

**New Mexico Public Education Commission  
and  
Public Education Department  
Options for Parents: Charter Schools Division  
*2014 State Charter Renewal Application Kit***

***Updated August 2014***



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



**Schools**



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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 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, 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 renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1<sup>st</sup>. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

**Part B** offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

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

- a charter may be 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.

Please contact me at [Matt.Pahl@state.nm.us](mailto:Matt.Pahl@state.nm.us) or (505) 827-8068 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,

Matt Pahl  
Interim Director  
Options for Parents: Charter Schools Division

***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.***

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## Instructions: 2014 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing the 2014 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 Matt Pahl at Matt.Pahl@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2014 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> or Amy Chacon at <a href="mailto:Amy.Chacon@state.nm.us">Amy.Chacon@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, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
<b>Technical Assistance Workshops (April – September 2014)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 <sup>st</sup> , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. 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 Preliminary Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. 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 or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Preliminary Renewal Analysis</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>(November 14-December 2)**</b>	
<b>CSD Director's Recommendation (December 5)**</b>	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on <b>Friday, December 5, 2014</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 11-12)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 11-12, 2014</b> .
<b>Contract Negotiations (December, 2014-March, 2015)**</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(s), 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.

## Glossary of Terms

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

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

**Contract Negotiation Process:** (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission 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.

**Contract Negotiation Worksheet (Worksheet):** (*This term is pertinent upon approval and not immediately relevant to 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.

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

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

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

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

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

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

**Mission-Specific Indicators/Goals:** The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11<sup>th</sup> grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

***SAMPLE.** The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

**Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

**Cohort 1:** Students who begin their 9<sup>th</sup> grade year enrolled at the School and remain for the entirety of their high school career.

**Cohort 2:** Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9<sup>th</sup> grade.

## 2.a Did the school meet its mission-specific indicator(s)?

**Exceeds Standard:**

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

**Cohort 1.** 95% or more of Cohort 1 students graduate AND

**Cohort 2.** 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

**Meets Standard:**

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

**Cohort 1.** 90% or more of Cohort 1 students graduate AND

**Cohort 2.** 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

**Does Not Meet Standard:**

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

**Cohort 1.** 80% or more of Cohort 1 students graduate AND

**Cohort 2.** 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

**Falls Far Below Standard:**

The school falls far below the standard if it fails to meet any of the standards set forth above.

**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 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. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

**Performance Frameworks:** [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to 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

**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-Study:** The 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.

## 2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—School’s Summary Data Report (provided by the CSD)**

**Part B—Self-Report or Looking Back**

**Part C—Self-Study and Looking Forward**

Please Note

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



## Part A—School’s Summary Data Report

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

The school will have an opportunity to comment on this information.)

# NM PED Charter School Division - Renewal Snapshot Report

## Southwest Intermediate Learning Center

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

### General Information

Mailing Address: 10301 Candelaria NE, Albuquerque, NM 87112  
 Physical Address: 10301 Candelaria NE, Albuquerque, NM 87112  
 Phone: (505) 296-7677 Ext:                      Fax: (505) 296-0510    Website: www.ssilc-nm.com  
 Opened: 2005                      State Appvd: Dec-09                      Renewal: 2015  
 School District: Albuquerque                      County: Bernalillo

Deborah Young, Chief Administrative Officer    Email: dyoung@silc-nm.com  
 Judy Chapman, President    Email: kjchampan1@comcast.net

**Mission:** The Southwest Intermediate Learning Center prepares students in the transitional grades of 7 and 8 to become self-motivated, independent learners equipped with the reading, writing, mathematical, and technological problem solving skills through a dynamic standards-based college preparatory program.

### Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	7-8		112	112	7	16

### Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	A	A	C		
2. 3 Year Avg Grade		A	B		
3. Current Standing	A	A	A		
4. School Growth	A	A	F		
5. Highest Performing Students	A	A	D		
6. Lowest Performing Students	C	F	F		
7. Opportunity to Learn	A	A	A		
8. Graduation			na		
9. Career and College			na		
10. Reading Proficiency	96.4	91.1	83.8		
11. Math Proficiency	90	91.1	75.7		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	2.4	5		

# NM PED Charter School Division - Renewal Snapshot Report

## Southwest Intermediate Learning Center

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	112	112	112	113	112
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
2. % Male	42.0%	39.3%	42.9%	46.9%	50.9%
3. % Female	58.0%	60.7%	57.1%	53.1%	49.1%
4. % Caucasian	58.9%	58.9%	51.8%	54.9%	64.3%
5. % Hispanic	34.8%	32.1%	40.2%	35.4%	26.8%
6. % African American	2.7%	3.6%	3.6%	4.4%	5.4%
7. % Asian	1.8%	3.6%	4.5%	4.4%	2.7%
8. % Native American	1.8%	1.8%	0.0%	0.9%	0.9%
9. % Economically Disadvantaged	23.2%	28.6%	28.6%	30.1%	25.0%
10. % Title 1 TS	0.0%	0.0%	100.0%	98.2%	19.6%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	28.6%
12. %Title 1 S	0.0%	0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	2.7%	3.6%	2.7%	4.4%	6.3%
15. % ELL	0.0%	0.0%	0.0%	0.0%	0.0%



**Part B—Self-Report/Looking Back**  
(A Report on the Current Charter Term)

## I. Self-Report—Looking Back

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/Educational 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--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

### School Grading Report Over Three Years

*Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).*

Southwest Intermediate Learning Center (SILC) received school grades of A for the school years 2011-2012 and 2012-2013. In 2013-2014, we received a school grade of C. The three-year average is a B with 75.8 points. In 2011-2012 and 2012-2013, SILC significantly exceeded the performance of a large majority of the schools in New Mexico. Table B-1 below provides comparison of School Report Card Grades and Scores along with the percentage of Proficient and Advanced students in Math and Reading for the local intermediate schools where the majority of students would be attending if they were not attending SILC. In addition, SILC proficiency scores were significantly higher than schools that received higher School Report Card grades (Eisenhower –B and Madison – B).

**Exhibit B-1**

	<b>SILC</b>	<b>Cleveland</b>	<b>Eisenhower</b>	<b>Hoover</b>	<b>Jackson</b>	<b>Madison</b>	<b>McKinley</b>
	Grade						
<b>2011-2012</b>	A (88.5)	C (54.7)	B (66.9)	B (68.6)	B (72.2)	B (67.6)	D (48.5)
<b>2012-2013</b>	A (76.83)	B (60.83)	B (63.08)	C (56.80)	B (70.58)	C (56.80)	D (43.79)
<b>2013-2014</b>	C (55.99)	C (57.01)	B (65.70)	C (57.95)	C (59.82)	B (67.46)	F (35.89)
	Proficient and Advanced (%)						
<b>2011-2012</b>	R - 96.4 M - 90.0	R - 59.7 M - 44.9	R - 74.1 M - 65.0	R - 66.4 M - 53.3	R - 53.9 M - 40.5	R - 61.5 M - 58.8	R - 36.9 M - 25.6
<b>2012-2013</b>	R - 91.1 M - 91.1	R - 59.2 M - 45.1	R - 75.3 M - 67.5	R - 64.1 M - 51.5	R - 57.3 M - 42.0	R - 62.9 M - 53.0	R - 34.8 M - 26.8
<b>2013-2014</b>	R - 83.8 M - 75.7	R - 55.7 M - 41.7	R - 74.4 M - 66.3	R - 61.1 M - 49.5	R - 55.2 M - 38.2	R - 61.6 M - 56.0	R - 33.8 M - 24.0

The school grade (C) received in 2013-2014 was assigned to Southwest Intermediate Learning Center by the PED's VAM model that penalizes schools where student performance does not improve every year. The scoring system expects improvement every year and reduces the school grade when the school has not improved at the required minimum rate. This is what occurred for this school year despite 74% or more of SILC students being proficient in both Math and Reading in their 2014 SBA tests – again exceeding the performance of 7<sup>th</sup> and 8<sup>th</sup> grade students statewide. Exhibit B-1 (above) summarizes these results.

**Current Standing**

*Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.*

For Southwest Intermediate Learning Center (SILC) the state grade for this category was A for the years 2011-2012 (38.3 points), 2012-2013 (37.75 points) and 2013-2014 (34.93 points).

The Current Standing grade is based on the number of students testing Proficient and Advanced. SILC continues to meet this goal very effectively each year. This is significant in that all of our 7<sup>th</sup> grade students

(about 50% of our students) are new to SILC every year. In addition, SILC ranks #2 in Current Standing in all subgroups when compared to their peers that have similar students and settings reflecting that Southwest Intermediate School continues to be one of the highest performing schools in the state, despite the drop in proficiency scores.

### **School Growth**

*Provide a statement of progress regarding your “School Growth” over the past three years and offer any additional information regarding this measure.*

Southwest Intermediate Learning Center (SILC) maintained an “A” grade for the years 2011-2012, 2012-2013 and then received an F” for year 2013-2014. The measure for School Growth is based on a comparison of how students in a given grade perform compared to how students in the same grade performed in the previous year. As about 50% of the incoming students were new in 2013-2014, the “School Growth” measure cannot help but fluctuate significantly. Also, if a relatively few students perform poorly in a small class, the impact on school grades can greatly vary. During the 2013-2014 school year, there were a number of new students who enrolled who were below proficiency and either needed remediation or who were evaluated and qualified for special education support. This had not been the case in years previous to 2013-2014. The overall proficiency scores for Southwest Intermediate students shown in Exhibit B-1 above should be considered in evaluating this measure.

Along with the above, SILC moved to Common Core Standards (CCS) last year per the PED’s transition to CCS requirement. Unfortunately, the planned PARCC Assessment, aligned with CCS, that was to replace the SBA this year, was delayed until 2015. As a result, SILC students were assessed using the SBA that were only 50% aligned to the CCS they studied. This dichotomy negatively impacts all of the grading measures used in the PED’s School Grading process that were calculated using student SBA Scale Scores. In addition, the short cycle assessment that was used prior to the 2013-2014 school year was aligned to the SBA. For the 2013-2014 school year, the school switched to a PED-recommended short cycle assessment that was aligned to the CCS (Renaissance – STAR Reading and Math). As student progress was assessed throughout the year, their progress was based upon CCS and not the state standards they were assessed on during the Spring administration during the SBA.

Another potential detrimental impact on 2013-2014 school year’s grade is that all SILC students used CBT (computer based testing) to take the SBA for the first time this year. This transition to CBT has been cited as an identified factor that may have negatively impacted SBA scores statewide for the 2013-14 school year.

Last, in addition to the transition to CCS, using a new CCS-aligned short assessment cycle, and students taking a CBT for the first time, there were new teachers teaching Language Arts and Math.

Based upon the data, there are no significant differences between subgroups. Exhibits B2 and B3 below will reflect that given this pattern, it is apparent that Southwest Intermediate is successful in narrowing the achievement gap between Hispanic and Caucasian students, and between Economically Disadvantaged students and non-ED students. This is an important measure to consider within the context of this year’s school grade and within the context of the larger public education systems in New Mexico.

### Exhibit B-2 Ethnicity Subgroup Analysis

MATH Ethnicity				READ Ethnicity			
Grade	Ethnicity	Scale Score	Delta	Grade	Ethnicity	Scale Score	Delta
7	C	746	7	7	C	745	6
7	H	739		7	H	739	
8	C	847	2	8	C	847	-2
8	H	845		8	H	849	

The gap in Math between Caucasian and Hispanic students, while insignificant in 7<sup>th</sup> grade, was closed in Math by 8<sup>th</sup> grade. In Reading, again, while there was no significant gap between Caucasian and Hispanic students, by 8<sup>th</sup> grade Hispanic students outperformed Caucasian students.

### Exhibit B-3 Economically Disadvantaged Students to Classmates Analysis

Average Math Scale Scores				
Grade	Total	Non Disadvantaged	Econ Disadvantaged	DIFF
7	744	745	741	-4.0
8	847	846	848	2.0

Average Reading Scale Scores				
Grade	Total	Non Disadvantaged	Econ Disadvantaged	DIFF
7	744	744	742	-2.0
8	849	849	849	0

This chart shows that the Economically Disadvantaged students score somewhat lower than their counterparts, in the 7<sup>th</sup> grade however, the 8<sup>th</sup> grade ED students are scoring at the same level or higher than their fellow students.

### **Q3 (Highest Performing 75%) Growth**

*Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.*

Southwest Intermediate Learning Center (SILC) received a grade of an A for this goal for years 2011-2012 (16.9 points out of 20 possible points) and 2012-2013 (17.18 out of 20 possible points). However, the grade dropped to a "D" in the 2013-2014 (4.24 points). Southwest Intermediate Learning (SIL) students in this category significantly exceeded the proficiency targets and state averages in both Reading and Math in 2014.

- For the year 2011-2012, the Reading Target set by the PED was 53.2%. The highest 75% of the students exceeded the state goal with 95.6% proficiency. In Math, the target was set at 45%. Once again, the highest 75% of students significantly exceeded this goal with a proficiency level of 93.3%.
- For the year 2012-2013, the Reading Target was set by the PED at 56.7%. There was a slight increase in the proficiency scores from the previous year with a proficiency level of 96.7%. In math, the Math Target for the school was 50%. Again, the highest 75% of students significantly exceeded this target with a proficiency level of 93.6%. Growth remained stable
- For the year 2013-2014, the Reading Target was set by the state at 61.0%. While the proficiency score dropped to 81.4% of the highest 75% of students, this significantly exceeded the target. In math, the Math Target was 55.0%. There was a drop in this area as well. However, 68.2% of the highest 75% of students exceeded the target.

This drop in the 2013-2014 scores generated the reduction in the Q3 Growth grade to a D. The VAM model used by the PED, mentioned in the "School Grading Report over 3 Years" section above, expects an increase in student scores every year or assigns penalties to the grade. This is in spite of the excellent performance of our students on the SBA last spring – substantially exceeding the goals set by the PED.

Please note that with statistically small student populations, significant discrepancies can occur with the variances in performance of very few students. The PED does not award growth points when student scores decline, even when they remain very strong, especially when compared to goals and state averages. As stated above, in comparison from previous years, there was an increase of students who enrolled that were below proficiency and required remediation and were evaluated and qualified for special education support. The impact of that factor in addition to the transition to the CCS, monitoring of our students using a CCS - aligned short cycle assessment, being tested on the SBA, taking the test on the computers for the first time contributed to the drop in our 2013-2014 scores.

### **Q1 (Lowest Performing 25%) Growth**

*Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure*

For the lowest 25% growth measure, Southwest Intermediate Learning Center (SILC) scored a C in 2011-2012 (14.9 points), an F in 2012-2013 (0.54 points) and an F in 2013-2014 (2.24 points). Since the grade in this category is calculated based on the average points for 3 years, it is difficult to raise a school's score once they have received a very low score ( - .054 points in 2012-2013). This is in spite of SILC's Lowest Performing

students more than quadrupling their points the 2013-2014 school year (0.54 points 2012-13 to 2.24 points 2013-2014).

Since the VAM model used by the PED insists on growth each year (see “School Grading Report over 3 Years” above), the F grade SILC received in this category does not reflect how well our students scored on the SBA test this past spring (2013-2014).

Again, please note that with small student populations, variances can be attributed to the outlying performances of very few students. Scores that remain stable, even those at a level higher than the state average, do not result in growth points. While the Proficient and on Track Scores in the School Grade Report Card reflect that these students continue to perform at levels that well exceed state averages, however, the drop in grades and scores indicate that this is an area for the school to focus on for improvement.

Other potential factors that may have had a detrimental impact on school proficiency are stated above. Despite these factors, we recognize that this is an area of concern and needs to be addressed. Our plan to address this is included in Part C.

### **Opportunity to Learn**

*Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.*

Southwest Intermediate Learning received As in this area for 2011-2012, 2012-2013, and 2013-2014. We are committed to making sure that all of our students have the opportunity to pursue their individual goals.

### **Graduation—as applicable**

*Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure. N/A*

### **College and Career Readiness—as applicable**

*Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure. N/A*

### **Bonus Points**

*Provide a statement of progress regarding “Bonus Points” over the past three years. 1.6 for all three years reflecting a high level of involvement student engagement, parental engagement and truancy improvement.*

**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:**

Each year of the charter, 75% of the students enrolled will meet or exceed the state’s Annual Measurable Objectives (AMO’s) scoring proficient or advanced in READING as measured by the New Mexico Standards Based Assessment.

Note: Beginning year 10-11, the state changed to the School Report Card; therefore, data is not available for AMO’s for years 2011 on. Beginning year 11-12, School Growth Targets were established for the schools. For the purposes of this summary, the School Growth Target (SGT) will be used in place of the AMO, and the report for this Performance Standard/Goal will align with the School Grade Report Card for each year.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency):

New Mexico Standards Year Assessment

Data – Average Scores

School Year	AMO/SGT	% Proficient
1 2010-2011	50%	93.8
2 2011-2012	52.3	96.4
3 2012-2013	56.7	91.1
4 2013-2014	61.0	83.8

*Provide a statement of progress and additional information regarding the above data:* The school has exceeded this goal over the term of the charter. There was a slight drop in the 2013-14 school year. In addition to other factors stated in previous sections including transition from the Common Core Standards (CCS) and the CCS assessment (PAARC) not being ready, the transition to the CCS-aligned short cycle assessment by which student progress was monitored, taking the SBA on the computer for the first time, and an increase in the number of students who enrolled who were not proficient in Reading and who qualified for special education support, there was a change in staff with a new teacher at each grade level. The school will address how it plans to mentor and support new teachers in Part C.

**Student Academic Performance Standard/Goal #2:**

Each year of the charter, 75% of the students enrolled will meet or exceed the state’s Annual Measurable Objectives (AMO’s) scoring proficient or advanced in WRITING as measured by the New Mexico Standards Based Assessment.

Note: Beginning year 10-11, the state changed to the School Report Card; therefore, data is not available for AMO’s for years 2011 on. Beginning year 11-12, School Growth Targets were established for the schools. For the purposes of this summary, the School Growth Target (SGT) will be used in place of the AMO, and the report for this Performance Standard/Goal will align with the School Grade Report Card for each year. In addition, the nature of the subtest and the requirements for which students are administered the subtest have changed over the course of the past four years

**Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency):**

New Mexico Standards Based Assessment

Data – Average Scores

Grade Level	AMO	Year 1	SGT	Year 2	SGT	Year 3	SGT	Year 4
	63%	2010-2011		2011-2012		2012-2013		2013-2014
7	63%	100%		n/a		n/a		n/a
8	63%	100%	67%	100%	60%	96.4%	64%	91%

*Provide a statement of progress and additional information regarding the above data:* The school exceeded this goal in Year 1, and continued to achieve high proficiency rates throughout the term of the charter.

**Student Academic Performance Standard/Goal #3:**

Each year of the charter, 75% of the students enrolled will meet or exceed the state’s Annual Measurable Objectives (AMO’s) scoring proficient or advanced in MATHEMATICS as measured by the New Mexico Standards Based Assessment.

Note: Beginning year 10-11, the state changed to the School Report Card; therefore, data is not available for AMO’s for years 2011 on. Beginning year 11-12, School Growth Targets were established for the schools. For the purposes of this summary, the School Growth Target (SGT) will be used in place of the AMO, and the report for this Performance Standard/Goal will align with the School Grade Report Card for each year.

**Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used**

(Identify level of scores that indicate proficiency):

New Mexico Standards Based Assessment

**Data – Average Scores**

School Year	AMO/SGT	% Proficient
1 2010-2011	41%	96.4
2 2011-2012	45	90
3 2012-2013	50	91.1
4 2013-2014	55	75.7

*Provide a statement of progress and additional information regarding the above data:* The school has exceeded this goal for each of the years presented. There was a significant drop, however, in the 2013-2014 school year. Factors that contributed to this drop include, again, implementing the Common Core Standards (CCS) and a CCS-aligned short cycle to monitor student progress, the CCS-aligned end of year assessment not being ready (PAARC), a higher percentage of students who enrolled that were not proficient in Math, than in previous years, who received remediation and/or qualified for special education services, and new teachers. A plan to provide mentoring and support to new teachers is addressed in Part C.

**Student Academic Performance Standard/Goal #4:**

Each year of the charter, 75% of the students enrolled will meet or exceed the state’s Annual Measurable Objectives (AMO’s) scoring proficient or advanced in SCIENCE as measured by the New Mexico Standards Based Assessment.

\* Note: Beginning year 10-11, the state changed to the School Report Card; therefore, data is not available for AMO’s for years 2011 on. Beginning year 11-12, School Growth Targets were established for the schools. For the purposes of this summary, the School Growth Target (SGT) will be used in place of the AMO, and the report for this Performance Standard/Goal will align with the School Grade Report Card for each year.

**Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency):**

New Mexico Standards Based Assessment

**Data – Average Scores**

Grade Level	AMO	Year 1 2010-2011	SGT	Year 2 2011-2012	SGT	Year 3 2012-2013	SGT	Year 4 2013-2014
7	40%	96%	38%	86%	43%	87.5	42%	77%
8		n/a		n/a		n/a		n/a

*Provide a statement of progress and additional information regarding the above data:* The school has exceeded this goal for all of the years presented. There was a drop in the 2013-2014 school year, however, and this was attributed to a staff change with a staff member that was not as experienced as the previous Science teacher. Mentoring and supporting new staff is addressed in Part C.

**Other Student Performance Standards/Goals from your Current Charter—as applicable N/A**

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:				
Measure(s) Used:				
<b>Data—Average Annual Data</b>				
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
<i>Provide a statement of progress and additional information regarding the above data:</i>				

**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 #1: The Southwest Intermediate Learning Center will sustain the exemplary learning community by increasing parental engagement in the educational process of their child as measured by attaining an eighty five percent (85%) parent participation rate in the parent/student/teacher appointment schedules prior to the beginning of each school year.
Measure(s) Used: Calendar of scheduled meetings between the teachers and parents. Parents have to sign in for meetings. The school keeps a record of meetings and attendance.
Data: Parents are encouraged to attend a parent/teacher conference before the school years begin. The purpose of these meetings is to communicate important information to parents about policies and procedures for the upcoming school year, in addition to making sure parents complete required forms. Expectations for the school year are communicated as well.
<i>Provide a statement of progress and additional information regarding the above data:</i> The school has had 100% attendance for each year of the charter.

Organizational Performance Standard/School Goal #2:  Seventy five percent (75%) of parents at the Southwest Intermediate Learning Center will participate in parent-teacher conferences scheduled throughout the school year.
Measure(s) Used:  Calendars and Sign-in sheets
Data: The school schedules formal PT for each student/family conferences once per year at the beginning of the school year. Subsequent conferences are scheduled as needed.
<i>Provide a statement of progress and additional information regarding the above data:</i> The school exceeded this goal with 100% participation in parent-teacher conferences.

<p>Organizational Performance Standard/School Goal #3:  The Southwest Intermediate Learning Center will maintain its North Central Accreditation for school improvement during the term of the charter.</p>
<p>Measure Used:  <b>North Central Accreditation Process</b></p>
<p>Data: <b>The school just completed the AdvanceEd accreditation and received accreditation through 2019.</b></p>
<p>Provide a statement of progress and additional information regarding the above data:  <b>AdvanceEd has recognized the school as a high performing school that “addressed and embraced learning techniques for the 21<sup>st</sup> century.” The school received high scores in all 5 Standards of Accreditation reviewed (see attached AdvanceEd Accreditation Report). More specifically, the school was sited for strong parental support, strong support and encouragement for its students, a welcoming, nurturing environment dependent on quality human interactions, and a willingness of the staff to work with students before, during and after school. Further, the report stated that “if the state had many more schools like Southwest Intermediate School at least some of its educational concerns would be addressed and New Mexico would significantly rise in the nationwide achievement rankings of public schools.</b></p> <p><b>For more information, the Accreditation Report is included in the Appendix.</b></p>

## 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.

### 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.

**Yes**  **No** Is the school meeting financial reporting and compliance requirements?

**Yes**  **No** Is the School following generally accepted accounting principles?

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

#### a. 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.

#### b. 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.

### Audit Report Summary

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
1 (10-11)	2	<p><b>Compliance Findings</b></p> <p>1.) CS 11-01-W Procurement Code, Non-Compliance and other matters</p>	1.) The school will implement the auditor's recommendation to designate a procurement agent who is accountable for maintaining records and ensuring State procurement policies are being

		<p>2.) CS 11-02-W PED Report, Non-Compliance and other matters</p>	<p>implemented and followed.</p> <p>2.)The school believes that it has adequate internal controls and procedures in place. This was a \$54.00 error. Although recognizing that there is “no materiality” threshold for governmental accounting, this error was the equivalent of losing one nickel for every \$100,000 dollars. More money is lost due to rounding than this calculation error. The school will continue implementing the auditor’s recommendation to carefully check transaction prior to posting to the general ledger.</p>
2 (11-12)	2	<p><b>Compliance Findings</b></p> <p>1.) CS11-02-W-PED Reports, Significant deficiency and Non-Compliance and other matters.</p> <p>2.) CS12-01-W-Expenses Improperly Coded, Non-Compliance and other matters.</p>	<p>1.)The school has begun implementing the Auditor’s recommendation to implement policies and procedures to ensure all expenditures posted to grant funds are properly reconciled to the grant award to reimbursement request.</p> <p>2.)The school’s policies and procedures do require the recommended review. The school has moved to review the internal procedures and the error has been corrected.</p>
3 (12-13)	2	<p><b>Compliance Findings</b></p> <p>1.) CS 2013-01-W Stale Dated Checks (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p> <p>2.) CS2013-02-W-Budgetary</p>	<p>1.)The school has begun implementing the Auditor’s recommendation to implement policies and procedures to ensure all expenditures posted to grant funds are properly reconciled to the grant award to reimbursement request.</p> <p>2.)The school’s policies and</p>

		Conditions (Non-Compliance in Accordance with the New Mexico State Audit Rule)	procedures do require the recommended review. The school has moved to review the internal procedures and the error has been corrected.
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*Identify any changes made to fiscal management practices as a result of audit findings.*

### 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.

#### Material Terms/Violations

Please provide assurances.

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

#### Educational Requirements—Assurances

- 1)  Yes  No The school complies with instructional days/hours requirements.
- 2)  Yes  No The school complies with graduation requirements.

- 3)  Yes  No The school complies with Promotion/Retention requirements.
- 4)  Yes  No Next-step plans are completed for applicable grades.
- 5)  Yes  No The school has an approved EPSS Plan.
- 6)  Yes  No The school demonstrates compliance with requirements relating to assessments.
- 7)  Yes  No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8)  Yes  No The school's curriculum is aligned to Common Core Standards.

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

*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 the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

**Civil Rights and Special Populations—Assurances**

- b)  **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.
- c)  **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.
- d)  **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.
- e)  **Yes**  **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

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

**Employees—Assurances**

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

- 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.*

**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.*

**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.
- 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.*

**Governance—Assurances**

- 1)  **Yes**  **No** The school complies with governance requirements? Including:
- 2)  **Yes**  **No** All required School Policies
- 3)  **Yes**  **No** The Open Meetings Act
- 4)  **Yes**  **No** Inspection of Public Records Act
- 5)  **Yes**  **No** Conflict of Interest Policy
- 6)  **Yes**  **No** Anti-Nepotism Policy
- 7)  **Yes**  **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8)  **Yes**  **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 9)  **Yes**  **No** Governing Body Mandated Trainings
- 10)  **Yes**  **No** Governing Body Evaluates Itself

X **Yes**  **No** Is the school holding management accountable?

- 1) X **Yes**  **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) X **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. The Governing Body has not evaluated itself. A plan and process for a Governing Body self-evaluation will be developed and implemented this coming school year. Future annual evaluation of the head of school will be updated and will include indicators related to performance expectations.*

## D. Petition of Support from Employees

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

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

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

I am the head administrator of the Southwest Intermediate Learning Center Charter School and hereby certify that: the attached petition in support of the Southwest Intermediate Learning Center Charter School renewing its charter was circulated to all employees of the Southwest Intermediate Learning Center Charter School. There are 17 persons employed by the Southwest Intermediate Learning Center Charter School. The petition contains the signatures of 16 employees which represents 94 percent of the employees employed by the Southwest Intermediate Learning Center Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Al Basinger, 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 22<sup>nd</sup> day of September, 2014.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## E. Petition of Support from Households

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

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

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

I am the head administrator of the Southwest Intermediate Learning Center Charter School and certify that: the attached petition in support of the Southwest Intermediate Learning Center Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 106 households which represents 95 percent of the households whose children were enrolled in the Southwest Intermediate Learning Center Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Al Baysinger, 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 22nd day of September, 2014.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## F. Facility

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

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 or expanding to accommodate more students.)

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.

## G. 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. N/A*

## II. Checklist

		Yes)
Appendix A	Financial Statement	x
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"/>
Other	Describe: <b>Reports from AdvanceEd</b>	<input checked="" type="checkbox"/>



**Part C—Self-Study/Looking Forward**  
(Reflection and Vision for the Next Five Years)

## II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

### A. Performance Self Study/Analysis-Key Questions

**Directions:** The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School 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.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Based upon the academic results from the past four years, our academic priorities over the next five years are:

1. Reverse the decline of proficiency scores for all students
2. Improve the proficiency rates of our Q1 students

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

Strategies to address these both Priorities 1 and 2 include:

- Collect and analyze student data more frequently, and provide professional development to teachers in this area. A Leadership Team will be developed and will facilitate data analysis meetings after each interim assessment and will make sure that teachers are using high quality data reports.
- Provide professional development to teachers in areas of researched-based instructional strategies and interventions to target our Q1 students and students with unique needs.
- Provide more in-class and out-of-class support for struggling students.
- Strengthen our mentoring and support plan for new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.
- Provide more time, experience and support to students to be able to navigate computer - based assessments more easily and fluently.

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

Prior to the 2013-2014 school year Southwest Primary used My Skills Tutor as its short cycle assessment. My Skills Tutor is aligned with standards and the SBA. After each administration, the data from the assessments was reviewed and teachers would provide a variety of Tier I interventions to struggling students. For the 2013-2014 school year, the school implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions such as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress would be monitored and data kept to determine if any additional action needed to be taken, or if a referral needed to be made for an educational evaluation.

In the future, we will continue to use our data to identify struggling students and provide the above support and programs. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only SBA scores, but the STAR assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.
- We will identify students who are struggling and determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- We will identify and/or develop interim assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.
- We will review curriculum maps for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.

When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students

performed on each question, what wrong answer choices they made and how students performed on each standard or skill. Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas strategies and interventions to try if students are not learning.

Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

As reflected in the analysis provided in Part B, there are no significant achievement gaps between subgroups. Struggling students will be identified by reviewing past assessments (SBA, short-cycle and formative), and through parent feedback about past student performance. Teachers will provide in-class Tier 1 interventions and additional support including software for skill building (can be accessed at home), after-school tutoring, and participation with the Zeros Aren't Permitted (ZAP) program which is offered in conjunction with Southwest Primary Learning Center through the Elementary Middle School Initiative. If those didn't work, a Student Assistance Team meeting will be held. Students are referred to the ZAP program by either a teacher or a parent. In addition, a Special Education Resource Teacher is available to provide suggestions about instructional strategies and support to teachers.

Parents have the ability to check on their student's progress through the Power School program that allows parents to check grades and attendance. Science is provided through Edgenuity for 7<sup>th</sup> graders and Science and History are provided through Edgenuity for 8<sup>th</sup> graders. Parents of students who are taking these classes can check the Edgenuity "Family Portal" to view their progress and attendance for these online courses. In addition, progress reports are sent home at the end of the first and third quarters, and report cards are sent home at the end of the first semester and at the end of the year.

We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional Strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Strategies to "check for understanding" and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers.

For all struggling students, a team will be developed to address issues or barriers that our students faced with that may be impacting their progress at school. We will look holistically at our students who struggling, and determine what economic, emotional, medical, and social needs they have, and work to provide the

support and resources necessary to assist them.

By developing interim assessments and reviewing the results more frequently, teachers will be able to focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs, and ZAP program more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that are more tailored to their unique needs.

In addition to the above strategies,

- Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.
- Classroom Observations with immediate feedback will be provided to teachers throughout the school year.

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

Over the past years, the head administrator presented an overview of the SBA scores and School Report cards at the beginning of each school year. Additional information about the school would be addressed, as well, such as enrollment, graduation, and other related areas throughout the year.

The Governing Body will expand the ways in which it addresses performance data by putting the following practices into place:

- The Head Administrator will conduct training for the governing council each fall that includes an in-depth analysis of the SBA Results and the School Report Card from the previous year, the academic goals for the upcoming school year, and the assessments and data that will be used throughout the school year to monitor student and classroom performance.
- Each month the Governing Body will allocate time within the agenda to review student progress.
- On a quarterly basis, the Head Administrator will present an Academic Performance report to the Governing Body. The report will include the assessments administered, assessment results and an action plan to address the students who are struggling.
- The Governing Body (Finance Committee) will review the budgets with the Head Administrator and Business Manager throughout the year to ensure that the budgets are aligned and support student

achievement and the mission-specific goals.

- The Governing Body will review the school policies each year to ensure the policies support student achievement and the mission-specific goals.
- The School Administrator will be held accountable for school performance through a Performance-based contract. If student achievement does not remain at high levels, or if the mission-specific goals are not met, the Head Administrator may be placed on an improvement plan.
- The Governing Body will undergo additional training that will focus on best practices for charter school governing boards in areas such as self-evaluation, board responsibilities, head administration/governing board relationships, appropriate monitoring and oversight, and board recruitment.
- The Governing Body will develop and institute a self-evaluation process to be conducted annually.

## B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as “first draft” indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

For instance, if a school’s mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11<sup>th</sup> grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

**Please note:** *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School 's Mission. A goal should be a natural outgrowth of the school 's mission, reflecting the school 's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

*Provide Two Mission-Specific Indicators/Goals.*

If approved, we have cited the following indicators/goals:

Goal 1:

Performance Indicator: Students enrolled at the Southwest Intermediate Learning Center will meet or exceed the state's School Growth Target in ENGLISH/LANGUAGE ARTS (ELA) as measured by the PARCC.

Exceeds Standard: 80% of students enrolled will meet or exceed the School Growth Target in English/Language Arts (ELA) as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Meets Standard: 70% of students enrolled will meet or exceed the School Growth Target in English/Language Arts (ELA) as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Does Not Meet Standard: 60% of students enrolled will meet or exceed the School Growth Target in English/Language Arts (ELA) as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Falls Far Below Standard: Less than 50% of students enrolled will meet or exceed the School Growth Target in English/Language Arts (ELA) as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Goal 2:

Performance Indicator: Students enrolled at the Southwest Intermediate Learning Center will meet or exceed the state's School Growth Target in MATH as measured by the PARCC.

Exceeds Standard: 80% of students enrolled will meet or exceed the School Growth Target in MATH as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Meets Standard: 70% of students enrolled will meet or exceed the School Growth Target in MATH as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Does Not Meet Standard: 60% of students enrolled will meet or exceed the School Growth Target in MATH as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Falls Far Below Standard: Less than 50% of students enrolled will meet or exceed the School Growth Target in MATH as measured by the PARCC after two (2) semesters at the Southwest Intermediate Learning Center.

Goal 3:

Performance Indicator: Students enrolled at the Southwest Intermediate Learning Center will show the expected rate of growth for their grade level on the interim assessments. The expected rate of growth is defined by the Renaissance - STAR assessment authors.

Exceeds Standard: 80% of students enrolled will show the expected rate of growth for their grade level on the interim assessments after two (2) semesters at the Southwest Intermediate Learning Center.

Meets Standard: 70% of students enrolled will show the expected rate of growth for their grade level on the interim assessments after two (2) semesters at the Southwest Intermediate Learning Center.

Does Not Meet Standard: 60% of students enrolled will show the expected rate of growth for their grade level

on the interim assessments after two (2) semesters at the Southwest Intermediate Learning Center.

Falls Far Below Standard: Less than 50% of students enrolled will show the expected rate of growth for their grade level on the interim assessments after two (2) semesters at the Southwest Intermediate Learning Center.

*Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)*

Southwest Intermediate Learning Center has been a high performing school since its inception outperforming neighborhood schools and significantly exceeding both state and district proficiency levels. We have received recognition from both the Public Education Department and AdvanceEd New Mexico for achieving and maintaining high achievement scores. With the exception of a drop in Math in the 2013-2014 school year, the school has significantly exceeded the above stated goals every year of our charter terms. In addition, these goals directly align with our mission statement, which is to sustain a high performing learning community.

### C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

*\*An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

*\*Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: \_\_\_\_\_

Date submitted: \_\_\_\_\_ Contact Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

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Original Signature of Governing Council President or Designee: \_\_\_\_\_ Date: 9/30/2014

Printed Name of Governing Council President or Designee: Al Baysinger

**Public Education Department use only**

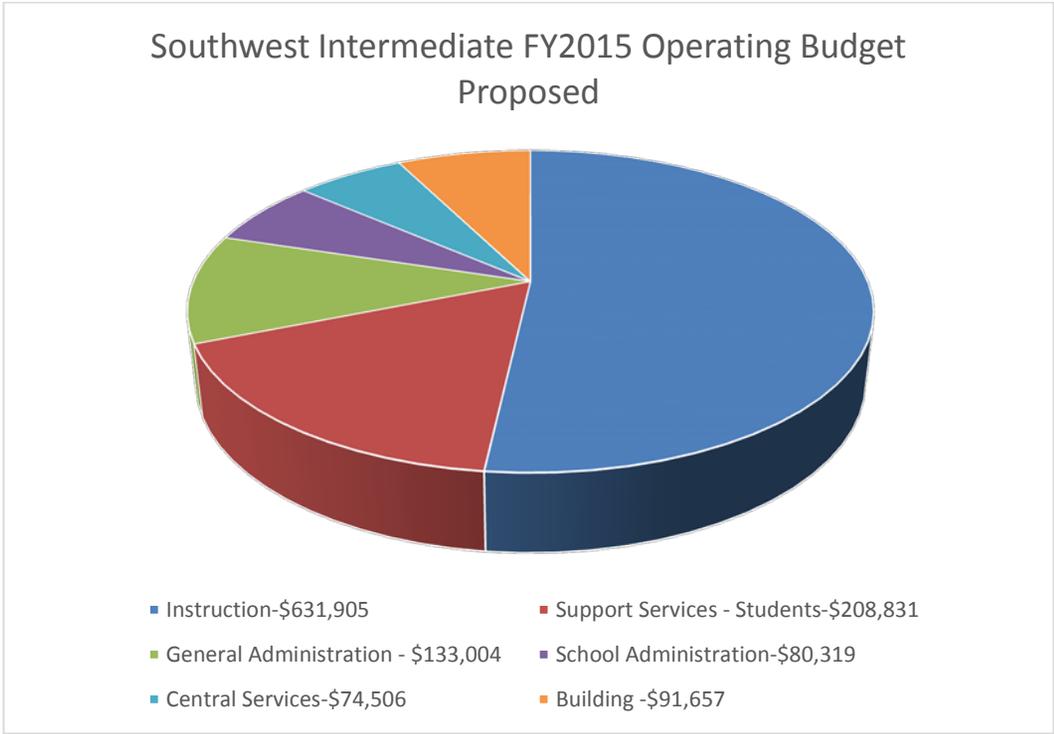
Director/General Manager approves change: \_\_\_\_\_ Date: \_\_\_\_\_

*(No further action taken.)*

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
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APPENDIX A – FINANCIAL STATEMENT



Instruction	\$631,905.00
Support Services - Students	\$208,831.00
General Administration	\$133,004.00
School Administration	\$80,319.00
Central Services	\$74,506.00
Building	\$91,657.00
<b>Total Budget</b>	<b>\$1,220,222.00</b>



# Report of the External Review for Southwest Secondary Learning Center

10301 Candelaria Rd NE  
Suite C

Albuquerque, NM, 87112-  
1504  
US

Dr. Scott Glasrud, Administrator

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Date: January 28, 2014 - January 30, 2014



*North Central Association on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.*

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## Introduction to the External Review

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED standards specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## Part I: Findings

The Findings section presents the External Review Team's evaluation of the AdvancED Accreditation Standards and Indicators. It includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, as well as evaluations of Student Performance, the Learning Environment, Stakeholder Feedback and Assurances.

### Accreditation Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. Before implementation, the standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains a detailed evaluation of each of AdvancED's Accreditation Standards and Indicators, identification of Powerful Practices and Opportunities for Improvement related to each of the standards (if appropriate), and a description of the evidence examined by the External Review team.

The AdvancED Standards and Indicators are the first of three primary areas of evaluation for AdvancED's Performance Accreditation model. Using indicator-specific performance levels, the External Review Team evaluates the degree to which the institution meets each indicator on a scale of 1 to 4. The scores assigned to the indicators are averaged to arrive at a single score. This score, along with scores from evaluations of student performance and stakeholder feedback, will be used to determine the accreditation status of the institution.

Average Indicator Score for this Institution	3.55
--	------

**Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1			
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.			
Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Survey results</li> <li>• Observations</li> <li>• Communication plan to stakeholders regarding the school's purpose</li> <li>• Interviews</li> <li>• Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> </ul>	4.0

Indicator		Source of Evidence	Performance Level
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> <li>• Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>• Interviews</li> <li>• Survey results</li> <li>• Accreditation Report</li> <li>• Examples of school purpose statements if different from the district purpose statement</li> </ul> <p>Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</p>	3.0
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Survey results</li> <li>• Interviews</li> <li>• Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> </ul>	4.0

### **Powerful Practices**

### **Indicator**

1. The Purpose and Direction of this institution is exceptional among schools. The majority of administrators, teachers, and staff have been a part of the learning community either since inception or for more than eight years.

1.3

The low rate of turn over in this learning community shows not only that the staff is committed to, but also an integral part of the culture of achievement present. Parents, students, and administrators all reported that the culture of knowledgeable and caring teachers and educational assistants is one of the most important assets of Southwest Secondary. All stakeholders indicated the importance of sponsor teachers and effectiveness of the overall program in regards to student preparation exemplifying the vision of the school.

**Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness.**

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2			
The school operates under governance and leadership that promote and support student performance and school effectiveness.			
Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Student handbooks</li> <li>• Governing body policies, procedures, and practices</li> <li>• Staff handbooks</li> <li>• Accreditation Report</li> <li>• Interviews</li> <li>• Communications to stakeholder about policy revisions</li> <li>• School handbooks</li> </ul>	4.0

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• Governing body minutes relating to training</li> <li>• Assurances, certifications</li> <li>• Interviews</li> <li>• Governing body training plan</li> <li>• Observations</li> <li>• Governing body policies on roles and responsibilities, conflict of interest</li> <li>• Governing code of ethics</li> </ul>	4.0
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Stakeholder input and feedback</li> <li>• Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>• Communications regarding board actions</li> <li>• Survey results regarding functions of the governing body</li> <li>• Agendas and minutes of meetings</li> <li>• Interviews</li> </ul>	4.0
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Examples of collaboration and shared leadership</li> <li>• Observations</li> <li>• Interviews</li> <li>• Examples of decisions aligned with the school's statement of purpose</li> <li>• Examples of decisions in support of the school's continuous improvement plan</li> <li>•</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Minutes from meetings with stakeholders</li> <li>• Copies of surveys or screen shots from online surveys</li> <li>• Survey responses</li> <li>• Involvement of stakeholders in a school improvement plan</li> <li>• Communication plan</li> <li>• Observations</li> <li>• Interviews</li> </ul>	4.0
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> <li>• There is a lack of lesson plans in the data provided to the team. In addition there is a lack of evidence of student success connected to teacher evaluation process. PDP data provided reflected lack of depth, and only addressed strand A instruction.</li> </ul>	2.0

**Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Interviews</li> <li>• Learning expectations for different courses</li> <li>• Course schedules</li> <li>• Enrollment patterns for various courses</li> <li>• Descriptions of instructional techniques</li> <li>• Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> </ul>	4.0
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>• A description of the systematic review process for curriculum, instruction, and assessment</li> <li>• Observations</li> <li>• Common assessments</li> <li>• Surveys results</li> <li>• Interviews</li> <li>• Accreditation Report</li> <li>• Lesson plans aligned to the curriculum</li> </ul>	3.0
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• Authentic assessments</li> <li>• Examples of teacher use of technology as an instructional resource</li> <li>• Observations</li> <li>• Examples of student use of technology as a learning tool</li> <li>• Findings from supervisor walk-thrus and observations</li> <li>• Interdisciplinary projects</li> </ul>	4.0
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Peer or mentoring opportunities and interactions</li> <li>• Observations</li> <li>• Interviews</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> <li>• Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>• Common language, protocols and reporting tools</li> <li>• Agendas and minutes of collaborative learning committees</li> <li>• Calendar/schedule of learning community meetings</li> <li>• Interviews</li> </ul>	3.0
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Examples of learning expectations and standards of performance</li> <li>• Examples of assessments that prompted modification in instruction</li> </ul>	4.0
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Records of meetings and walk thrus/feedback sessions</li> <li>• Observations</li> <li>• Survey results</li> <li>• Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>• Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>• Interviews</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Interviews</li> <li>• List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>• Calendar outlining when and how families are provided information on child's progress</li> <li>• Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	4.0
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• List of students matched to adult advocate</li> <li>• Survey results</li> <li>• Interviews</li> <li>• Description of formal adult advocate structures</li> </ul>	4.0
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Survey results</li> <li>• Interviews</li> <li>• Sample communications to stakeholders about grading and reporting</li> <li>• Policies, processes, and procedures on grading and reporting</li> </ul>	4.0
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Interviews</li> </ul>	2.0
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Survey results</li> <li>• Data used to identify unique learning needs of students</li> </ul>	2.0

**Powerful Practices****Indicator**

1. It is highly evident that the school's curriculum provides challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. The school is building an extensive and effective process of dual-enrollment courses for student access. In addition classwork existing in the school's Smart Lab curriculum uses technology tools and skills to prepare students for 21st century success.

3.1

Throughout the process of observation, discussion with stakeholders and staff-members, it is apparent that students are being both challenged and prepared to be successful at institutions of higher learning. Students at SSLC are clearly engaged in the learning process as evidenced by data such as success in collegiate classes, in opportunities provided by the school to achieve individual goals, and school success in developing programs supportive of specific interests.

**Opportunities for Improvement****Indicator**

1. Provide opportunities for teachers and staff to attend professional development options that will enhance student learning.

3.11

The team reviewed evidence that teachers and staff have completed professional development on items such as school safety and sexual harassment. These trainings, while necessary, do not have direct impact on teacher effectiveness for student learning. Teachers should have the opportunity and be encouraged to attend subject specific or pedagogically specific training such as conferences on Professional Learning Communities, English Language Learners, Common Core, Association for Supervision and Curriculum Development, Partnership for Assessment of Readiness for College and Career, and lesson plan development workshops. In participating in these events, teachers will expand their abilities and provide higher quality services to students.

2. Create a study hall and tutoring environment where students are able to collaborate in an area open to dialogue independent of the main lab.

3.12

Students report needing a study space within the school in which they can peer tutor and work together on class work in which they require additional support. Currently, students are not allowed to talk in the main lab and consequently cannot collaborate on problem solving skills or peer mentoring. Students report having to stand in long lines at times waiting for help from a specific teacher when they require extra help. Students indicate that they often communicate via cell phone from home with other students, but there is an opportunity for them to accomplish a deeper understanding of the material through in school, peer interactions. As discussed with administration there is an opportunity for this to even become an actual study hall or peer tutoring class in which elective credit could be earned. Implementing this could further reinforce the school's mission of collaborative learning.

**Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.**

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the 30,000 institutions in the AdvancED network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4			
The school has resources and provides services that support its purpose and direction to ensure success for all students.			
Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>• Documentation of highly qualified staff</li> </ul>	4.0
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> <li>• Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>• Survey results</li> <li>• School schedule</li> <li>• Alignment of budget with school purpose and direction</li> <li>• Observations</li> <li>• School calendar</li> </ul>	4.0
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Documentation of compliance with local and state inspections requirements</li> <li>• Maintenance schedules</li> </ul>	3.0

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Budget related to media and information resource acquisition</li> <li>• Survey results</li> <li>• Observations</li> </ul>	4.0
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	3.0
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Observations</li> <li>• Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li> </ul> <p>Policies relative to technology use at the district-level and school-level</p>	4.0
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Description of IEP process</li> <li>• Description of referral process</li> </ul>	3.0

### **Powerful Practices**

1. The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs which exceeds most schools and serves as a model for others to follow.

**Indicator**

4.6

Throughout the process of observation, discussion, and interaction with school stakeholders it is abundantly clear that technology infrastructure and equipment is facilitated in a fashion which goes above and beyond traditional school models. Teaching, learning, and operational needs are highly organized and focused around integration of technology through a model which is both data-driven and supportive of student interests. The technological model and system of educational delivery developed and implemented at SSLC is one which could be adapted in a myriad education applications to meet student needs in an increasingly technologically based society.

**Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.**

Systems with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5			
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.			
Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• Accreditation Report</li> <li>• Documentation or description of evaluation tools/protocols</li> <li>• Observations</li> <li>• Interviews</li> <li>• Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>• Evidence that assessments are reliable and bias free</li> </ul>	4.0

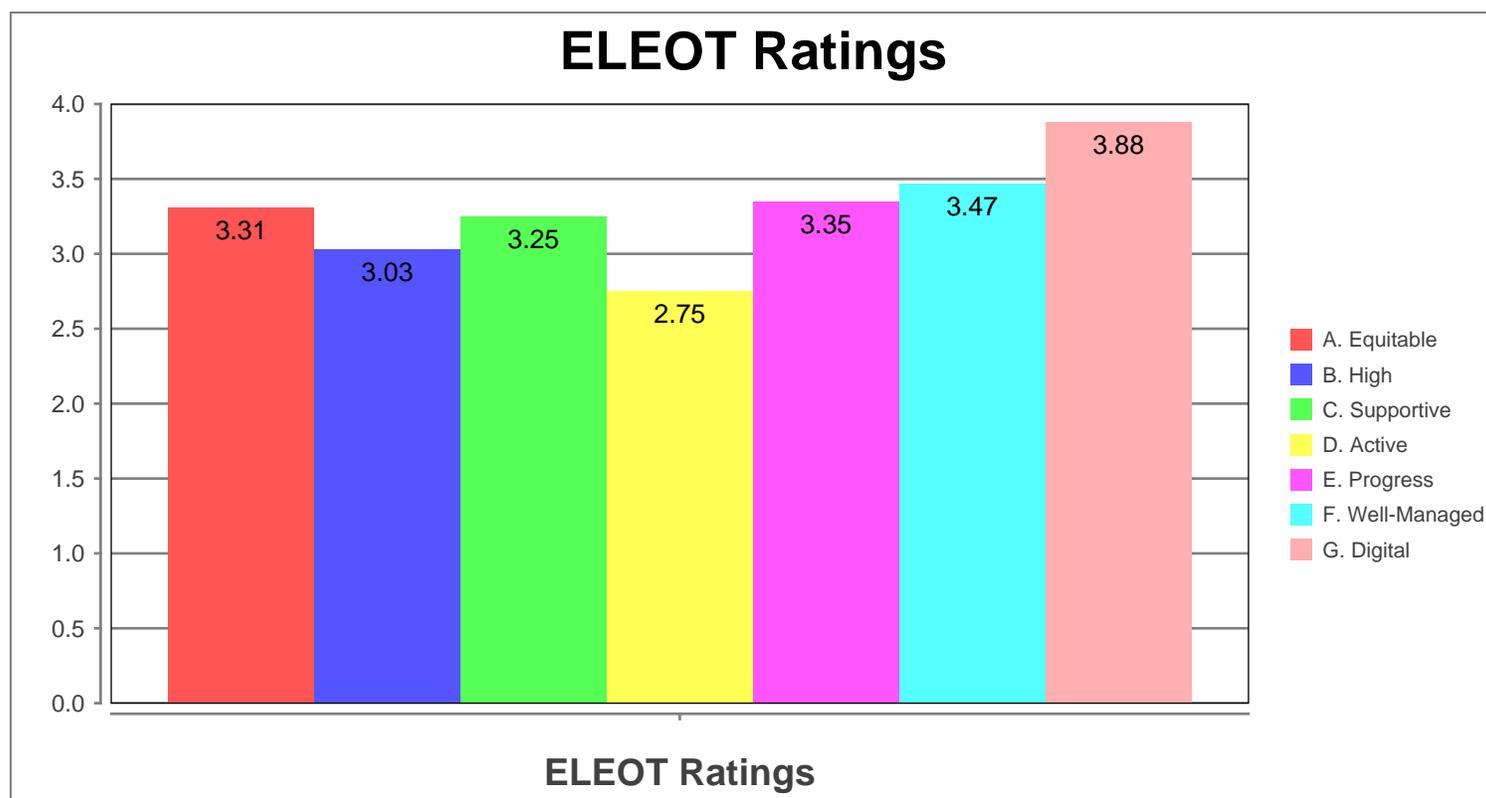
Indicator		Source of Evidence	Performance Level
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>• Observations</li> <li>• List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>• Accreditation Report</li> </ul>	4.0
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Survey results</li> <li>• Observations</li> <li>• Accreditation Report</li> </ul>	4.0
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Accreditation Report</li> <li>• Evidence of student readiness for the next level</li> <li>• Evidence of student growth</li> <li>• Evidence of student success at the next level</li> <li>• Interviews</li> </ul>	4.0
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>• Survey results</li> <li>• Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>• Accreditation Report</li> <li>• Executive summaries of student learning reports to stakeholder groups</li> <li>• Interviews</li> </ul>	4.0



## Learning Environment

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. External Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. The following provides the aggregate average score across multiple observations for each of the seven learning environments included in ELEOT.



## Student Performance

Student Performance on assessments is the second of three primary areas of evaluation for AdvancED's Performance Accreditation model. Institutions are asked to collect and analyze student performance data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the assessments used by the institution, the degree to which the institution properly administered the assessments, analyzed and acted on the results, and the overall performance of students using a set of rubrics. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

Student Performance Evaluation	
Evaluative Criteria	Performance Level
Assessment Quality	4.0
Test Administration	4.0
Quality of Learning	4.0
Equity of Learning	4.0

## Stakeholder Feedback

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys are directly correlated to the AdvancED Accreditation Standards and Indicators; they provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

Stakeholder Feedback Evaluation	
Evaluative Criteria	Performance Level
Questionnaire Administration	4.0
Stakeholder Feedback Results and Analysis	4.0

## Part II: Conclusion

### ***Summary of the External Review***

***In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.***

The review of SSLC took place over three days from 1/28/14 to 1/30/14. The institution was highly prepared for the review. In all interactions the institution was open, honest, and provided clarification with documentation whenever requested. The team was presented with a thorough overview from the administration and director of the Smart Lab. Interviews were conducted with a group of 15 parents, 20 students (grades 8-12), four of the five governance board, and thirteen staff members including teachers and supportive personnel.

***Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.***

Southwest Secondary Learning Center (SSLC) is an exemplary model in utilizing technology to prepare students for higher education opportunities in an increasingly technologically dependent society. Feedback from all stakeholders indicates that the school is clearly achieving its mission in providing a 21st century educational experience. Furthermore, SSLC is highly effective at documenting and communicating student performance to students, parents, and all other stakeholders. Parents reported instantaneous access to student progress and thoroughly appreciated the dedication of sponsor teachers' methods of keeping them informed. These methods were well documented and easily accessible.

It is highly evident that the school's curriculum provides challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills which lead to achievement at the next level. This opportunity for success is accomplished through an extensive and effective process of dual-enrollment courses and classwork existing in the school's Smart Lab curriculum. The school's overall accomplishments can be attributed to the stability and decision making processes from a knowledgeable and experienced administrative team.

The overall climate of SSLC as a learning community is extremely positive and welcoming. The facility is not only conducive to promoting a healthy learning environment through technology but also in providing exceptional opportunities in physical education through the use of an indoor soccer field and state of the art exercise equipment.

***During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.***

The powerful vision of SSLC is pervasive in that students are readily being prepared for 21st century learning. Furthermore it is obvious that this school's staff demonstrates a commitment to revision in order to improve delivery

of education. An example of this is the Smart Lab which was implemented as they saw a need for collaborative and creative experiences for student learning. The Main Lab further exemplifies a 21st century model by a strong emphasis on independent learning of students through the use of a self paced and well established academic software program.

The project based model seen in the Smart Lab has an opportunity to expand into areas aligned by the Common Core Standards that are addressed in the online curriculum. It was evident that the students learn to apply technology across many different platforms and uses. However, the team did not observe projects that provided rigorous application of Common Core Standards in a cross curricular manner. Specific examples that would support rigor and application might include displays of exemplar projects that demonstrate deep understanding across core subject areas, MLA annotated bibliographies, and extended argumentative and persuasive writing.

In addition, the team did not observe any interaction between the two learning environments of Smart Lab and Main Lab. Consequently, Smart Lab is not being used to support core curriculum taught in the main lab in the way it could be.

We wish to thank the entire SSLC staff for their hospitality and openness throughout this process. In particular a special thank you to Christine and LJ for attending to any and all of our needs.

The SSLC learning community had impressive track record of success and continual improvement from its inception. The administration and teachers have clearly demonstrated a tireless effort in creating a supportive and constructive learning environment that reflects a 21st century model. Upon reviewing empirical data and conducting of qualitative observations and interviews it is this team's recommendation that Southwest Secondary Learning Center be granted a five year term of accreditation.

In conclusion, the overall Index of Educational Quality, (IEQ) is: 362

IEQ for Teaching and Learning: 362

IEQ for Leadership and Governance: 364

IEQ for Resource Allocation: 357

## Required Action

1. Implement a comprehensive Professional Development Plan (PDP) that must be completed by all staff members. Prepare PDP's that include goals that are specific, measurable, and attainable for each staff member and are reviewed annually. Goals should address specific strands A, B, C, as outlined within the domains prescribed by the New Mexico PED.

Related Indicator or Assurance: 2.6

### Description:

Example PDP's were provided to the team. The PDP's lacked measurable goals across multiple strands. Each PDP was written based on one strand and one vague goal that each teacher wanted to accomplish. In order for a PDP to be truly effective, teachers and administrators must reflect upon their weaknesses either as individuals or as an institution and create measurable goals to improve upon the identified areas. Furthermore, level three teacher and leaders should include goals that reflect a leadership component to their practice.

## Part III: Addenda

### *The External Review Team*

**Lead Evaluator:**

Ms. Elsie E Scott

**Team Member:**

Ms. Judy Garcia-Martinez

Mr. Jerald Sprouse

Mr. Reid Wessels

## **Next Steps**

The institution should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward addressing the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

## ***Celebrating Accreditation***

Following the External Review, the team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission that confers accreditation upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

## ***About AdvancED***

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, these divisions share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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## D. Petition of Support from Employees

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

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

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

I am the head administrator of the Southwest Secondary Learning Center Charter School and hereby certify that: the attached petition in support of the Southwest Secondary Learning Center Charter School renewing its charter was circulated to all employees of the Southwest Secondary Learning Center Charter School. There are 25 persons employed by the Southwest Secondary Learning Center Charter School. The petition contains the signatures of 24 employees which represents 96 percent of the employees employed by the Southwest Secondary Learning Center Charter School.

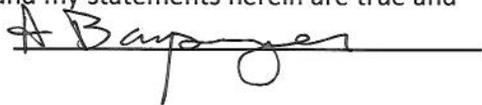
STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Al Baysinger, 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 30<sup>th</sup> day of September, 2014.



Notary Public

My Commission Expires: 16 Nov 14



SOUTHWEST SECONDARY LEARNING CENTER

EMPLOYEES' SUPPORT PETITION

I AM AN EMPLOYEE OF THE SOUTHWEST SECONDARY LEARNING CENTER AND

I support the five year renewal of the Southwest Secondary Learning Center

Name	Date
1. Robert M Poyder	8/26/14
2. Yusef Bryan	8/26/14
3. A Bays	8/26/14
4. Santa Proctor	8/27/14
5. M D J	8/28/14
6. Michael White	8/28/14
7. Christine B Futz	8/28/14
8. Rose Chapo	8/28/14
9. Christy Christie Herron	08/28/14
10. A B D Ray	8/28/14
11. Connie Blue	8/28/14
12. Dana E Smith	8/29/14
13. Joshua R. Merrill	9/3/2014
14. Scotty	9/2/14
15. Scott Chapman	9/2/14
DIXSON 16. [Signature]	9/4/14
HINES 18. J. C. H.	9-4-14
19. [Signature]	9-4-14
20. [Signature]	9-4-14
KING 21. [Signature]	9-4-14
22. Theresa Sanchez	9/19/2014

# EMPLOYEE'S SUPPORT PETITION

Name	Date
23. <u>Sharon M. Kulew</u>	<u>9/19/2014</u>
24. <u>Amelia Ochnew</u>	<u>9/19/2014</u>
25. _____	_____
26. _____	_____
27. _____	_____
28. _____	_____

## E. Petition of Support from Households

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

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

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

I am the head administrator of the Southwest Secondary Learning Center Charter School and certify that: the attached petition in support of the Southwest Secondary Learning Center Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 211 households which represents 80 percent of the households whose children were enrolled in the Southwest Secondary Learning Center Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Al Baysinger, 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.



A Baysinger

Subscribed and sworn to before me this 30<sup>th</sup> day of September, 2014.



Notary Public

My Commission Expires: 16 Nov 14

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.



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## SOUTHWEST SECONDARY LEARNING CENTER

## SUPPORT FROM HOUSEHOLDS

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MY CHILD

ATTENDS THE SOUTHWEST SECONDARY LEARNING CENTER AND

I support the five year renewal of the Southwest Secondary Learning Center

Parent Signature \_\_\_\_\_

September 2, 2014

Please return this form to your student's sponsor teacher.

Thank you for lending your support for this important step!

# 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 10301 Candelaria Rd NE

Zip \_\_\_\_\_

Portion of Building Remodel (Change of Occupancy)

Use Classification Commercial Project

Bldg. Permit No. 0410324

Occupancy Group E1 A2.1 & B Type of Construction II 1hr

Land Use Zone \_\_\_\_\_

Owner of Building Saylor Properties Trust

Address 10301 Candelaria Rd NE ABQ NM

*Bob Williams*

By: *Thyler Williams*

Date: March 21, 2005

Chief Building Official

**POST IN A CONSPICUOUS PLACE**

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Original Signature of Governing Council President or Designee:



Date: 9/30/2014

Printed Name of Governing Council President or Designee: Al Baysinger Kit Turpen

**Public Education Department use only**

Director/General Manager approves change: \_\_\_\_\_ Date: \_\_\_\_\_  
*(No further action taken.)*

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_