map,(APPENDIX G). They are: 1. Student academic improvement. 2. Principal/teacher effectiveness. 3. Increase family and parent involvement.

1. Student academic improvement involves examining and dissecting the challenges of today's diverse classrooms. The biggest challenges for LRLA has been to respond to an increasingly broad spectrum of the lack of proficiency levels in student achievement, student backgrounds, the diverse needs of students, and addressing the learning styles of every student to improve instruction. Up to 80% of students are behind in grade level reading and math skills. Our intent as a "Catch-Up Model School" has been to introduce effective methods, strategies and models to build and strengthen our foundation for teaching and learning. Every year the school staff has become better at recognizing learner diversity and responding instructionally to student needs and differences. Key systems improvements will continue to focus on the RTI process, differentiating instruction and data practice. The development of the Leadership Learning Lab will continue to play a key role in increasing student achievement. Staff will implement Senate Bill 446 including Key Performance Indicators.

2. Principal effectiveness will improve through the Performance Management System which includes continued and consistent communication with all stakeholders; will provide strong instructional leadership; will continue to advocate for and promote the intrinsic value for the deep commitment needed to work successfully with at-risk students to improve student performance. Principal will guide and monitor instructional effectiveness to improve student achievement. Teamwork will continue to drive building the skills, hope and futures of this disenfranchised student population. Intrinsic energy will be devoted to enhancing the personal contributions of the team in melding the emotional and social goals with strong academics to produce students who are prepared for the challenges of high school and beyond. This aligns directly with the mission and vision of LRLA. Strategies and activities will be developed to increase the capacity and the skills for teachers to improve and grow professionally through professional development opportunities. The Principal will work directly on capacity building, group work, and systemic solutions to continue building a positive school culture an effective school system (values, norms, skills, and positive relationships).

Teacher effectiveness will be improved and monitored through the New Mexico Teach Evaluation system, and NMPED professional development. Teachers and staff will be trained to plan and execute specific strategies that increase student engagement. A positive learning environment will be encouraged at all times. A positive demeanor on the part of the teacher has a great influence on student emotional engagement, resiliency and increased student achievement. Another strategy is teacher appraisal and feedback. This strategy is justified on the basis that feedback improves performance. Focused and timely feedback to students has a powerful impact on student learning and will be used the same way for adults. The classroom culture will be supportive of learning where teachers are motivated to learn from constructive feedback. Time on task, differentiated instruction and sheltered instruction are also a part of creating a rigorous and effective classroom. Other topics for professional development are listed under Goal 2 in the attached Strategy Map (APPENDIX G).

3. Increased parent and family involvement will be achieved through a variety of outreach activities. Parent and family involvement activities will include: Initial "Meet the teacher" through the Open House/Curriculum night and the Individual Learning Plan Conferences held in September. The ILP conferences will be utilized to review the most current testing used to determine grade level skills in reading and math. The Individual Learning Plans shared with parents give them an accurate assessment of their student's current skill levels. Parents and family members will also be invited to participate as volunteers



## Part A—Self Study/Report on Progress

and in school governance. A schedule will be set up for parent/family volunteerism in school activities. Some activities include project -based learning culminating events and field trips. The staff will host several community events during the school year, and provide parent training workshops.

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

1. Student academic performance will be increased through the use of the New Mexico Common Core State Standards and our Performance Management system. (See attached APPENDIX F - School Model and APPENDIX G - School Strategy Map). Staff will monitor and evaluate student academic achievement through school short cycle and other types formative of assessments. Eighth grade students will complete a Next Step Plan which will help to prepare them for the transition to high school and this plan will also make them aware of the ninth grade curriculum requirements for their high school. Our Key Systems, processes and activities will include improving the RTI process. The staff will continue to improve the effectiveness of the Leadership Learning Lab for students who are identified as needing more support or adaptations to instruction. Students will receive targeted one-on-one or small group assistance. Web-based technology will include the use of Lexia, an established reading intervention program, Reading Plus, the Khan Academy and Study Blue will also be utilized to increase important academic skills. Teachers will use Common Sense Media, and other on-line supplemental resources to reinforce what students are learning in the classroom. Teachers will show parents how to access Common Sense Media and how to use it as a learning tool to help their student to get ahead or catch up. Individual and small groups tutoring will also be provided during the school day as necessary.
2. Principal and teacher effectiveness will be improved through professional development. The Principal will attend NMPED trainings, including the NMTech Observation/Evaluation process and other topics through the Priority Schools Bureau. Principal effectiveness will include working collaboratively with staff through the Professional Learning Communities structure. The principal will focus on achieving the LRLA Mission, Vision and priorities set through a safe and positive school and work environment. The principal will become more effective through working together with staff to solve problems, review and monitor processes, and by promoting cooperation and collaboration among all stakeholders in a positive school culture. Communication to parents/legal guardians in regard to the academic, social and emotional status of students is the most valuable link to their lives, and is embraced by the teachers and principal. Teachers will also be encouraged to use new techniques to better prepare students for success in today's society.
3. Increased parent and family involvement will be achieved through an extended effort for student success in the educational process, by collaborating with all stakeholders. An important component to student success is the ability and willingness of parents to be partners on the same team with teachers. LRLA staff will commit every day to communicate continuously to parents and family members regarding the educational status of their students. Teachers will keep parents informed of subjects of study, and how they relate to the world for them and their children. Staff will keep a communication log for each student. Each staff member will be required to develop and implement two family/parent events per year, not including school wide functions. All staff will be involved in assisting with parent and family trainings. Some of the trainings will include helping parents to connect with their children and help them develop a motivation to learn and succeed in school.

## Part A—Self Study/Report on Progress

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

The data for students at LRLA has been used to modify systems and structures in the following methods: A Leadership Learning Lab has been developed to work with students to provide additional and alternative learning activities. Continuous improvement will occur through embedded assessment, targeted instruction and differentiated practice. Various ability levels of students will dictate careful review and revision of instructional plans in all school settings.

## Part A—Self Study/Report on Progress

**D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?**

Students with special needs at LRLA who have an IEP (individualized education plan) or a 504 plan who don't qualify for special education services have benefited from differentiated and sheltered instruction, through modifications based on specific learning needs. Like all learners, students with special needs are unique individuals with distinct interests and preferences. Students with special needs are placed in flexible instructional groups as needed. Students are also in inclusive classrooms, which allows for full participation for all students. Some changes to the program include: Increased collaboration time between regular and special education teachers to review student's IEP. This process will assist teachers in differentiating learning activities and projects to best address the needs of our special education students.

The improvement of academic performance of students who are ELL or bilingual, is due to the classroom support (sheltered instruction) they receive in the program. Progress has been noted in their language proficiency through the use of the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). LRLA staff also monitors and implements any accommodations for English Language Learners in the student's Individual Learning Plans. The accommodations may include small group and one-on-one instruction. All teachers at LRLA have been trained in the use of sheltered instruction. The changes to the program will incorporate the encouragement of the application of knowledge through the following examples as options of choice for students: A. Choice of task. B. Choice of reporting format. C. Choice of learning goal. D. Choice of behaviors. LRLA has implemented project-based learning which has been designed to integrate the curriculum and help students make the connections to the real world. This work will inspire students to look into the future, set goals and make important connections about what they have learned.

The academic performance of students with socioeconomic factors has also been noted in their level of motivation and commitment. Approximately ninety-five percent of students at LRLA have received Free and Reduced lunch for the last four school years. The staff at LRLA has provided access to resources and learning experiences both inside and outside of school. There is close communication between family and staff to discuss issues regarding the home environment, which is conducive to student success at school. Student readiness levels will indicate the need for developing a greater foundation for learning or understanding, through school staff support and involvement. The changes made to the program will be for teachers and staff to find ways to build on and extend the learning of students who have appropriate skills, while providing basic instruction and practice for students who are struggling or beginning. The staff at LRLA will plan, set clear goals with students, and persevere even in the face of obstacles. The plan will include parent/student trainings to reinforce the importance of a healthy diet and physical activity. Our hope is to model healthy choices for students in order to prevent some of the potential consequences of poverty.

## Part A—Self Study/Report on Progress

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

The LRLA Governing Council has reflected on and addressed school performance data in the following methods: 1. The principal presents school performance data on a regular basis. The data includes all types of information regarding school operation. Information is presented regarding academic, staff/student, parent involvement and monthly activities. The principal is instrumental in explaining the use of the Performance Management System that includes the School Strategic Plan, School Model, and the Performance Scorecard. Updates are provided in regard to the school goals. The principal presents an overview of the academic (short-cycle) data, and how the low assessment target areas for students are being addressed in the educational program. Governing Council members are engaged and committed to improving school performance. They are interested in learning more about the at-risk student population LRLA serves and educational program being offered to students through their own professional development in key areas of need. The principal is held accountable for school performance through an annual evaluation by the Governing Council. The evaluation is based on N.M. state level competencies.

## Part A—Self Study/Report on Progress

### B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

1. Financial Performance Assurances  
*With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*  
The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.
2. Financial Statement  
This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.
3. Audit Findings  
The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

## Part A—Self Study/Report on Progress

### Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			

## Part A—Self Study/Report on Progress

			<p>1. The school has established a policy of budgetary review at year-end and make necessary adjustments.</p> <p>2. The school has completed the PED report based upon the general ledger. The report will be reviewed to ensure it matches the general ledger and is submitted on time.</p> <p>3. The school implemented procedures over cash receipting.</p> <p>4. The school will ensure that all cash receipts posted properly agree to grant awards and grant allocations.</p> <p>5. An independent payroll company processed those reports who has been terminated. The reports are submitted on time by the contract business manager.</p> <p>6. All journal entries have been re reviewed and approved. Processes have been implemented to document all journal entries.</p> <p>7. The budget was included with the final budget given to the school by the PED. The review process is in place to determine correct fund numbers.</p> <p>8. School management has implemented an internal control system to ensure that ERB contributions are processed and paid timely.</p> <p>9. The school has developed follow-up procedures to ensure Time and Effort certifications are retained, and to comply with all aspects of reporting requirements.</p> <p>10. Legal counsel from the district has informed district personnel that voided checks remain the school liability.</p> <p>school the school</p>
		<p>1. Budgetary Conditions</p> <p>2. PED Reports</p> <p>3. Inadequate Segregation of Duties in Receipting Process.</p> <p>4. Internal Control Structure</p> <p>5. Difference with General Ledger</p> <p>6. Internal Controls Over Non-Standard Journal Entries</p> <p>7. Budget Adjustment Requests (BAR)</p> <p>8. ERB Contributions</p> <p>9. Title I and IDEA-B-Allowable Costs-Documentation of Employee Time and Effort</p> <p>10. Title I/Title V-Reporting/Allowability -</p>	



## Part A—Self Study/Report on Progress

2 (10–11)	10	<ol style="list-style-type: none"> <li>1. Budgetary Conditions</li> <li>2. PED Reports</li> <li>3. Audit Committee</li> <li>4. Untimely Federal Reimbursement back to government</li> <li>5. Reporting</li> <li>6. Budgetary Conditions</li> <li>7. PED Reports</li> <li>8. Audit Committee</li> <li>9. Untimely Federal Reimbursement back to government</li> <li>10. Reporting</li> </ol>	<ol style="list-style-type: none"> <li>1. The school has established a policy of budgetary review at year-end and make necessary adjustments.</li> <li>2. The PED implemented a new cash report for the end of year. The report was prepared, submitted on time and accepted by PED.</li> <li>3. The governing council has been made aware of the requirements for the audit committee.</li> <li>4. The school will work with PED to address this finding.</li> <li>5. The school will review its controls to ensure that all reports are reviewed and checked for accuracy.</li> <li>6. The school will establish a policy of budgetary review at year-end and make the necessary adjustments.</li> <li>7. The PED implemented a new cash report for the end of the year. The report was prepared, submitted on time and accepted by PED.</li> <li>8. The school will review and follow the requirements of the audit committee.</li> <li>9. The school will work with PED to address this finding.</li> <li>10. The school will implement controls to ensure that they are being followed.</li> </ol>
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## Part A—Self Study/Report on Progress

3 (11–12)	5	<p>1. Budgetary Conditions, Compliance and other matters</p> <p>2. PED Cash Reports/Quarterly Budget to actual reports, Non-Compliance and other items</p> <p>3. Untimely Federal Reimbursement back to government, Instance of noncompliance</p> <p>4. Timely Deposits, Non-Compliance and other matters</p> <p>5. Stale Dated Checks, Non-Compliance and other matters</p>	<p>1. The School will establish a policy of budgetary review at the end of each quarter and have the governing council approve the necessary budgetary adjustments to ensure the funds are not over expended.</p> <p>2. A Trial Balance before a final journal entry was made and submitted to auditors at interim audit. The final Trial Balance was submitted with the Journal Entry along with the general ledger.</p> <p>3. The PED has been contacted to get the proper procedure on refunds. The school will comply with this process.</p> <p>4. The school will follow policies and procedures to track and maintain all cash receipts and timely deposits.</p> <p>5. The school listed the outstanding checks for the auditors on its bank reconciliations. The school worked with vendors to determine why the checks had not cleared.</p>
4 (12–13)		Audit Findings will not be available until March 2014 according to Moss Adams school auditors	

***Identify any changes made to fiscal management practices as a result of audit findings.***

1(9-10) Continued:

Nature of Findings:

Schools Response:

10. TitleI/TitleV-Reporting/Allowability-Supporting documentation for Annual Report. Part 2. school. The school will work with the program manager to determine the proper action.

11. Cash Management

11. The schooment has implemented

policies to ensure that all reimbursement requests are reviewed for accuracy, to verify that expenditures are properly reported.

12. Gross Pay Does not Agree to Contract Amount

12. Payroll was based on the amount

provided by the school as authorized by the principal. Procedures will be implemented to maintain documentation on employee contract.

## Part A—Self Study/Report on Progress

### C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

1.

Material

#### I Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

2.

Organizational

#### ational Performance Assurances

*With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

Please respond to each of the statements below regarding organizational performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

#### A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

## Part A—Self Study/Report on Progress

- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

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

### B. Governance—Assurances

- a. ☒ **Yes**
- ☐ **No** The school complies with governance requirements? Including:
- 1) ☐ **No** All required School Policies ☒ **Yes**
  - 2) ☐ **No** The Open Meetings Act ☒ **Yes**
  - 3) ☐ **No** Inspection of Public Records Act ☒ **Yes**
  - 4) ☐ **No** Conflict of Interest Policy ☒ **Yes**
  - 5) ☐ **No** Anti-Nepotism Policy ☒ **Yes**
  - 6) ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws) ☒ **Yes**
  - 7) ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation ☒ **Yes**
  - 8) ☐ **No** Governing Body Mandated Trainings ☒ **Yes**
  - 9) ☐ **No** Governing Body Evaluates Itself ☒ **Yes**
- b. ☒ **Yes**
- ☐ **No** Is the school holding management accountable?
- 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
  - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

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

### C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

## Part A—Self Study/Report on Progress

- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

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

### D. Educational Requirements—Assurances

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

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

### E. School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

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

### F. Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

## Part A—Self Study/Report on Progress

- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

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

## Part A—Self Study/Report on Progress

### 1. of Support from Employees

Petition

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.

I am the head administrator of the La Resolana Leadership Academy Charter School and hereby certify that: the attached petition in support of the La Resolana Leadership Academy Charter School renewing its charter was circulated to all employees of the La Resolana Leadership Academy Charter School. There are 13 persons employed by the La Resolana Leadership Academy Charter School. The petition contains the signatures of 13 employees which represents 100 percent of the employees employed by the La Resolana Leadership Academy Charter School.

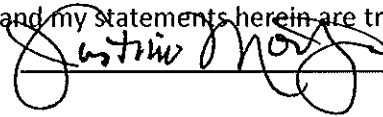
STATE OF NEW MEXICO)

ss.

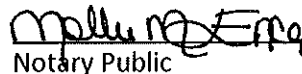
COUNTY OF Bernalillo)

I, Justina Montoya 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.

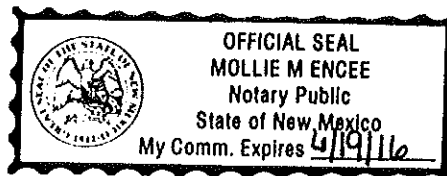


Subscribed and sworn to before me this 30th day of September 2013.

  
Notary Public

My Commission Expires:

June 19, 2016



Part A—Self Study/Report on Progress

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.

I am the head administrator of the La Resolana Leadership Academy Charter School and certify that: the attached petition in support of the La Resolana Leadership Academy Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 70 households which represents 100 percent of the households whose children were enrolled in the La Resolana Leadership Academy Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

Justin Montoya

I, \_\_\_\_\_, 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.

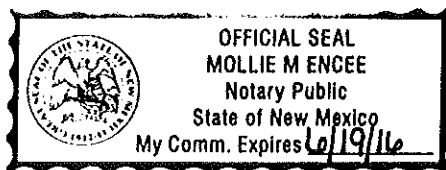
Justin Montoya

Subscribed and sworn to before me this 30th day of September 2013.

Mollie M. Encee  
Notary Public

My Commission Expires:

June 19, 2016





## Part A—Self Study/Report on Progress

3.

Facility

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

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

4.

Amend

**ments from Current Charter**

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

*Amendments:* LRLA requested an amendment from the current charter which was requested the appeal hearing in 2011. The change was to decrease the enrollment cap from 245 to 150 students. This amendment will be re-submitted at a later date.

5.

Term of

**Renewal**

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

*State the term of renewal requested if less than five years.*

6.

Additio

**nal School Supplied Information:**

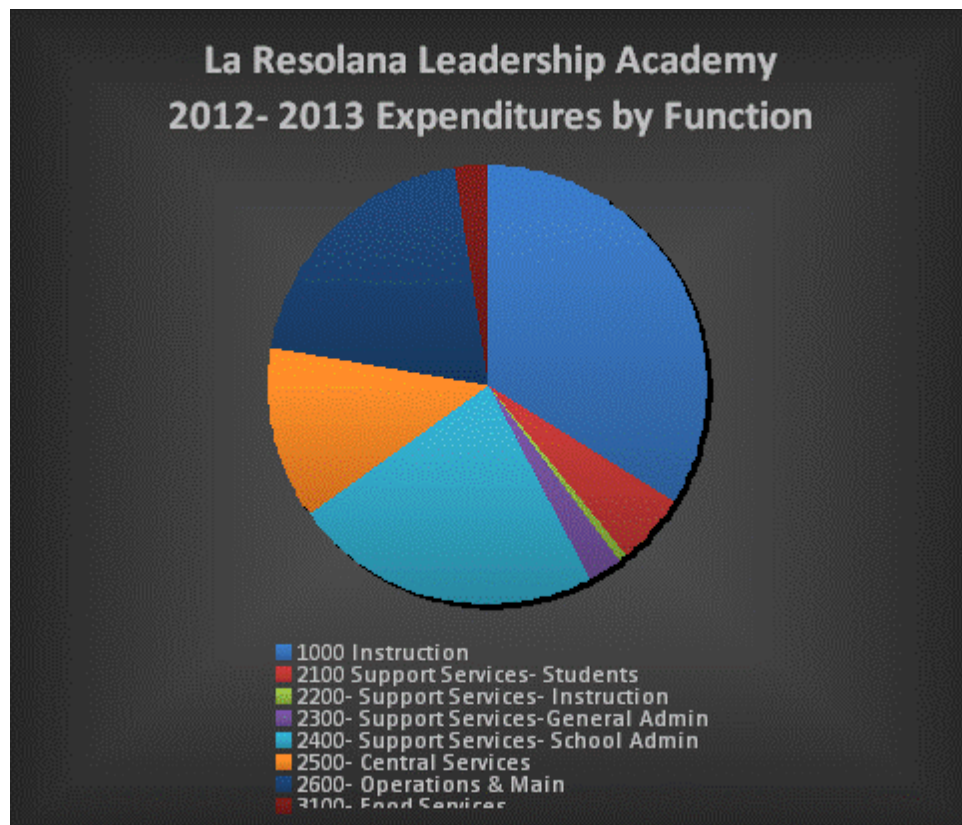
Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section:

# of Students on Waiting List (# and date):

## Part A—Self Study/Report on Progress

II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: Appendix A. Financial Statement (Diagram) Appendix B. Petition of Support from Employees Affidavit Appendix C. Petition of Support from Households Affidavit Appendix D. E-Occupancy Certificate Appendix E. Vision & Mission Statements ✓ Appendix F. LRLA School Model ✓ Appendix G. LRLA Strategy Map ✓ Appendix H. NWEA Short-cycle assessment ✓ Appendix I. NMSBA test results ✓	<input checked="" type="checkbox"/>

Appendix A  
Financial Statement

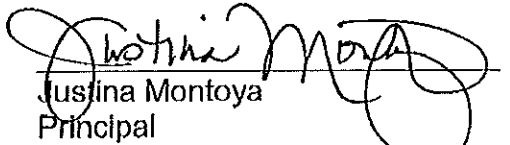


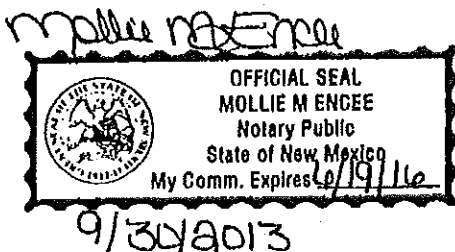
**LA RESOLANA LEADERSHIP ACADEMY**  
1718 Yale Boulevard SE, Albuquerque, New Mexico 87106  
Telephone: 505-243-8114 FAX: 505-243-8385  
[laresolanaleadership.com](http://laresolanaleadership.com)



### PETITION OF SUPPORT FROM STAFF

This statement is to verify that 100% of the staff at La Resolana Leadership Academy signed a petition of support for the charter renewal. The original signed copies can be found on file at the school. Staff members were notified about the petition in advance and they were given time to think about their choice to support the renewal. They were also given an opportunity to sign the petition of support at a time that was convenient for them.

  
Justina Montoya  
Principal  
La Resolana Leadership Academy  
1718 Yale Blvd. SE  
Albuquerque, New Mexico 87106  
Telephone: 505-243-8114  
FAX: 505-243-8385

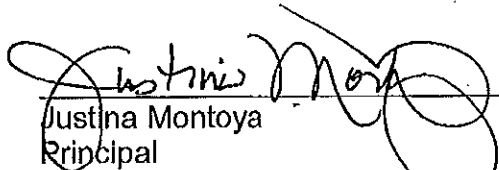


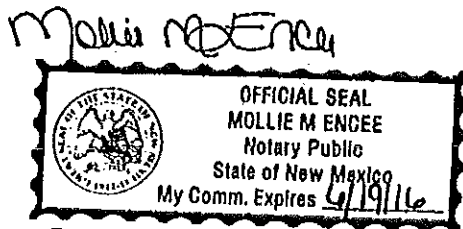
LA RESOLANA LEADERSHIP ACADEMY  
1718 Yale Boulevard SE, Albuquerque, New Mexico 87106  
Telephone: 505-243-8114 FAX: 505-243-8385  
[laresolanaleadership.com](http://laresolanaleadership.com)



### PETITION OF SUPPORT FROM HOUSEHOLDS

This statement is to verify that 100% of the households whose students are enrolled at La Resolana Leadership Academy willingly signed a petition of support for the charter renewal. The original signed copies can be found on file at the school. Parents/Legal Guardians were presented the petition and given the opportunity to think about their choice to support the renewal. They were also given an opportunity to sign the petition of support at a time that was convenient for them.

  
Justina Montoya  
Principal  
La Resolana Leadership Academy  
1718 Yale Blvd. SE  
Albuquerque, New Mexico 87106  
Telephone: 505-243-8114  
FAX: 505-243-8385



9/30/2013

# Certificate of Occupancy

City of Albuquerque  
Planning Department  
Building Safety Division

*This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.*

Building Address 1718 Yale Blvd. SE

Portion of Building

School (Interior & Exterior Remodel & Change of Occupancy)

Zip

Use Classification Commercial Project

Occupancy Group E

Type of Construction

IIB Sprkld

Bldg. Permit No. 0608923

Owner of Building Larry Rieder

Land Use Zone SU 1

Address 1810 Mango Way Los Angeles, CA 90049

By Bob Williams

By Paul Porter

Chief Building Official

Date: June 20, 2007

POST IN A CONSPICUOUS PLACE



## **VISION STATEMENT**

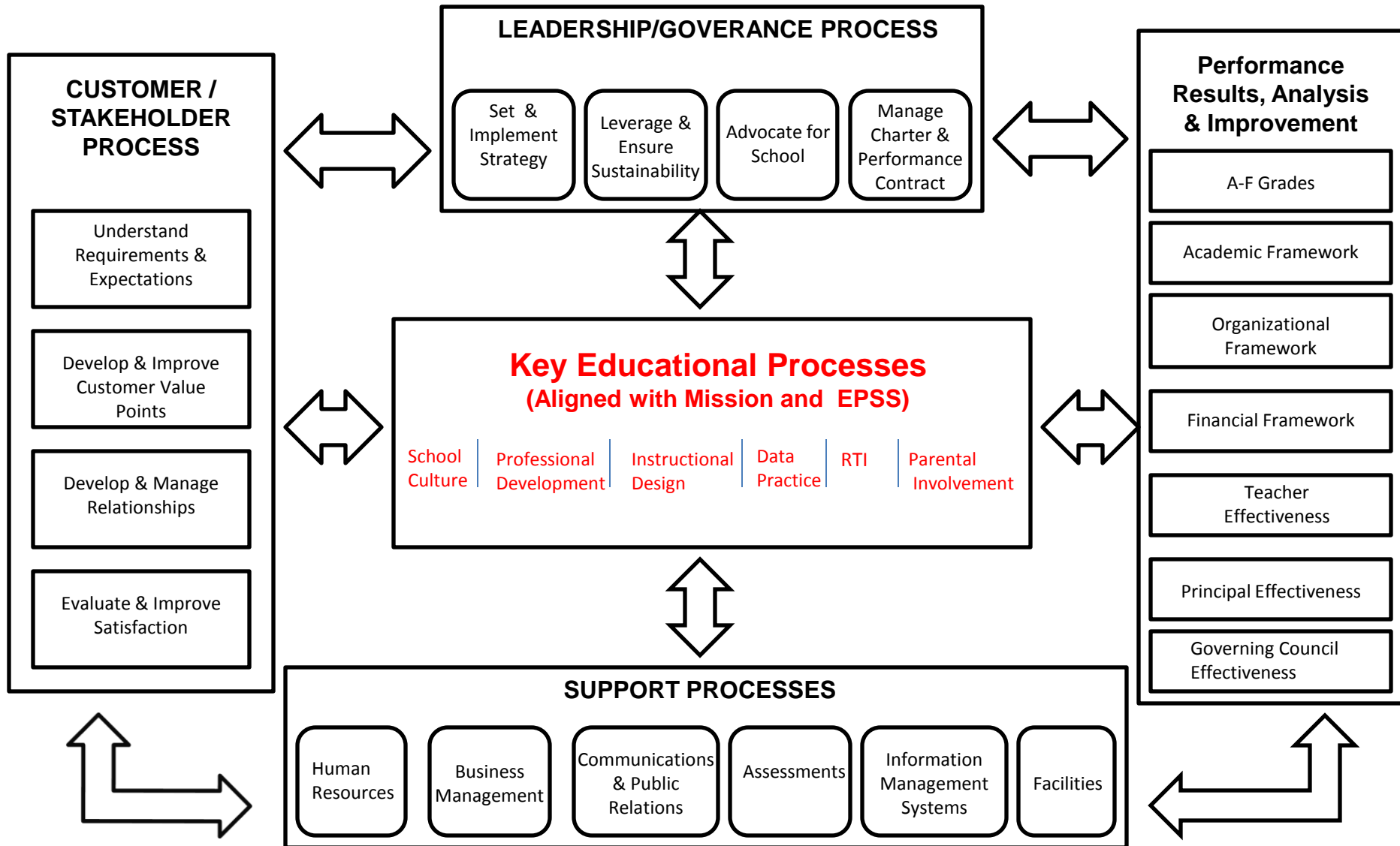
**La Resolana Leadership Academy will be recognized for providing opportunities for every student to understand the value of education and the power of personal leadership in making healthy choices to transform lives.**

## **MISSION STATEMENT**

**The mission of La Resolana Leadership Academy is to provide middle school students with the academic and social skills necessary to be successful in high school and beyond.**

# **LA RESOLANA LEADERSHIP ACADEMY SCHOOL MODEL**

## ***How LRLA Delivers Exceptional Results***





# Vision – La Resolana Leadership Academy

## Mission

## Governing Council

### Strategic Drivers

#### Goal

40 percent of the students in the LRLA Cohort will increase a minimum of 1.3 grade levels per year in (Math & Reading) as measured by the NWEA

#### Goal

Improve principal/teacher effectiveness through Professional Development, Observations and timely feedback as prescribe in the NM Teach Protocols.

#### Goal

Increase community and family involvement by 25% in educational/learning activities

### Monitor and Evaluate

How are we going to monitor, evaluate and improve our products and services?

Implement SB 446 KPI's

- Status,
- Growth,
- Engagement

Implement the NM Teach Protocols.

Monitor family and parent involvement

- Parent/teacher conference
- Volunteerism at school
- Participation in school governance
- School Activities

### Financial Management

What Financial Resources are Required?

Develop and get board approval for budget allocations for:

- Technology Improvements
- Professional Development

Establish PD budget

- Understanding at Risk Kids
- Differentiated learning
- Improve usage of Formative data in classroom

Budget for:

- Middle Years Parent Publication
- PTO Meetings

### Resource Management

(Human, Physical, \$) What capabilities do we need?

Develop a process to Integrate NWEA data in to lesson plans for remediation

Improve Professional Development Plans for Teachers.

- Data Analysis
- Collaboration

Host two community events per year

### Key Systems, Processes, & Activities

What are we going to use to deliver our products?

Improve the RTI Process

- Improve Leadership Lab
- Life Skills Training
- After school Tutoring
- Differentiated Instruction
- Implement PBL
- Improve Data Practice

Use MAPS data in a formative way by integrating it into classroom lesson plans

Establish PTO Compact

- Provide life skills training for parents
- Provide family (significant other) training on "valuing"

### Marketing/PR

What are our customers' needs? How do communicate with our customers?

Develop school communications plan

Increase time for cross curriculum and teacher collaboration

Establish communications channels to community and parents

- Monthly newsletter
- Open house
- Website

### Leadership & Governance

Are we moving forward? Are we in compliance?

Develop a GC School Performance Dashboard

Develop Board Training Plan

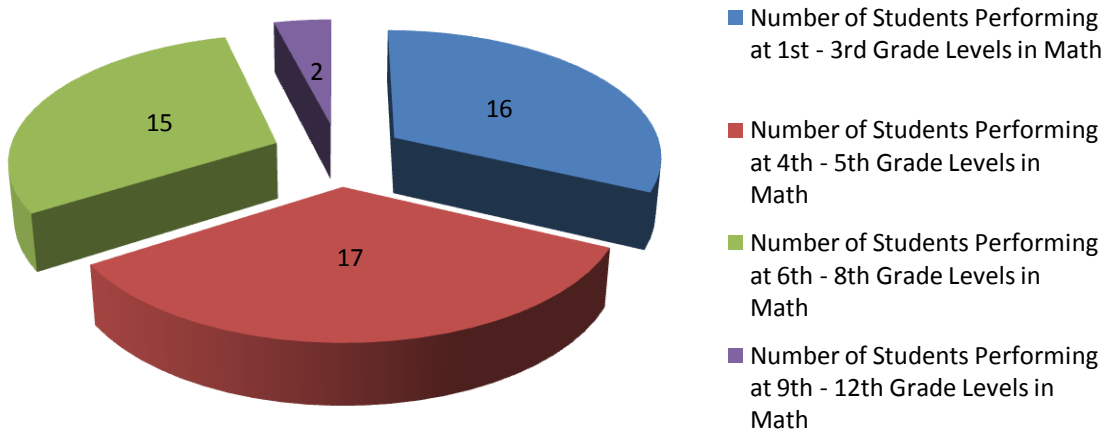
- Understanding Student Achievement Data
- EPSS
- At risk populations

Establish Community Involvement Plan

- Recruit parents for PTO
- Recruit University and business support
- Fund raising



## 2011 LRLA Fall NWEA Results K6-K8 Students Below Grade Level in Math

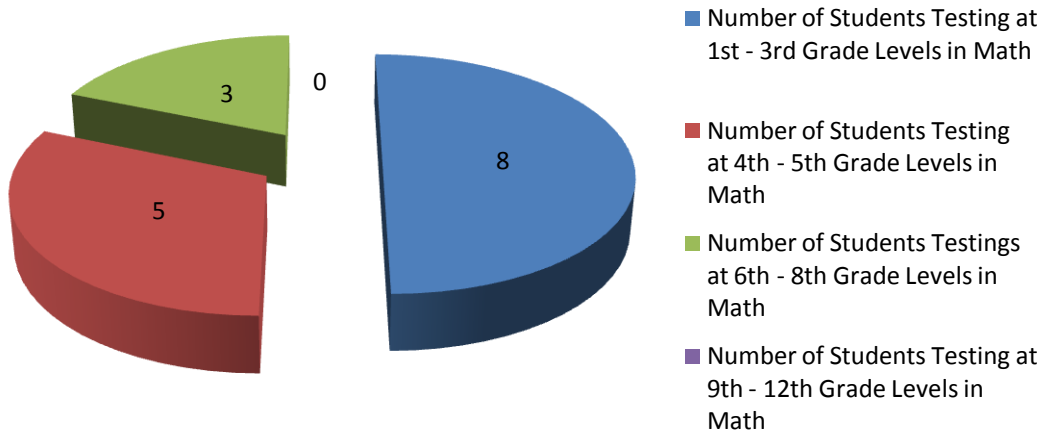


### Performance Statement:

1. 2011 Fall (K6-K8) NWEA Short Cycle Assessment: LRLA started the school year with 66% (33 of 50) of students testing below grade level in Math.
2. 32% (16 of 50) of students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Reading.



## 2011 LRLA Fall NWEA Results K6 Cohort Students Below Grade Level in Math



### Performance Statement:

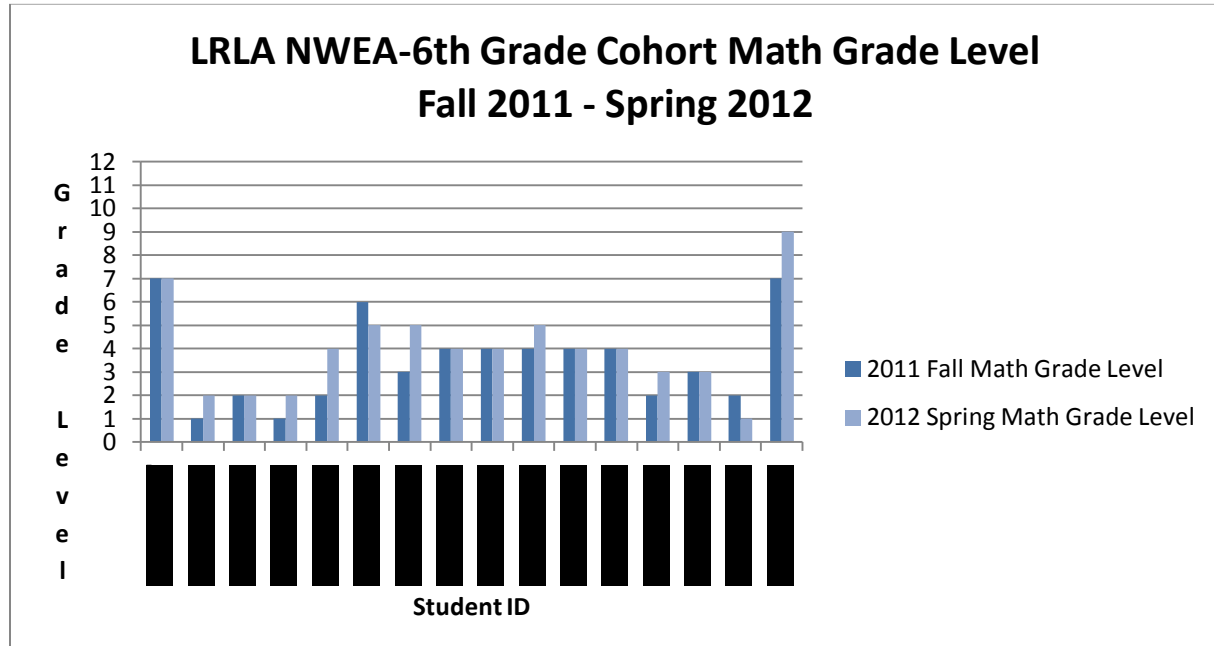
1. 50% (8 of 16 ) 6<sup>th</sup> grade cohort students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Math



## LRLA NWEA 6<sup>th</sup> Grade Cohort Math Data Test Cycle Fall 2011 to Spring 2012

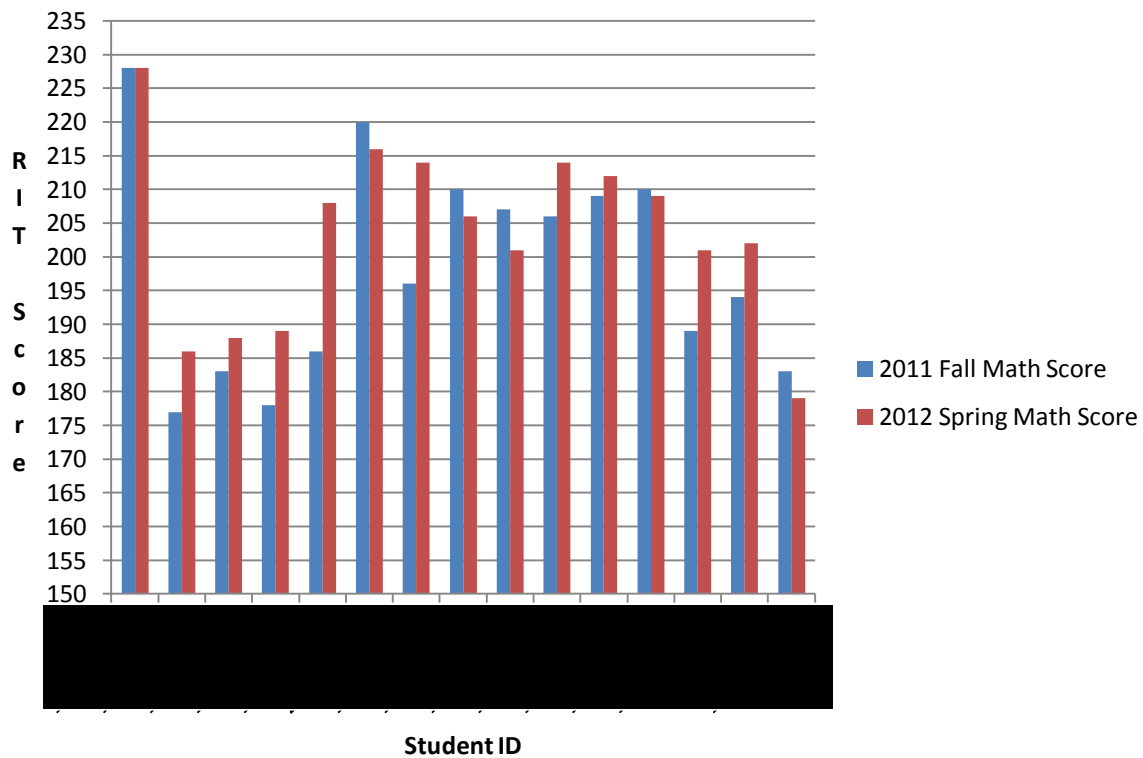
Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 16 Students  Note: Cohort is defined as “ <i>students who took the Fall and Spring Short Cycle Assessment</i> ”	7 of 16 students demonstrated Grade Level Growth	44%	The average growth for these 7 students was 1.4 grade levels
	10 of 16 students demonstrated RIT Scale Growth	62%	The average RIT Scale Growth for these 10 students was 10.1 pts

**Note:** 6<sup>th</sup> Grade NWEA RIT Math Range is 219.6 to 225.6; expected yearly growth 6 pts



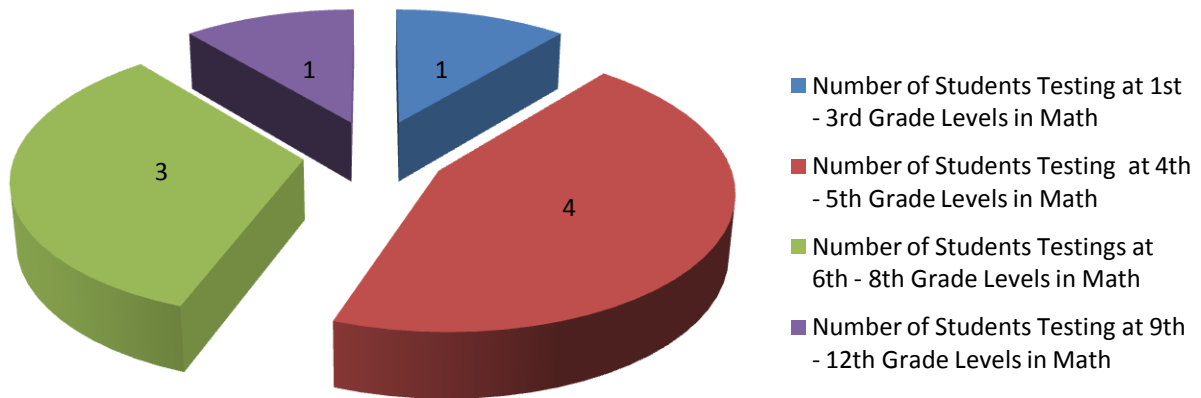


## LRLA NWEA-6th Grade Cohort Math RIT Score Fall 2011 - Spring 2012





### 2011 LRLA Fall NWEA Results K7 Cohort Students Below Grade Level in Math



#### Performance Statement:

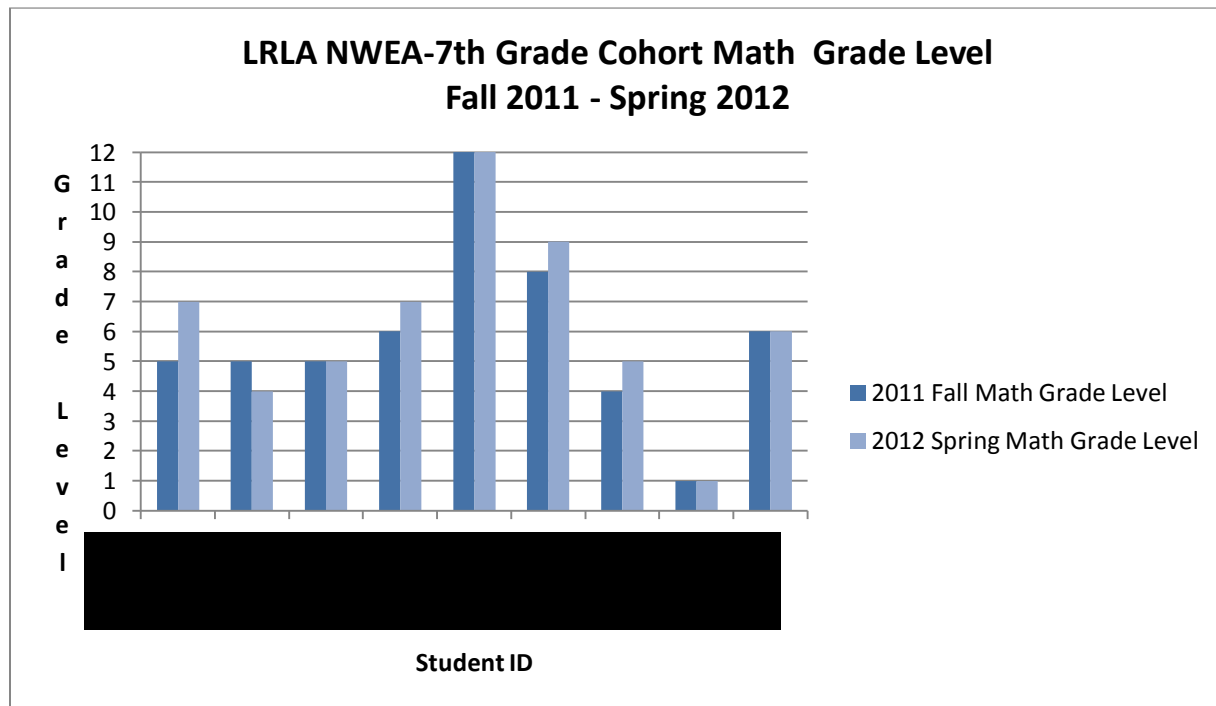
55% (5 of 9) 7<sup>th</sup> grade cohort students tested below grade level in Math



## LRLA NWEA 7<sup>th</sup> Grade Cohort Math Data Test Cycle Fall 2011 to Spring 2012

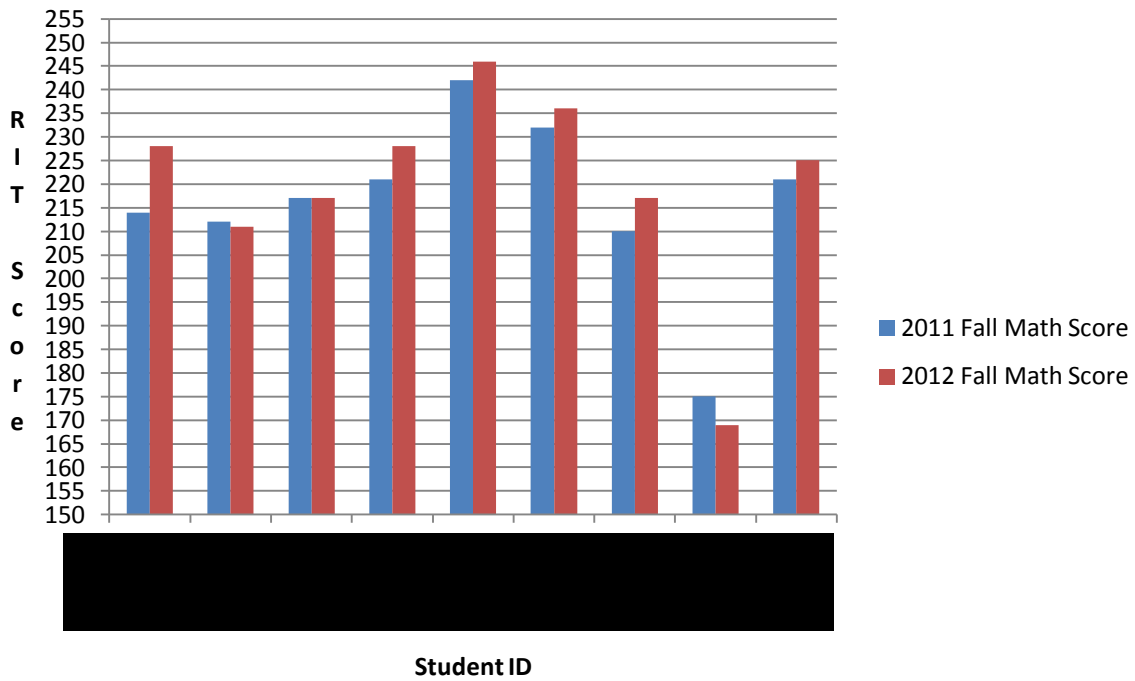
Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 9 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	4 of 9 students demonstrated Grade Level Growth	44%	The average growth for these 4 students was 1.25 grade levels
	6 of 9 students demonstrated RIT Scale Growth	66%	The average RIT Scale Growth for these 6 students was 6.6 pts

**Note:** 7<sup>th</sup> Grade NWEA RIT Math Range is 225.6 to 230.5; expected yearly growth 4.9 pts





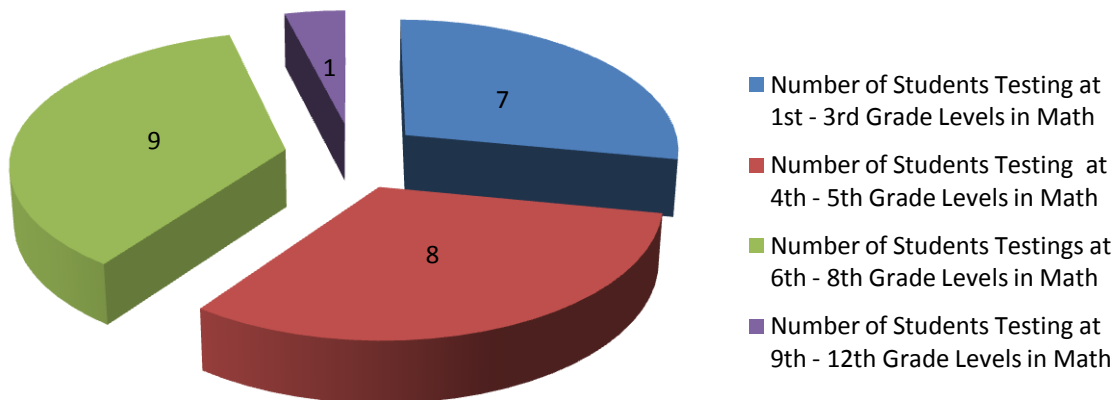
**LRLA NWEA-7th Grade Cohort Math RIT Score  
Fall 2011 - Spring 2012**







## 2011 LRLA Fall NWEA Results K8 Cohort Students Below Grade Level in Math



### Performance Statement:

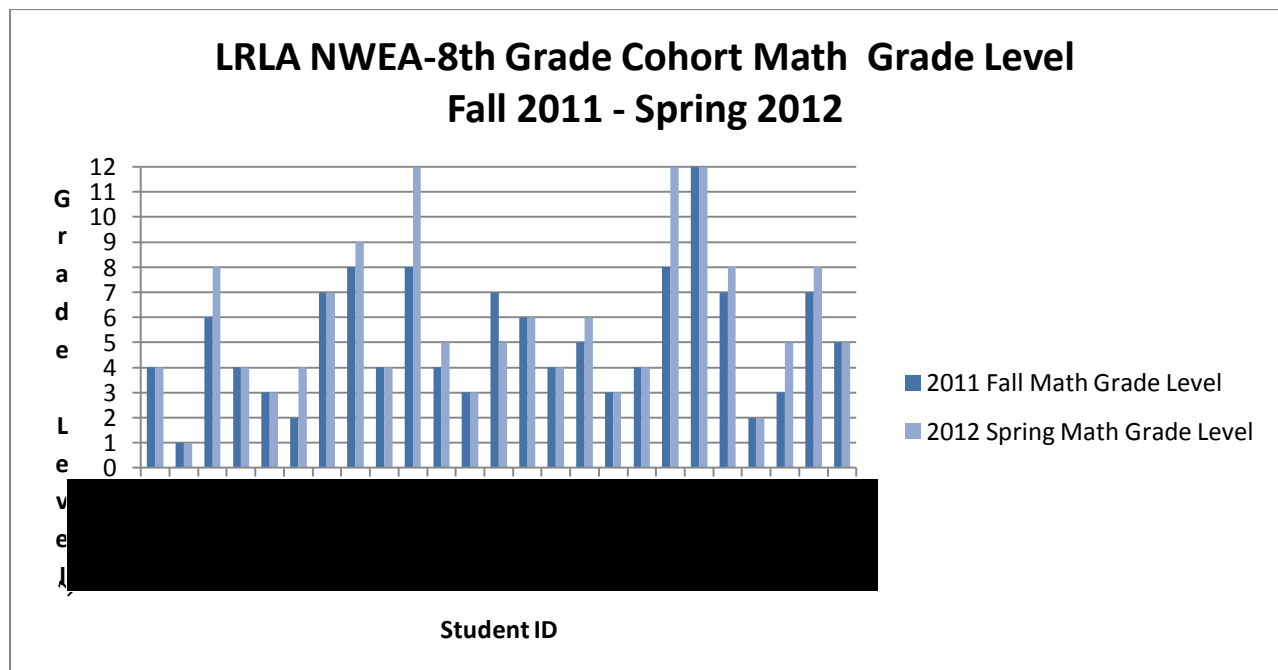
2. 28% (7 of 25) 8<sup>th</sup> grade cohort students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in math



## LRLA NWEA 8<sup>th</sup> Grade Cohort Math Data Test Cycle Fall 2011 to Spring 2012

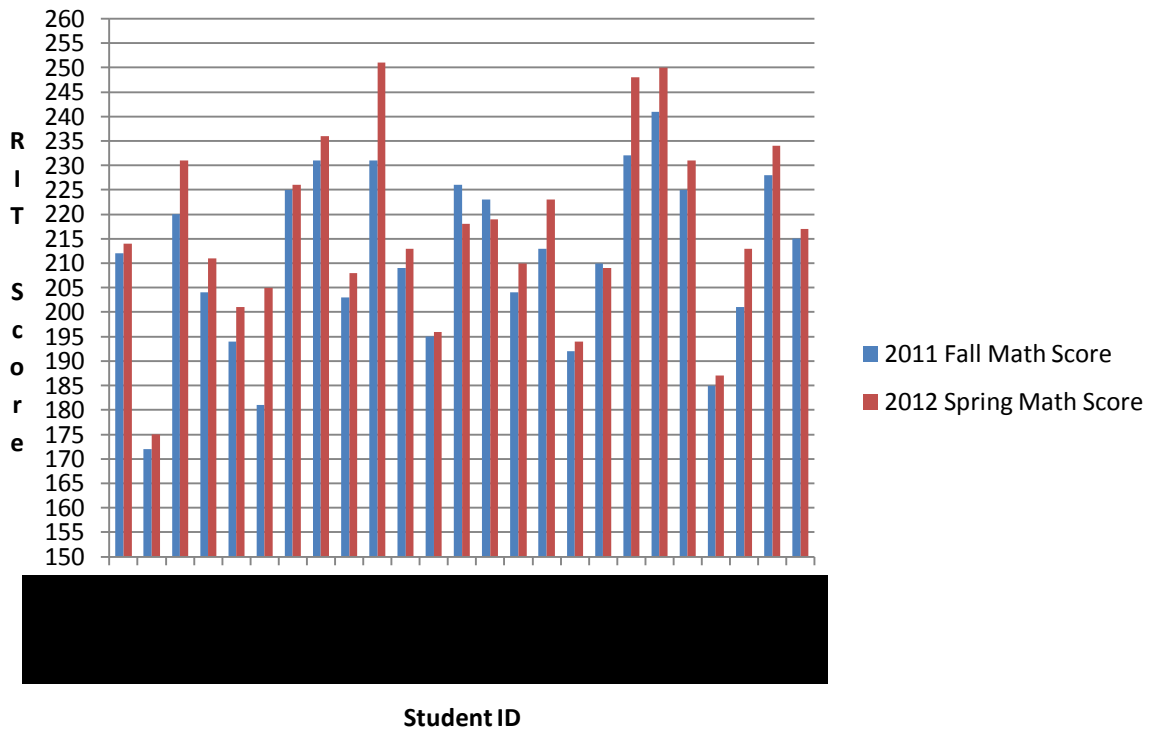
Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 25 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	9 of 25 students demonstrated Grade Level Growth	36%	The average growth for these 9 students was 1.6 grade levels
	22 of 25 students demonstrated RIT Scale Growth	88%	The average RIT Scale Growth for these 22 students was 7.3 pts

**Note: 8<sup>th</sup> Grade NWEA RIT Math Range is 230.2 to 234.5; expected yearly growth 4.3 pts**



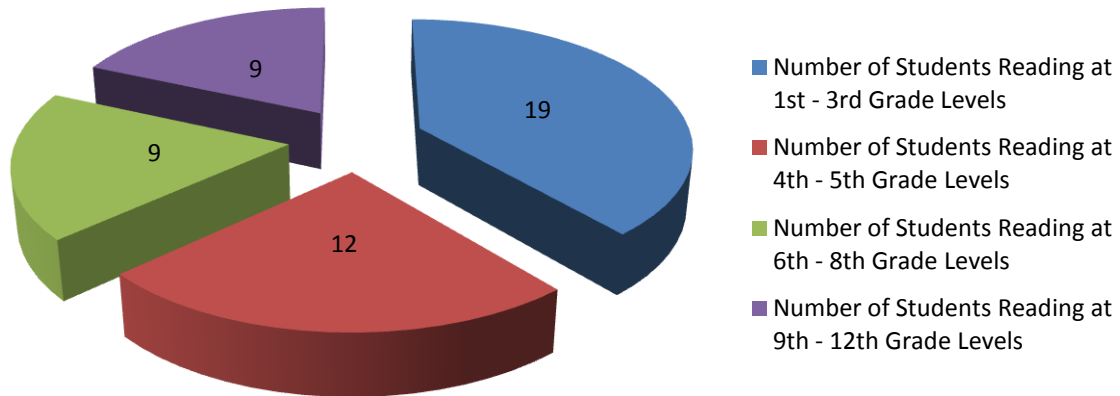


## LRLA NWEA-8th Grade Cohort Math RIT Score Fall 2011 - Spring 2012





### 2011 LRLA Fall NWEA Results K6-K8 Students Reading Below Grade Level

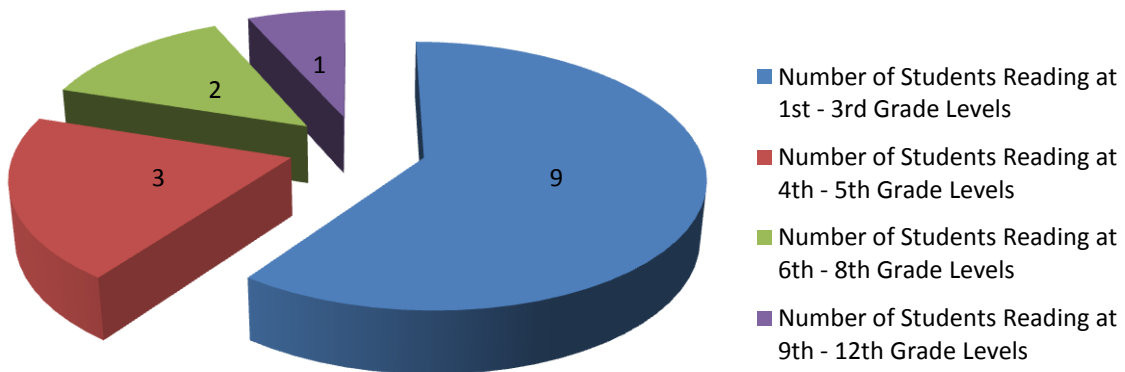


#### Performance Statement:

1. 2011 Fall (K6-K8) NWEA Short Cycle Assessment: LRLA started the school year with 63% (31 of 49) of students testing below grade level in Reading.
2. 39% (19 of 49) of students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Reading.



## 2011 LRLA Fall NWEA Results K6 Students Reading Below Grade



### Performance Statement:

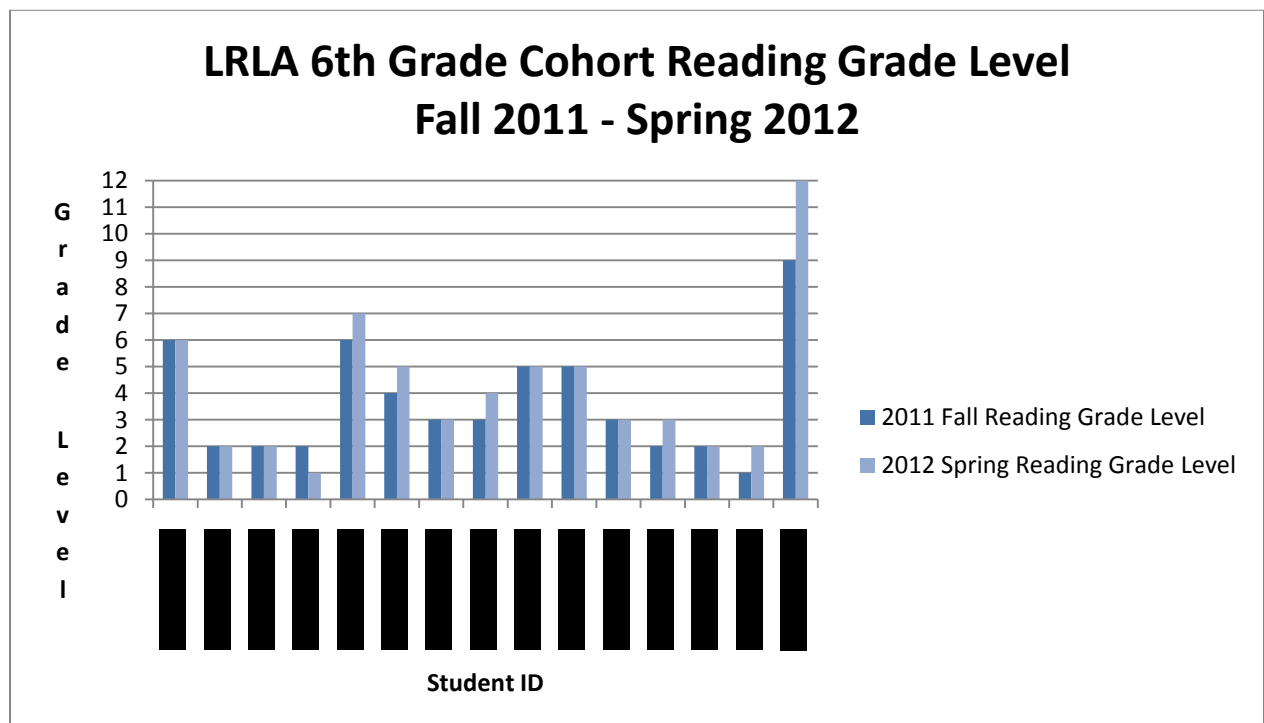
- 2011 Fall NWEA Short Cycle Assessment: 60 % (9 of 15) of 6<sup>th</sup> grade cohort tested at 1<sup>st</sup> to 3<sup>rd</sup> grade in Reading.



## RLA NWEA 6<sup>th</sup> Grade Cohort Reading Data Test Cycle Fall 2011 to Spring 2012

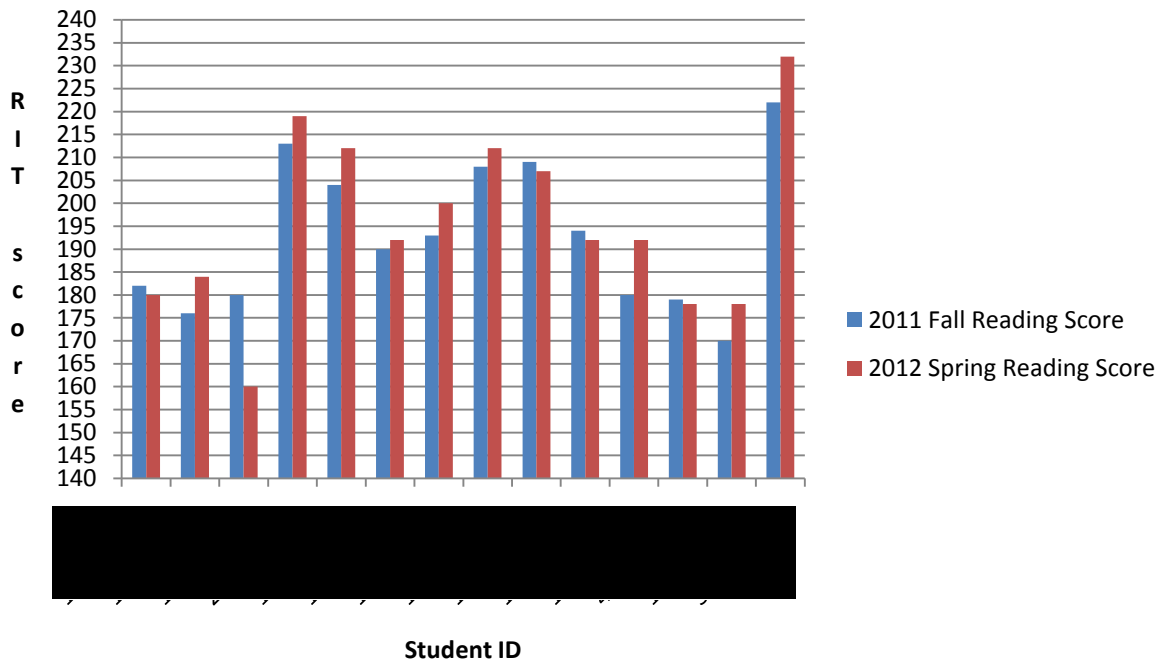
Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 15 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	6 of 15 students demonstrated Grade Level Growth	40%	The average growth for these 6 students was 1.5 grade levels
	9 of 15 students demonstrated RIT Scale Growth	60%	The average RIT Scale Growth for these 9 students was 7.2 pts

**Note:** 6<sup>th</sup> Grade NWEA RIT Reading Range is 212.3 to 216.4; expected yearly growth 4.1 pts



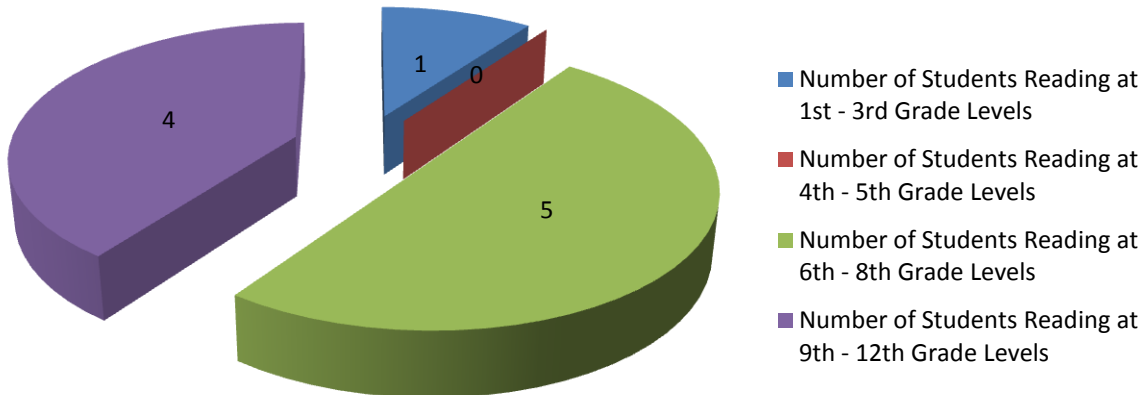


### LRLA NWEA-6th Grade Cohort Reading RIT Score Fall 2011 - Spring 2012





## 2011 LRLA Fall NWEA Results K7 Students Reading Below Grade Level



## LRLA NWEA 7<sup>th</sup> Grade Cohort Reading Data Test Cycle Fall 2011 to Spring 2012

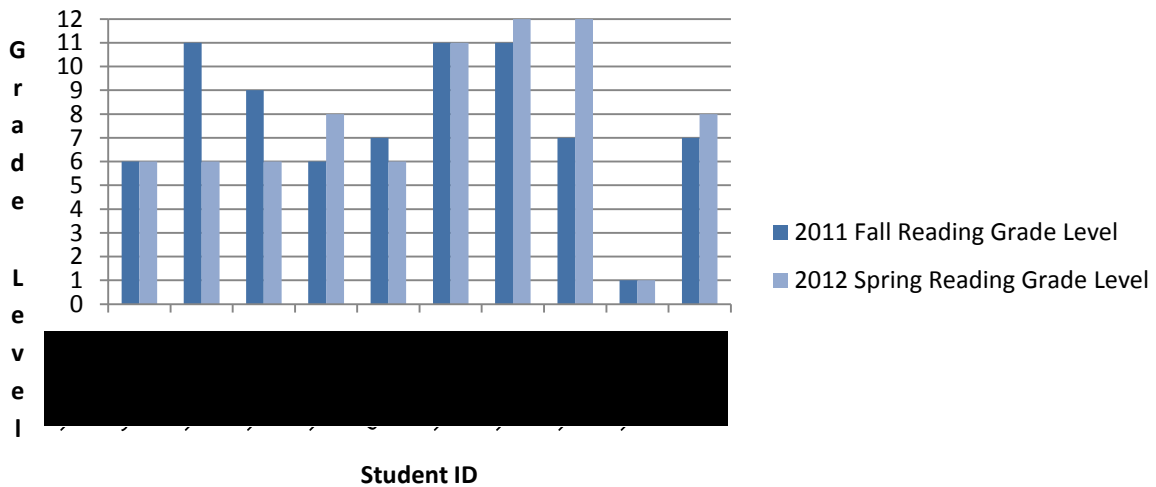
Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 10 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	4 of 10 students demonstrated Grade Level Growth	40%	The average growth for these 4 students was 2.25 grade levels
	5 of 10 students demonstrated RIT Scale Growth	50%	The average RIT Scale Growth for these 5 students was 7.2 pts

**Note: 7<sup>th</sup> Grade NWEA RIT Reading Range is 216.3 to 219.7; expected yearly growth 3.4 pts**

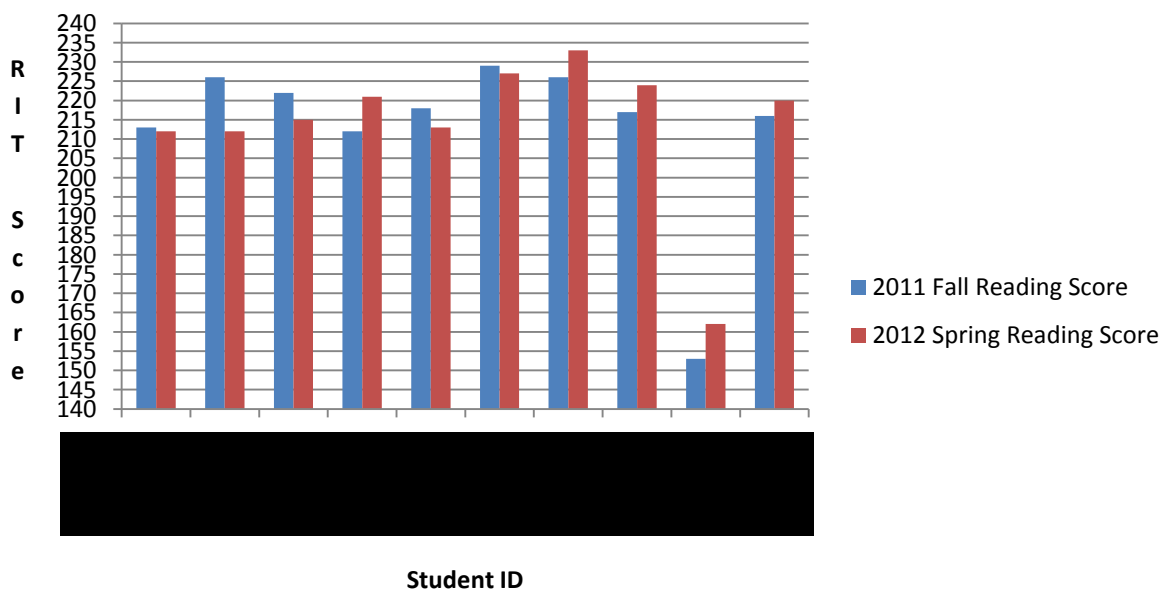




### LRLA 7th Grade Cohort Reading Grade Level Fall 2011 - Spring 2012

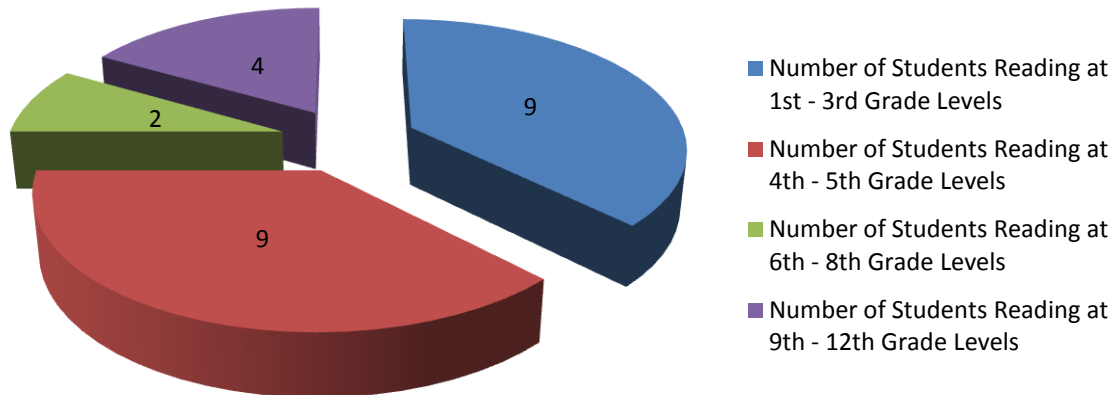


### LRLA 7th Grade Cohort Reading RIT Scores Fall 2011 - Spring 2012





## 2011 LRLA Fall NWEA Results K8 Students Reading Below Grade Level



### Performance Statement:

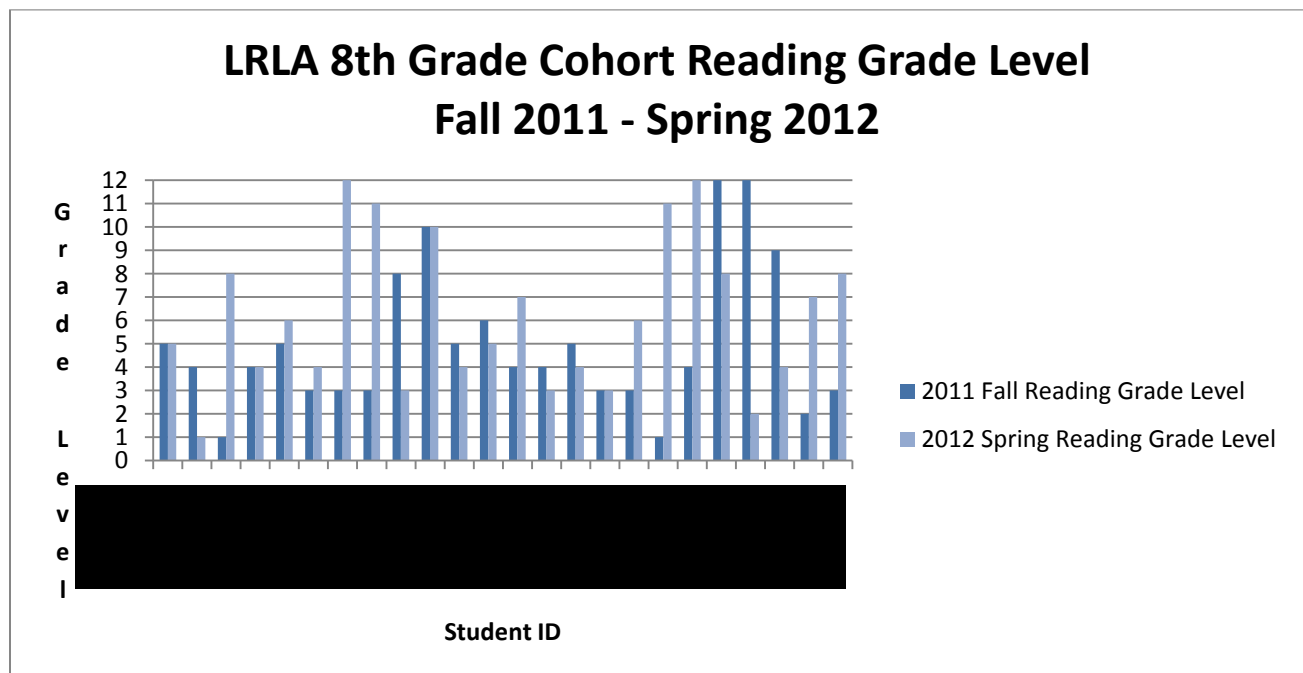
- 2011 Fall NWEA Short Cycle Assessment: 75% (18 of 24) of 8<sup>th</sup> grade cohort tested below grade level in Reading.
- 2011 Fall NWEA Short Cycle Assessment: 37% (9 of 24) of 8<sup>th</sup> grade cohort tested at 1<sup>st</sup> to 3<sup>rd</sup> grade in Reading.



## LRLA NWEA 8<sup>th</sup> Grade Cohort Reading Data Test Cycle Fall 2011 to Spring 2012

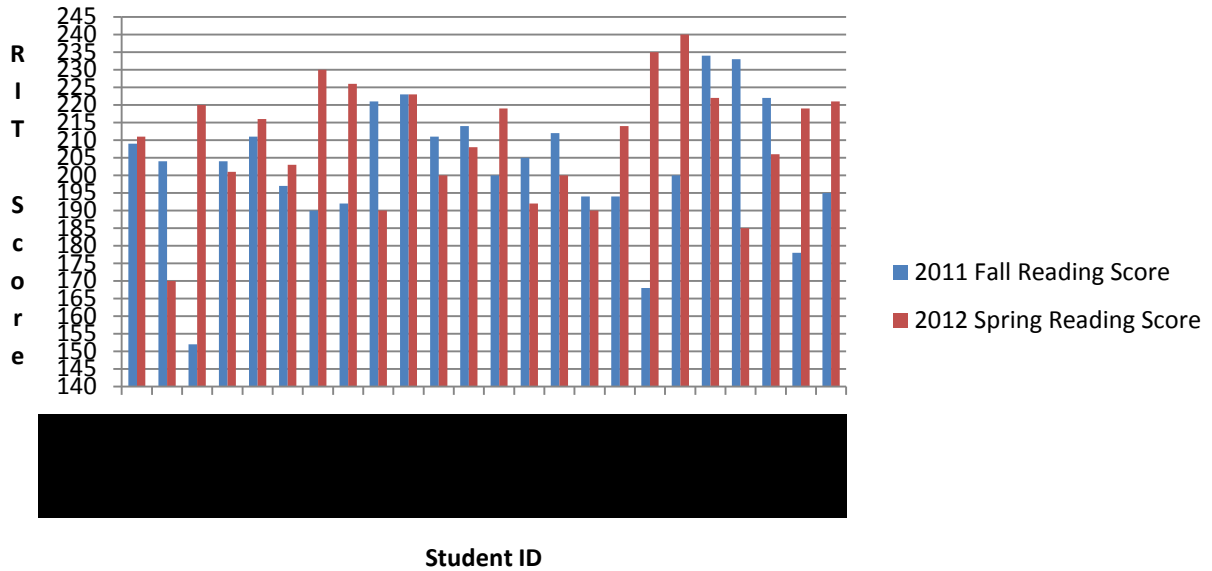
Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 24 Students  Note: Cohort is defined as “ <i>students who took the Fall and Spring Short Cycle Assessment</i> ”	11 of 24 students demonstrated Grade Level Growth	46%	The average growth for these 11 students was 5.45 grade levels
	12 of 24 students demonstrated RIT Scale Growth	50%	The average RIT Scale Growth for these 12 students was 30.6 pts

Note: 8<sup>th</sup> Grade NWEA RIT Range is 219.3 to 222.4; expected yearly growth 3.1 pts



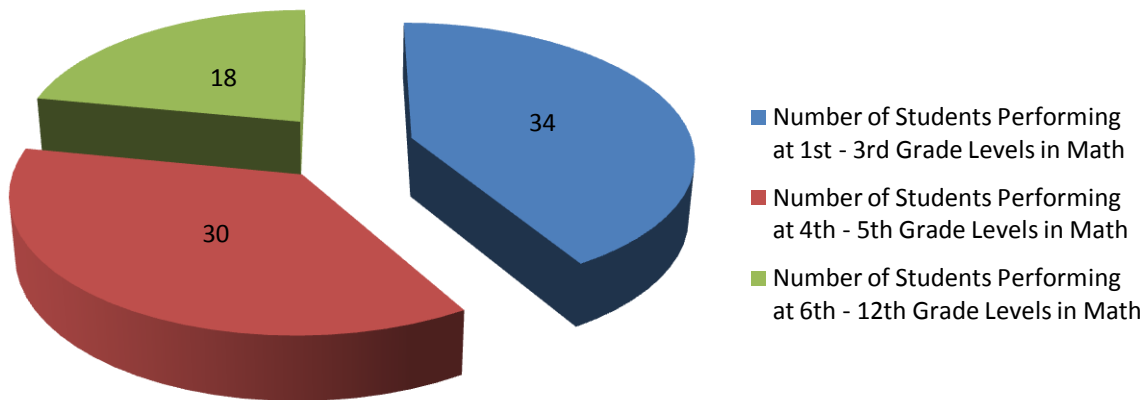


## LRLA 8th Grade Cohort Reading RIT Scores Fall 2011 - Spring 2012





## 2012 LRLA Fall NWEA Results K6-K8 Students Below Grade Level in Math

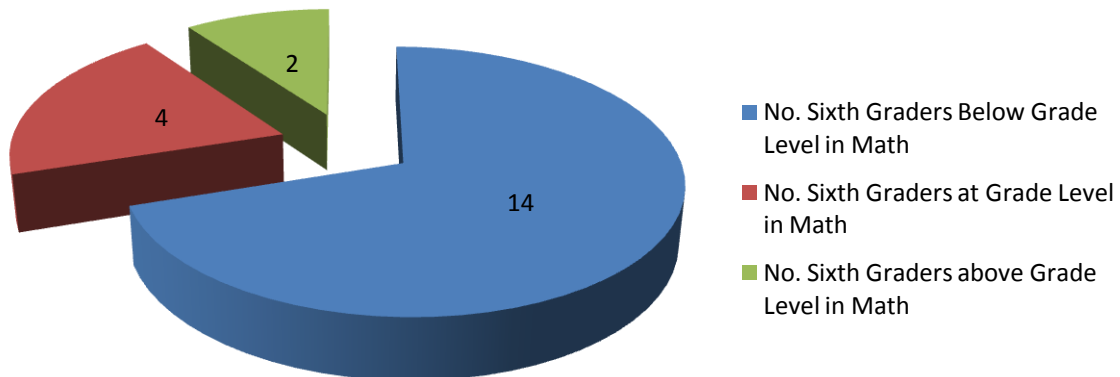


### Performance Statement:

1. 2012 Fall (K6-K8) NWEA Short Cycle Assessment: LRLA started the school year with 78% (64 of 82) of students testing below grade level in Math.
2. 41% (34 of 82) of students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Math



## 2012 LRLA Fall NWEA Results K6 Student Below Grade Level in Math



### Performance Statement:

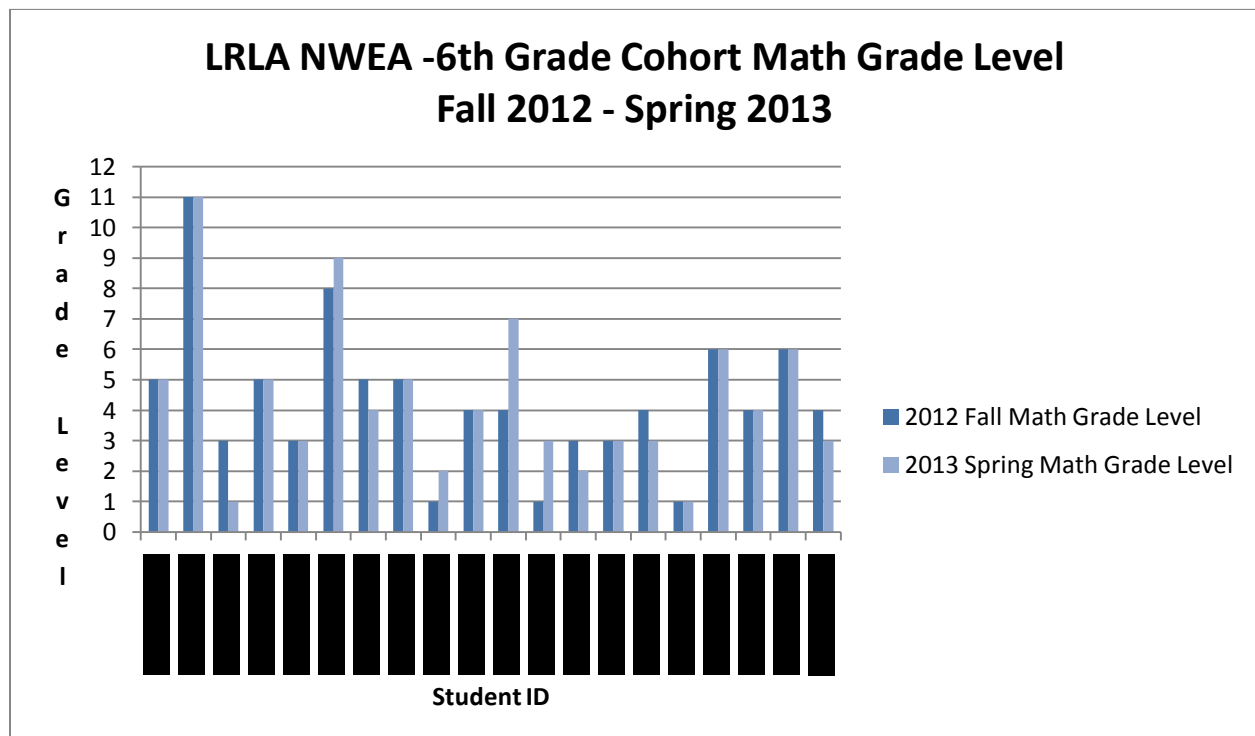
1. 40% (8 of 20) of 6<sup>th</sup> grade students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Math.



## LRLA NWEA 6<sup>th</sup> Grade Cohort Math Data Test Cycle Fall 2012 to Spring 2013

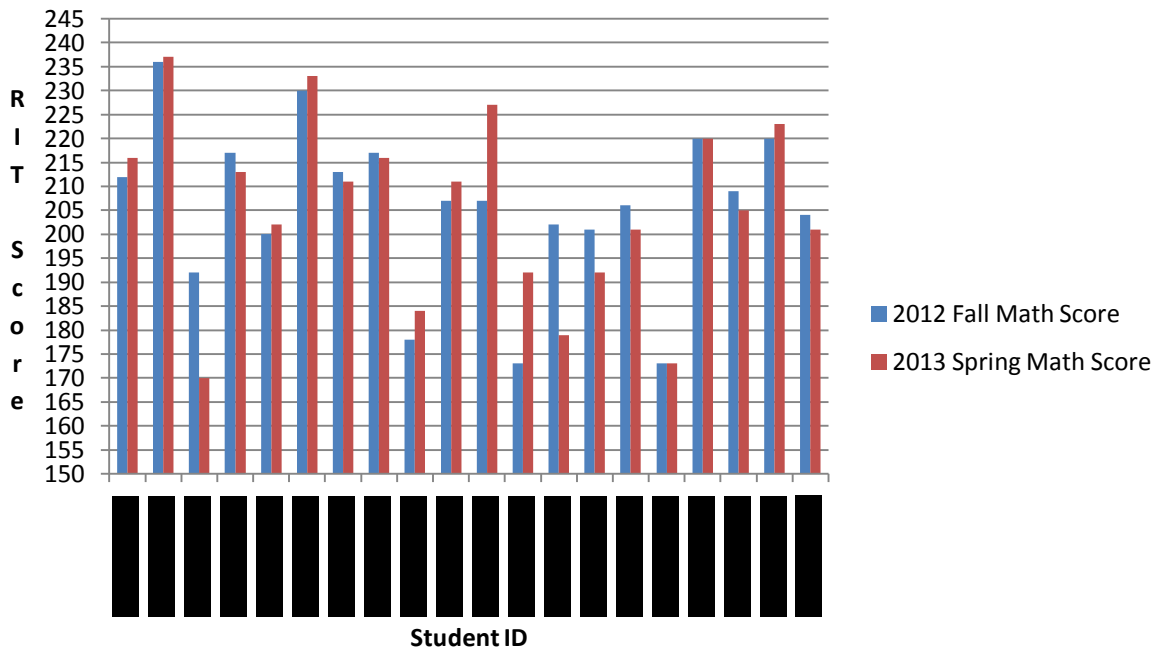
Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 20 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	4 of 20 students demonstrated Grade Level Growth	20%	The average growth for these 4 students was 1.75 grade levels
	9 of 20 students demonstrated RIT Scale Growth	45%	The average RIT Scale Growth for these 9 students was 6.8 pts

**Note:** 6<sup>th</sup> Grade NWEA RIT Math Range is 219.6 to 225.6; expected yearly growth 6 pts





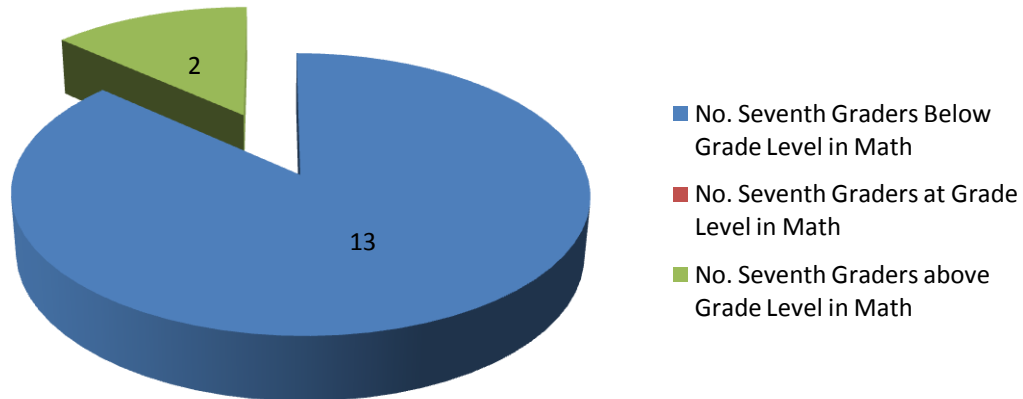
## LRLA NWEA -6th Grade Cohort Math RIT Score Fall 2012 - Spring 2013







## 2012 LRLA Fall NWEA Results K7 Student Below Grade Level in Math



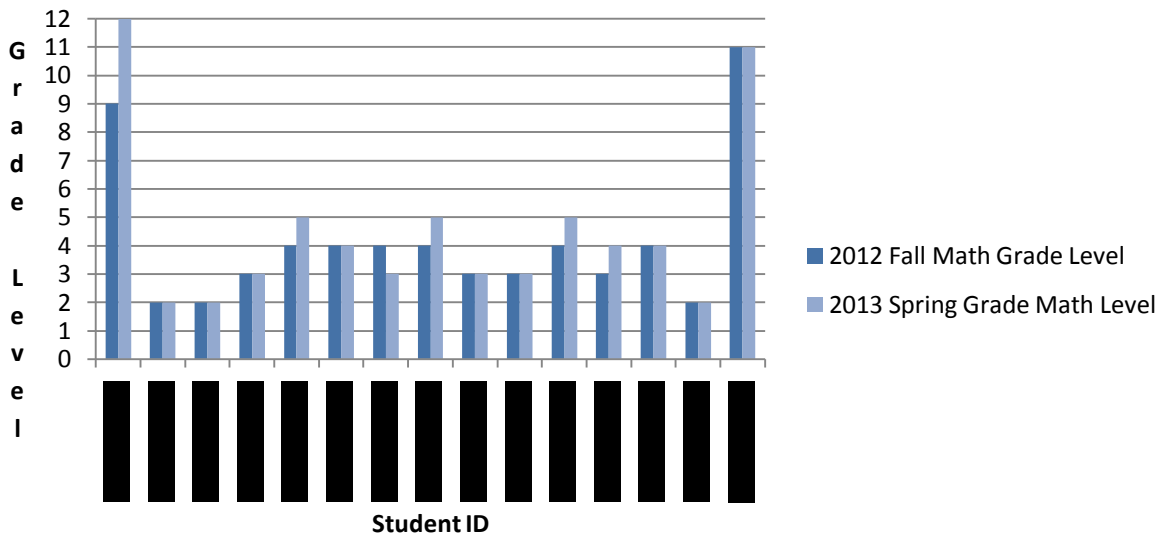
## LRLA NWEA 7<sup>th</sup> Grade Cohort Math Data Test Cycle Fall 2012 to Spring 2013

Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 15 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	5 of 15 students demonstrated Grade Level Growth	33%	The average growth for these 4 students was 1.75 grade levels
	11 of 15 students demonstrated RIT Scale Growth	73%	The average RIT Scale Growth for these 9 students was 6.4 pts

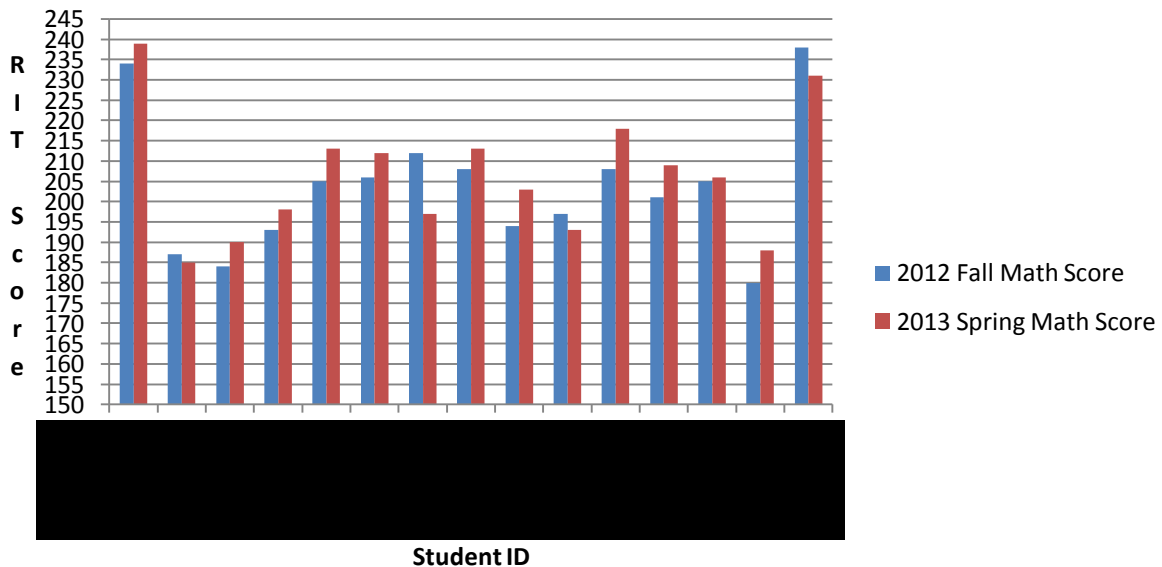
**Note: 7<sup>th</sup> Grade NWEA RIT Math Range is 225.6 to 230.5; expected yearly growth 4.9 pts**



### LRLA NWEA-7th Grade Cohort Math Grade Level Fall 2012 - Spring 2013

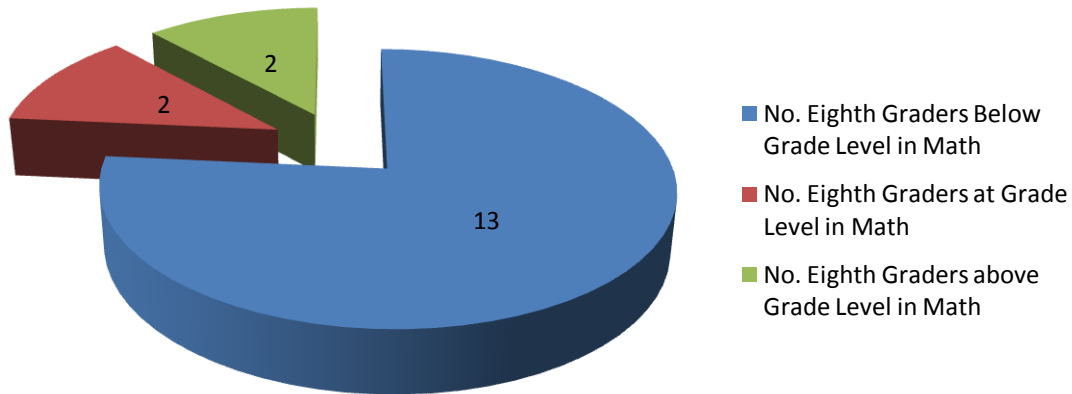


### LRLA NWEA-7th Grade Cohort Math RIT Score Fall 2012 - Spring 2013





## 2012 LRLA Fall NWEA Results K8 Student Below Grade Level in Math



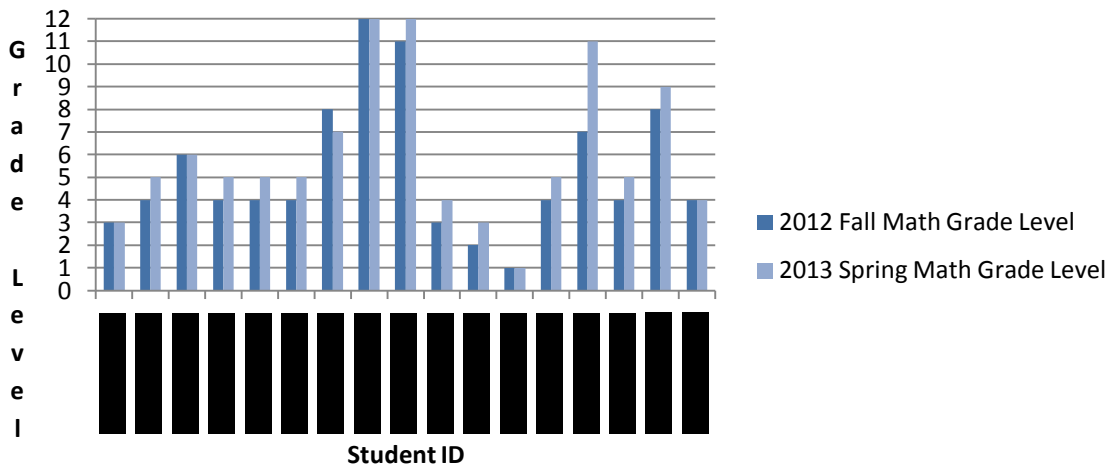
### LRLA NWEA 8<sup>th</sup> Grade Cohort Math Data Test Cycle Fall 2012 to Spring 2013

Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 17 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	10 of 17 students demonstrated Grade Level Growth	59%	The average growth for these 10 students was 1.3 grade levels
	15 of 17 students demonstrated RIT Scale Growth	88%	The average RIT Scale Growth for these 15 students was 7.7 pts

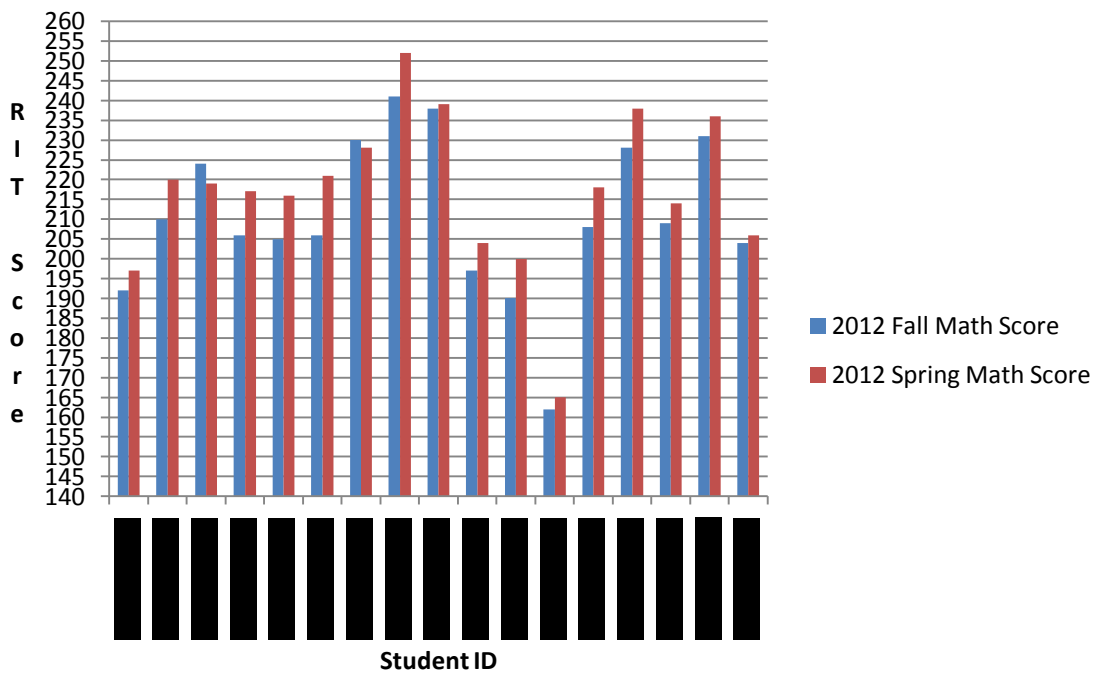
**Note: 8<sup>th</sup> Grade NWEA RIT Math Range is 230.2 to 234.5; expected yearly growth 4.3 pts**



### LRLA NWEA-8th Grade Cohort Math Grade Level Fall 2012 - Spring 2013

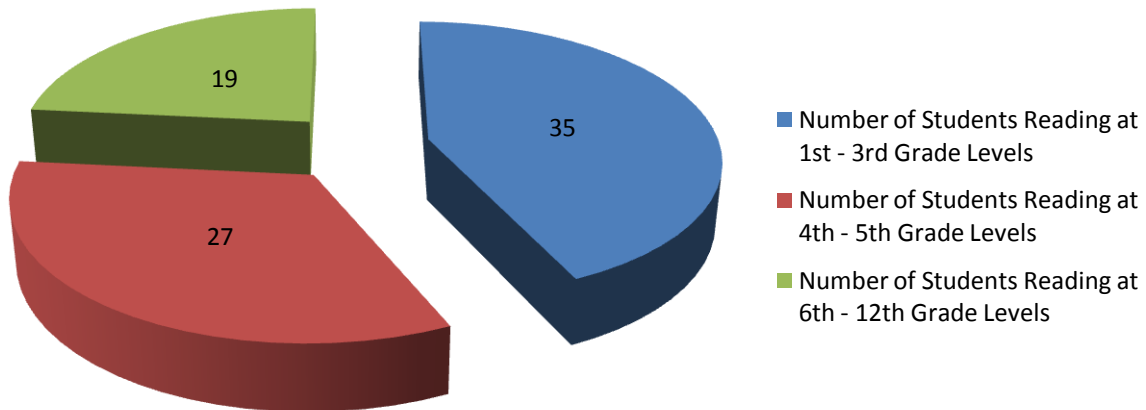


### LRLA NWEA-8th Grade Cohort Math RIT Score Fall 2012 - Spring 2013





## 2012 LRLA NWEA Fall Cohort Reading Results K6-K8 Students Reading Below Grade Level

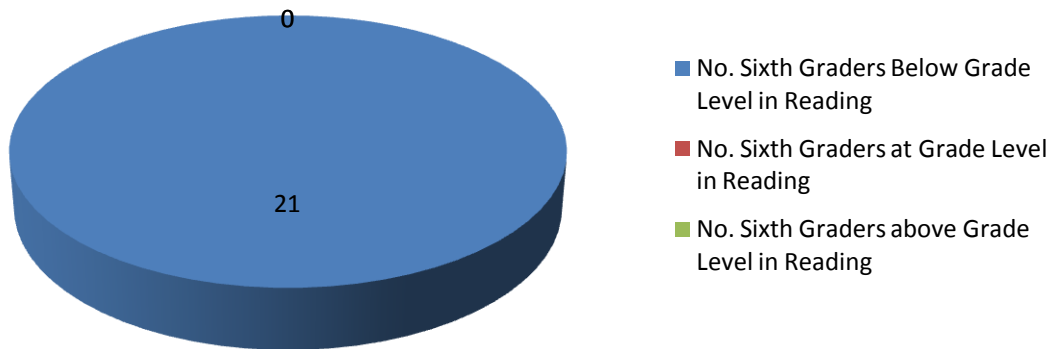


### Performance Statement:

1. 2012 Fall (K6-K8) NWEA Short Cycle Assessment: LRLA started the school year with 76% (62 of 81) of students testing below grade level in Reading
2. 43% (35 of 81) of students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Reading



## 2012 LRLA Fall NWEA Results K6 Student Reading Below Grade Level



### Performance Statement:

1. 40% (8 of 20) of 6<sup>th</sup> grade students tested 1<sup>st</sup> to 3<sup>rd</sup> grade in Math.



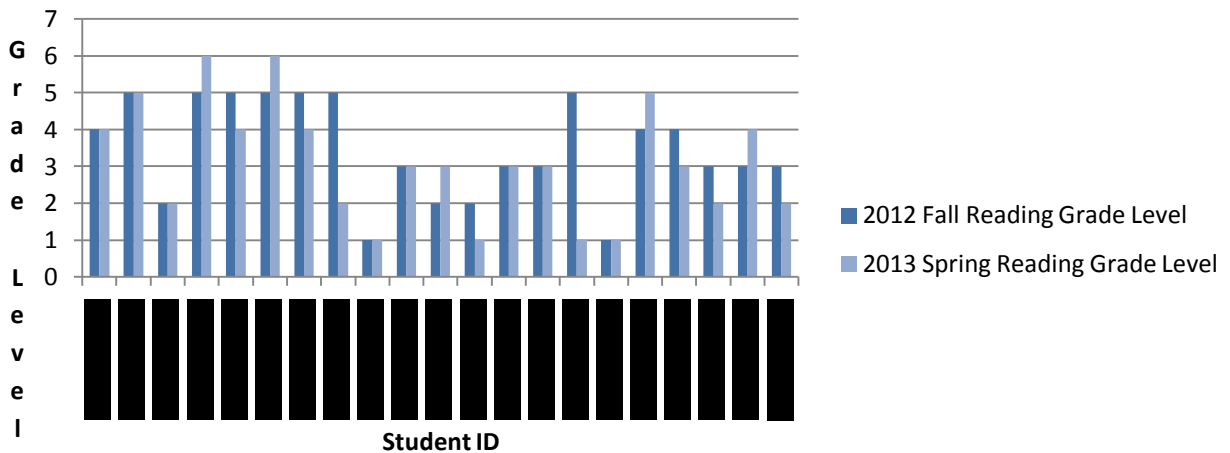
## LRLA NWEA 6<sup>th</sup> Grade Cohort Reading Data Test Cycle Fall 2012 to Spring 2013

Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 21 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	5 of 21 students demonstrated Grade Level Growth	24%	The average growth for these 5 students was 1.0 grade levels
	7 of 21 students demonstrated RIT Scale Growth	33%	The average RIT Scale Growth for these 7 students was 7.7 pts

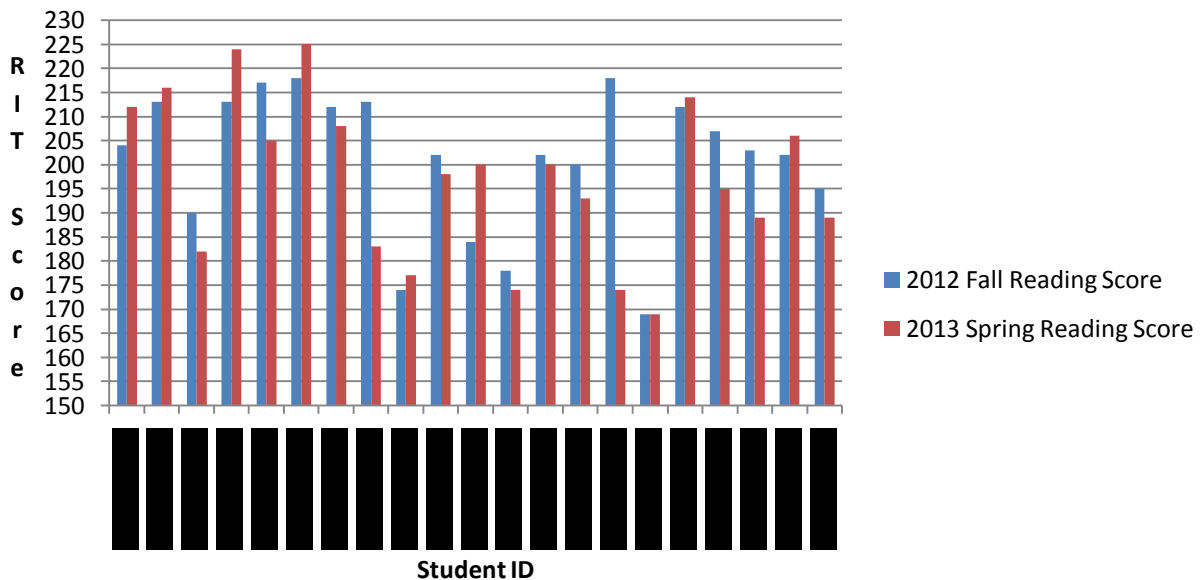
**Note: 6<sup>th</sup> Grade NWEA RIT Range is 212.3 to 216.4; expected yearly growth 4.1 pts**



## LRLA NWEA-6th Grade Cohort Reading Grade Level Fall 2012 - Spring 2013



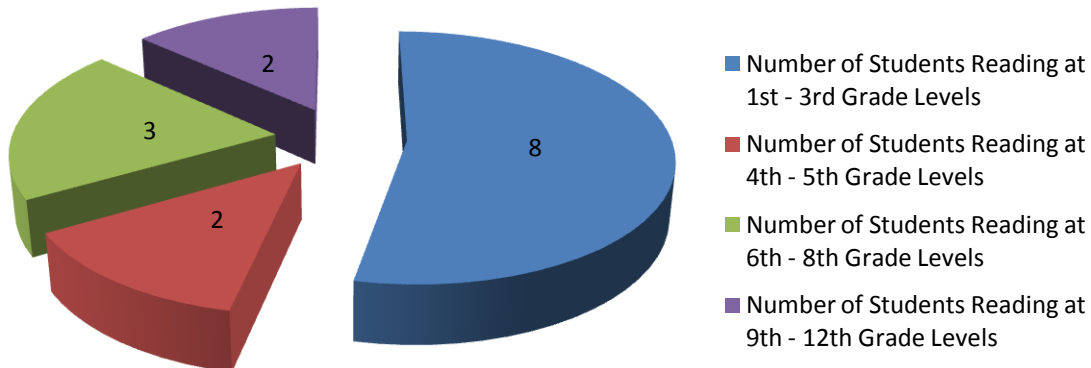
## LRLA NWEA-6th Grade Cohort Reading RIT Score Fall 2012 - Spring 2013







## 2012 LRLA Fall NWEA Results K7 Students Reading Below Grade Level



### Performance Statement:

1. 2012 Fall NWEA Short Cycle Assessment: 53 % (8 of 15) of 7<sup>th</sup> graders tested at 1<sup>st</sup> to 3<sup>rd</sup> grade.

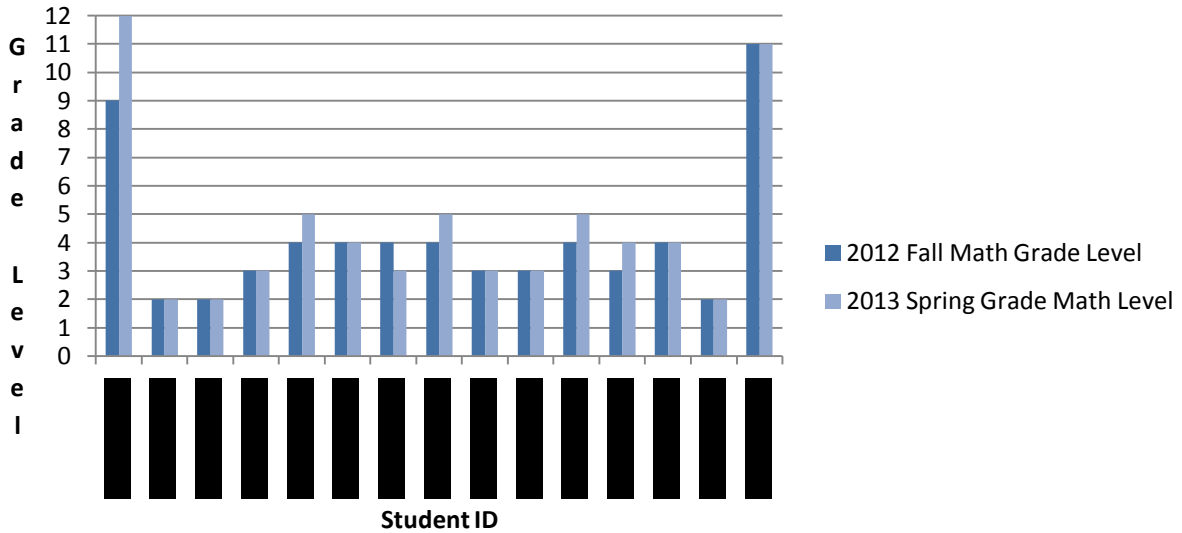
## LRLA NWEA 7<sup>th</sup> Grade Cohort Reading Data Test Cycle Fall 2012 to Spring 2013

Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 15 Students  Note: Cohort is defined as “ <i>students who took the Fall and Spring Short Cycle Assessment</i> ”	4 of 15 students demonstrated Grade Level Growth	27%	The average growth for these 4 students was 1.0 grade levels
	5 of 15 students demonstrated RIT Scale Growth	33%	The average RIT Scale Growth for these 5 students was 4.6 pts

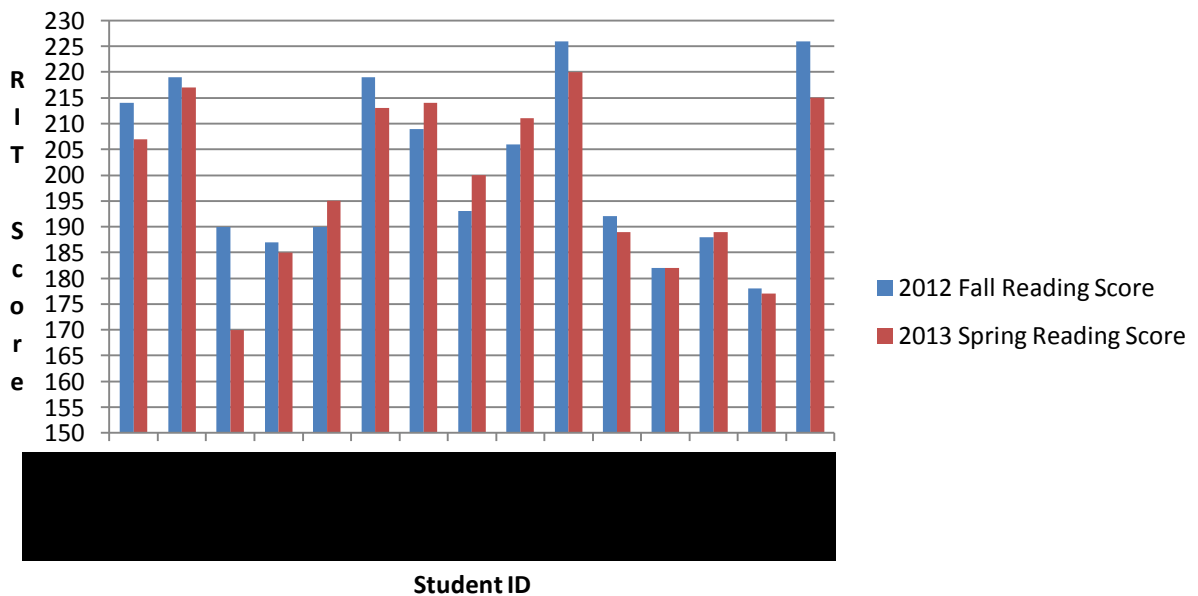
**Note:** 7<sup>th</sup> Grade NWEA RIT Range is 216.3 to 219.7; expected yearly growth 3.4 pts



### LRLA NWEA-7th Grade Cohort Reading Grade Level Fall 2012 - Spring 2013

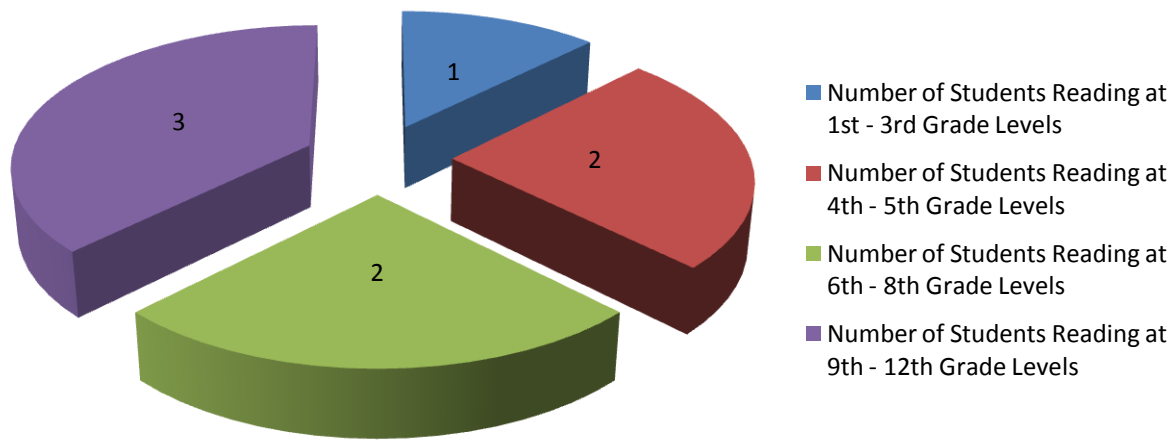


### LRLA 7th Grade NWEA Cohort Reading RIT Scores Fall 2012-Spring 2013





## 2012 LRLA Fall NWEA Results K8 Students Reading Below Grade Level



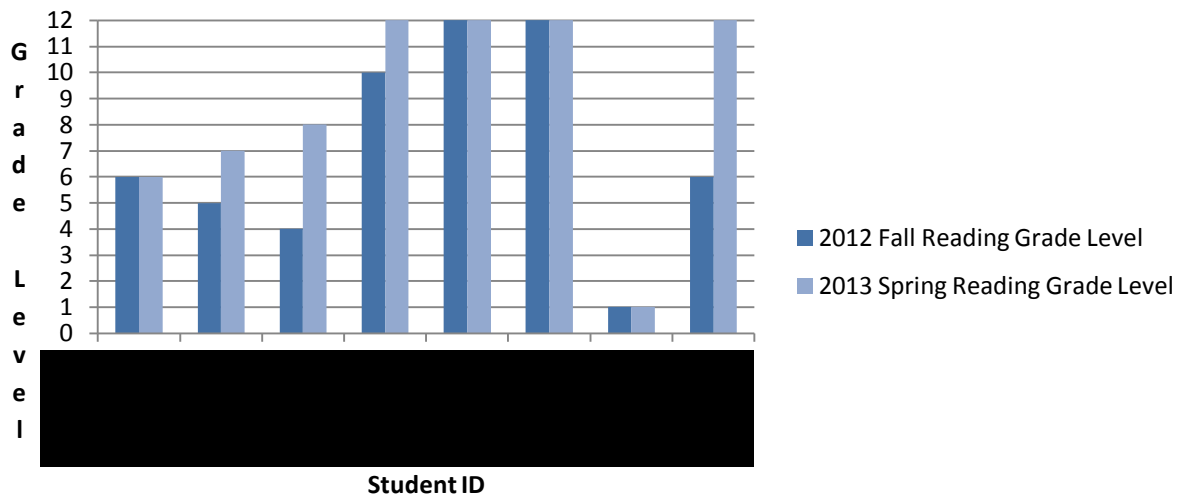
## LRLA NWEA 8<sup>th</sup> Cohort Reading Data Test Cycle Fall 2012 to Spring 2013

Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 8 Students  Note: Cohort is defined as <i>“students who took the Fall and Spring Short Cycle Assessment”</i>	4 of 8 students demonstrated Grade Level Growth	50%	The average growth for these 4 students was 3.5 grade levels
	4 of 8 students demonstrated RIT Scale Growth	50%	The average RIT Scale Growth for these 4 students was 10.25 pts

**Note: 8<sup>th</sup> Grade NWEA RIT Range is 219.3 to 222.4; expected yearly growth 3.1 pts**

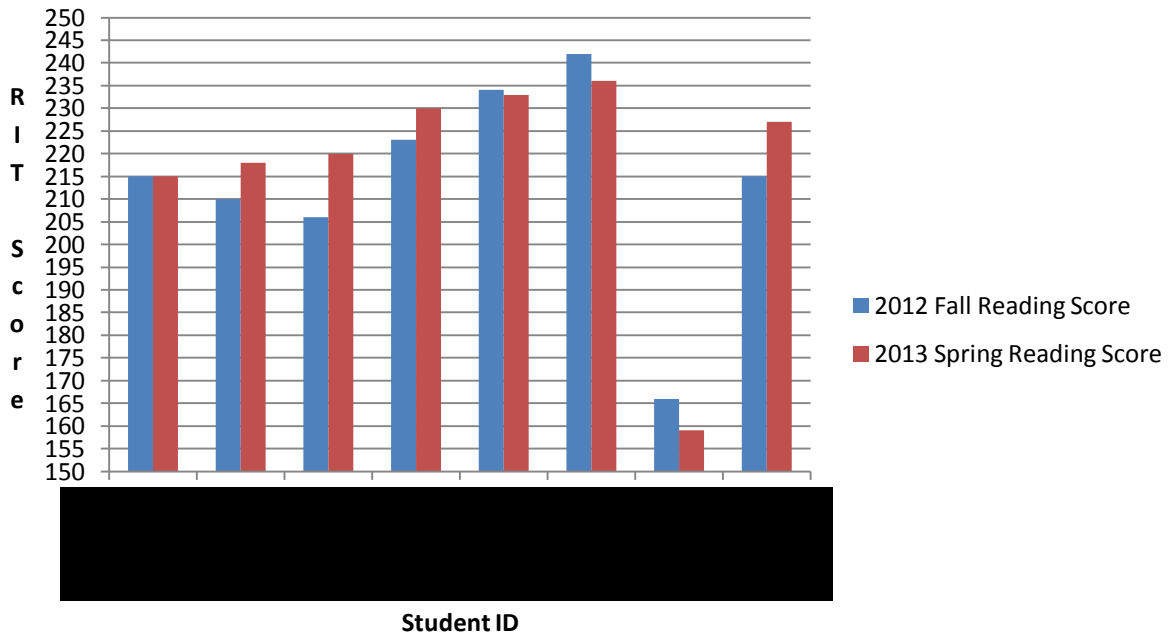


### LRLA 8th Grade NWEA Cohort Grade Level Scores Fall 2012-Spring 2013

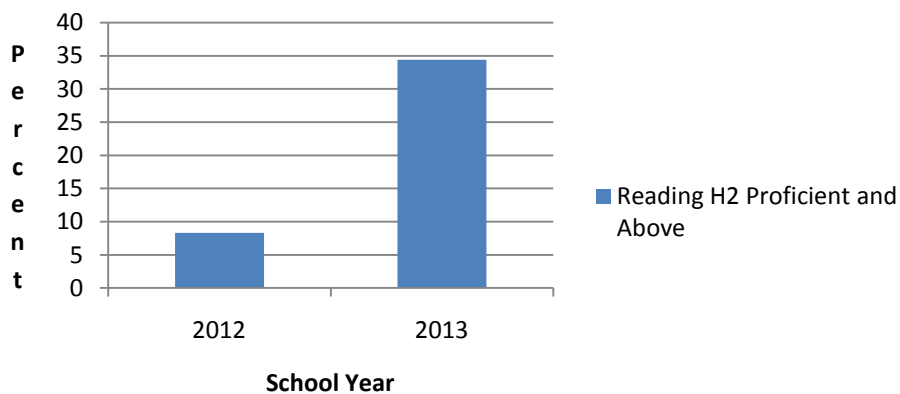




### LRLA 8th Grade NWEA Cohort Reading RIT Scores Fall 2012-Spring 2013

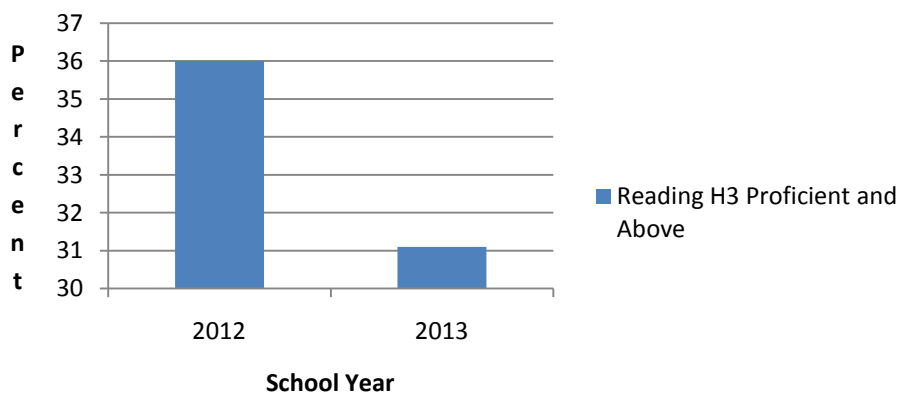


### NMSBA Test - Reading H2 Percent of Students Scoring (Proficient and Above)



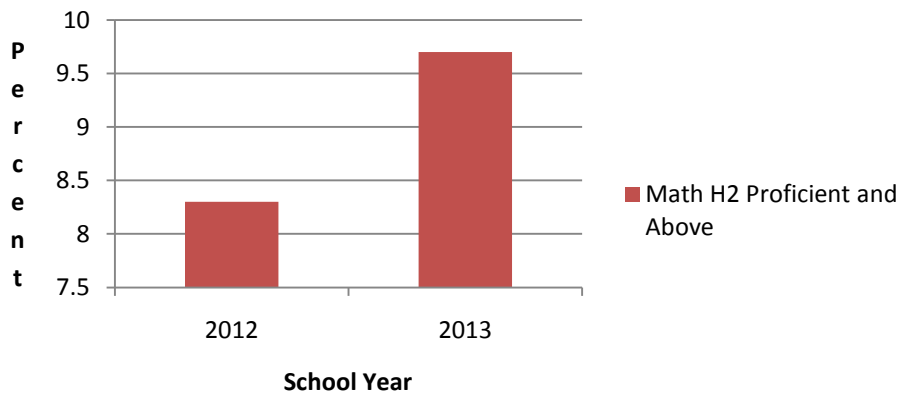
**NMSBA Reading Scores: 2012 (8.3%); 2013 (34.4%)**

### NMSBA Test - Reading H3 Percent of Students Scoring (Proficient and Above)



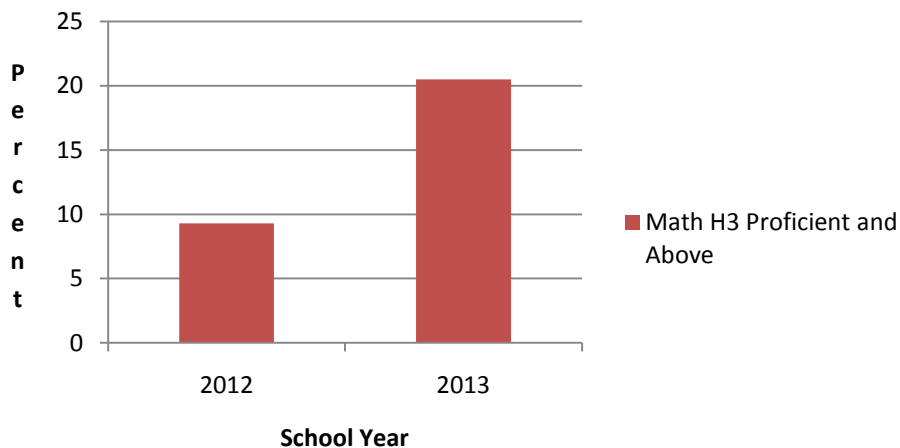
**NMSBA Reading Scores: 2012 (36%); 2013 (31.1%)**

### NMSBA Test - Math H2 Percent of Students Scoring (Proficient and Above)



**NMSBA Math Scores: 2012 (8.3%); 2013 (9.7%)**

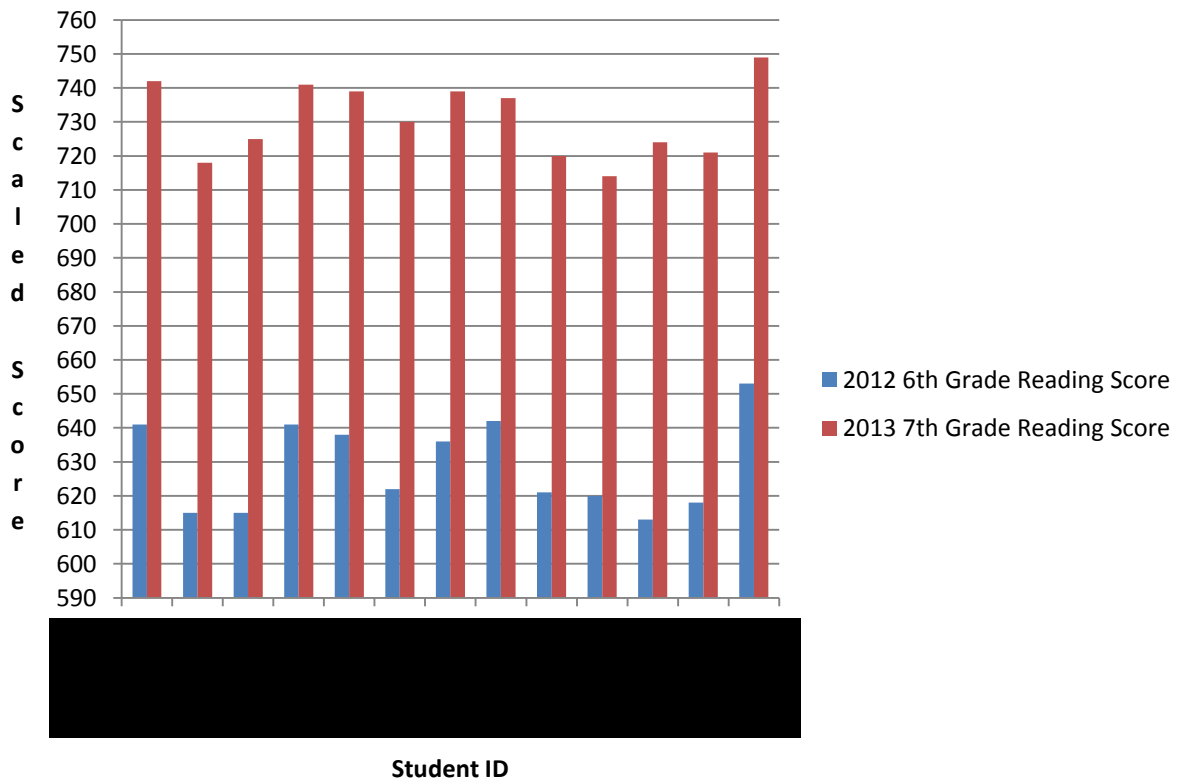
### NMSBA Test - Math H3 Percent of Students Scoring (Proficient and Above)



**NMSBA Math Scores: 2012 (9.3%); 2013 (20.5%)**



### NMSBA Reading Cohort Data (Students Enrolled in 6th Grade - Starting 2011) School Years 2011-12; 2012 -13

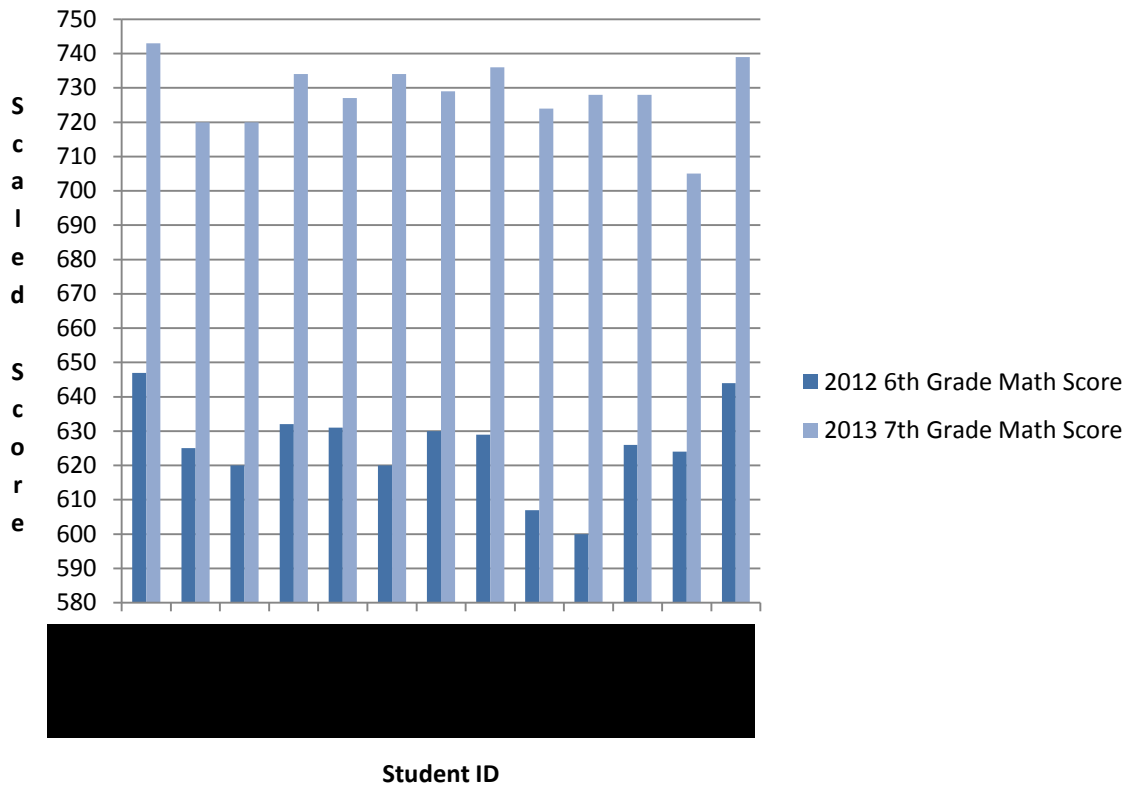


**Performance Statement:** The average cohort growth is 101.8 scaled score points





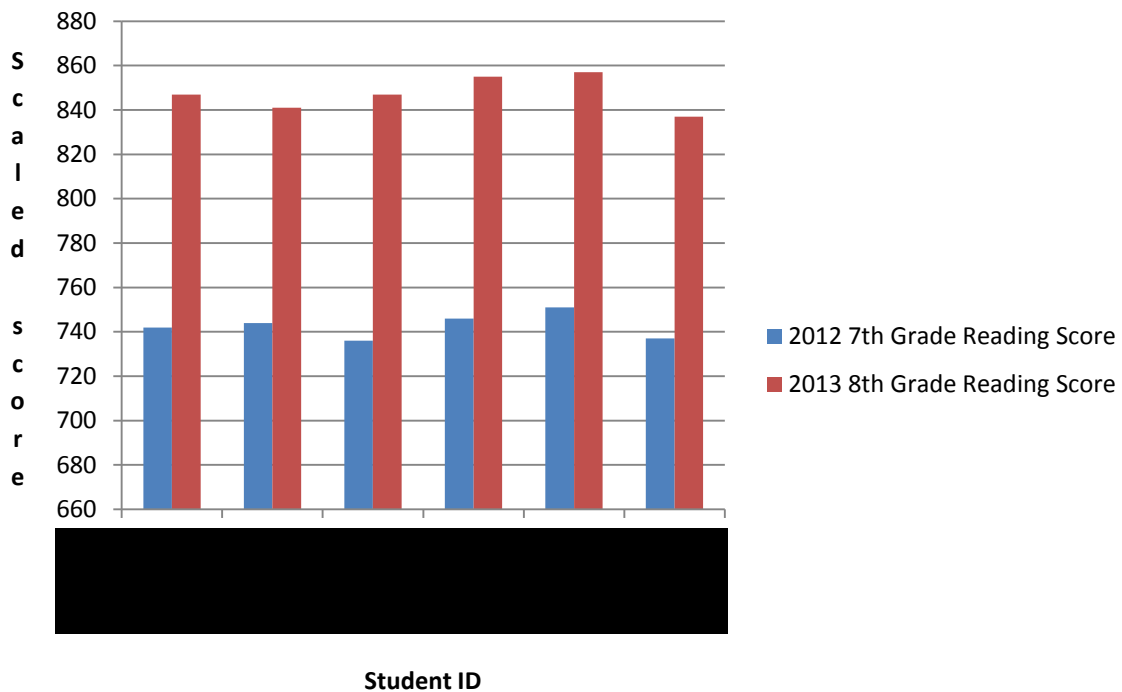
### NMSBA Math Cohort Data (Students Enrolled in 6th Grade - Starting 2011) School Years 2011-12; 2012 -13



**Performance Statement:** The average cohort growth is 102.4 scaled score points



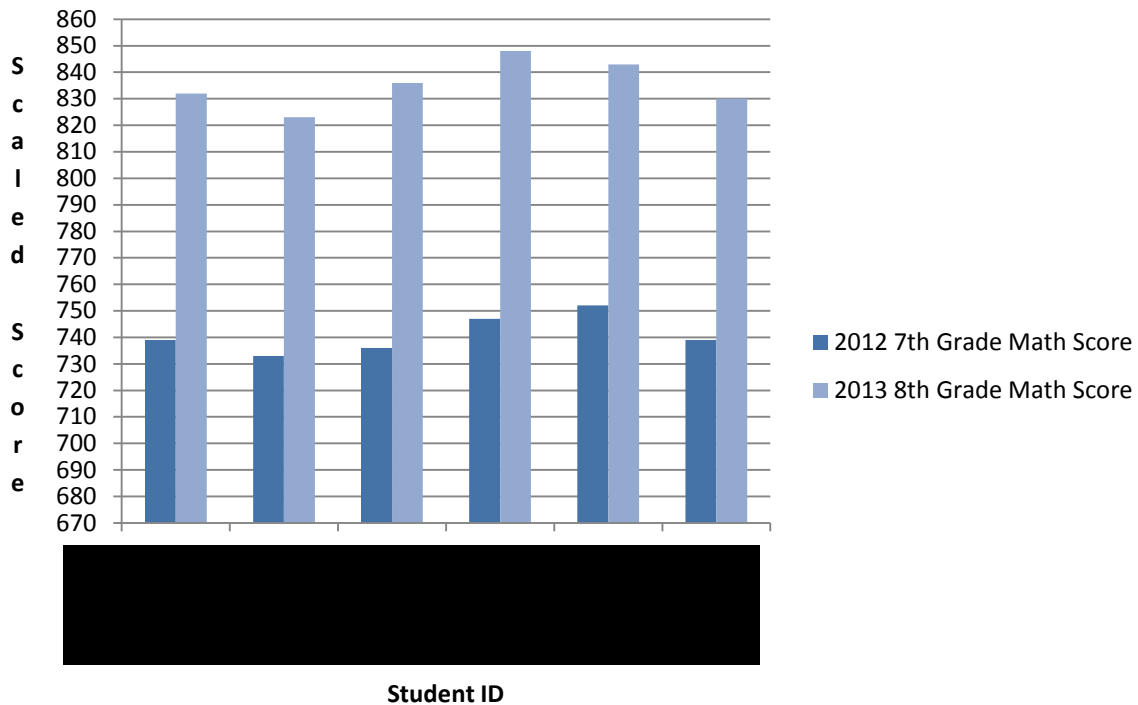
### NMSBA Reading Cohort Data (Students Enrolled in 7th Grade - Starting 2011) School Years 2011-12; 2012 -13



**Performance Statement:** The average cohort growth is 104.6 scaled score points

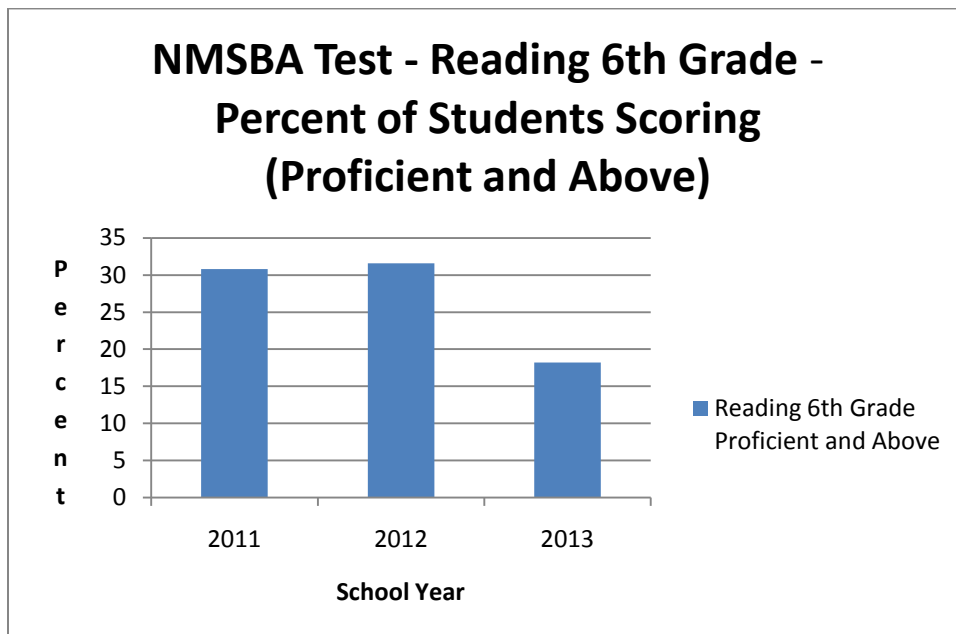


### NMSBA Math Cohort Data (Students Enrolled in 7th Grade - Starting 2011) School Years 2011-12; 2012 -13

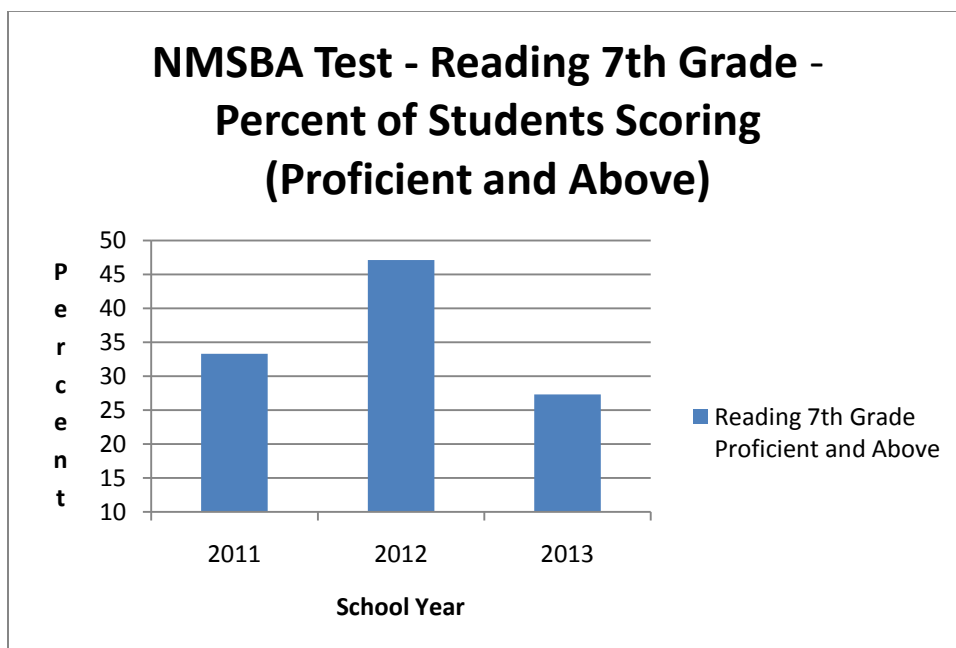


**Performance Statement:** The average cohort growth is 94.3 scaled score points

## ***La Resolana Leadership Academy***

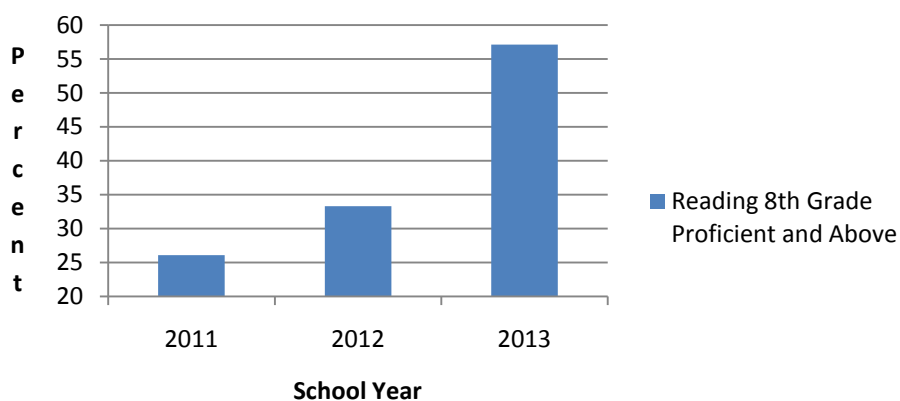


***NMSBA Reading Scores: 2011 (30.8%); 2012 (31.6%); 2013 (18.2%)***



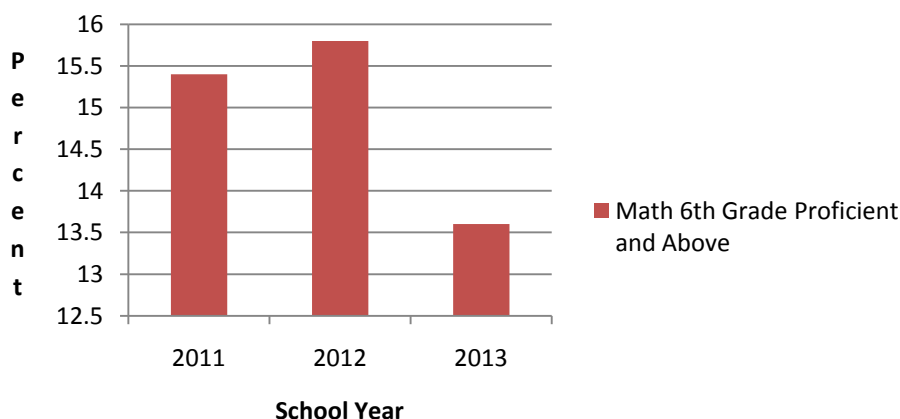
***NMSBA Reading Scores: 2011 (33.3%); 2012 (47.1%); 2013 (27.3%)***

### NMSBA Test - Reading 8th Grade - Percent of Students Scoring (Proficient and Above)



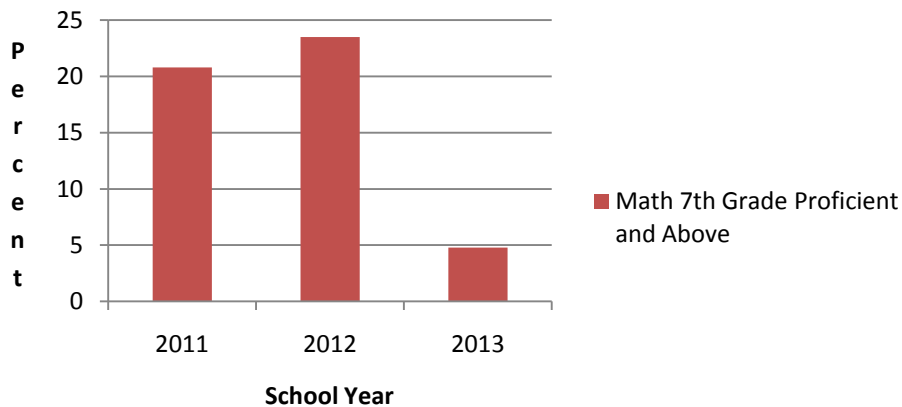
**NMSBA Reading Scores: 2011 (26.1%); 2012 (33.3%); 2013 (57.1%)**

### NMSBA Test - Math 6th Grade - Percent of Students Scoring (Proficient and Above)



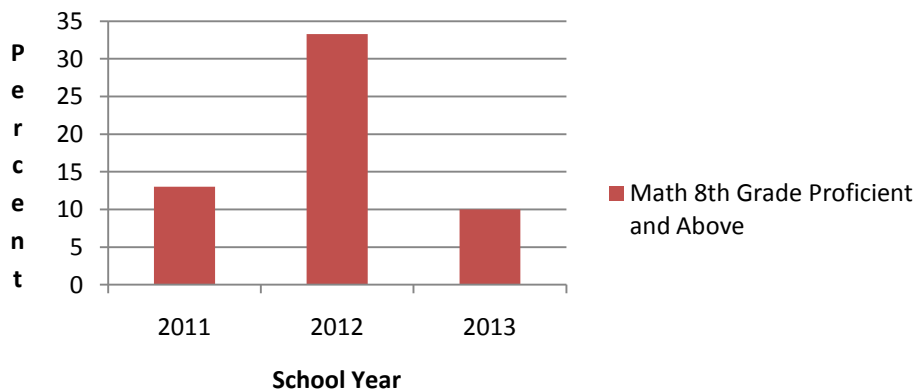
**NMSBA Math Scores: 2011 (15.4%); 2012 (15.8%); 2013 (13.6%)**

### NMSBA Test - Math 7th Grade - Percent of Students Scoring (Proficient and Above)



**NMSBA Math Scores: 2011 (20.8%); 2012 (23.5%); 2013 (4.8%)**

### NMSBA Test - Math 8th Grade - Percent of Students Scoring (Proficient and Above)



**NMSBA Math Scores: 2011 (13.0%); 2012 (33.3%); 2013 (10%)**