

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

Update 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 1st. 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 or (505) 827-6808 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

Form and Point of Contact	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@statemnm.us or (505) 827-6808. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<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 susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</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>
Technical Assistance Workshops (April – September 2014)	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 st , 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.
Renewal Application Review Period (October 1–November 14)**	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.
CSD Preliminary Renewal Analysis (November 14)**	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.
Response to Preliminary Renewal Analysis	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.

(November 14-December 2)**	
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	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. 11th 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 9th 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 9th 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 Secondary 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.sslc-nm.com
 Opened: 2001 State Appvd: Dec-09 Renewal: 2015
 School District: Albuquerque County: Bernalillo

Deborah Young, Chief Administrative Officer Email: dyoung@sslc-nm.com

Joe Provonzie, President Email: printingservices@qwest.net

Mission: The mission of the Southwest Secondary Learning Center is to prepare students in grades 7 - 12 to become self-motivated, independent, competent, lifelong learners in a unique 21st century educational environment. Students will be equipped with the reading, writing, mathematical, technological and problem solving skills necessary for success in post secondary education and personal career choices. Through a long-term commitment to this mission, we will be known as a school that can offer quality alternative learning opportunities for all students. Students, parents and community will see the school as offering challenging and creative learning environments for students.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	7-12		500	279	10	27.9

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	A	A		
2. 3 Year Avg Grade		A	A		
3. Current Standing	A	A	A		
4. School Growth		A	C		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	A	B		
7. Opportunity to Learn	B	C	B		
8. Graduation	B	B	D		
9. Career and College	A	A	A		
10. Reading Proficiency	75.1	81.7	79.1		
11. Math Proficiency	76.3	79.7	73.9		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	1.5	4.42		

NM PED Charter School Division - Renewal Snapshot Report

Southwest Secondary 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	276	276	280	280	279
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	49.6%	51.1%	50.0%	51.1%	46.2%
3. % Female	50.4%	48.9%	50.0%	48.9%	53.8%
4. % Caucasian	66.7%	69.9%	66.8%	63.2%	60.6%
5. % Hispanic	25.7%	24.6%	26.4%	28.2%	29.7%
6. % African American	2.5%	2.2%	2.9%	2.1%	2.9%
7. % Asian	2.5%	1.4%	1.4%	2.5%	3.9%
8. % Native American	2.5%	1.8%	2.5%	3.9%	2.9%
9. % Economically Disadvantaged	21.7%	22.1%	23.6%	23.9%	24.0%
10. % Title 1 TS	0.0%	100.0%	100.0%	100.0%	54.1%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	73.8%
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	2.9%	3.3%	3.2%	2.9%	2.5%
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 Secondary Learning Center's (SSLC) received a B in 2011-12, an A in 2012-2013 and A in 2013-2014. The three year average score is 82.2 points on a scale where an A grade is between 75-100 points. This average score of 82.2 points significantly exceeds Statewide Benchmark (target) for the year 2013-2014, which is 50 points. SSLC is obviously one of the highest performing schools in the State of New Mexico. The charts below show a comparison of the grades and proficiency levels of SSLC students with neighborhood high schools. While the neighborhood high schools serve grades 9-12, and SSLC serves grades 7-12, the charts reflect SSLC's comparatively higher levels of proficiency in Reading and Math.

	SSLC	Manzano	Eldorado	Sandia	La Cueva
	Grade	Grade	Grade	Grade	Grade
2011-2012	B (66.2)	C (63.6)	B (73.6)	B (72.4)	A (76.3)
2012-2013	A (91.0)	A (75.82)	A (80.12)	A (79.61)	A (83.76)
2013-2014	A (89.23)	B (70.81)	A (82.8)	A (78.30)	A (86.77)
	Proficient and Advanced (%)				
2011-2012	R - 75.1 M - 76.3	R - 47.7 M - 38.1	R - 58.8 M - 58.2	R - 58.6 M - 51.1	R - 68.2 M - 66.4
2012-2013	R - 91.1 M - 91.1	R - 53.8 M - 39.5	R - 67.6 M - 60.3	R - 62.1 M - 46.4	R - 77.5 M - 65.7
2013-2014	R - 83.8 M - 75.7	R - 50.5 M - 44.7	R - 65.1 M - 60.4	R - 59.8 M - 49.5	R - 74.0 M - 68.3

Current Standing

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

SSLC received an A for all three previous years. The school points in this category have increased every year since 2012. In 2012, SSLC earned 20.5 points, in 2013 SSLC earned 25.77, and in 2014 SSLC earned 27.89 points. There was a total of 30 points possible each year. The PED's Statewide Benchmark (target) for every school in the state for 2014 is 12.5 points. Again, SSLC students are performing at very high levels of achievement when compared to the PED's statewide targets and other schools in the state.

SSLC's Individual Student Performance in 2013 was exceedingly strong with 79.1% of students scoring Proficient and Advanced in Reading and 73.9% of students scoring Proficient and Advanced in Math. This compares very favorably to the Statewide Averages of 61.0% of students Proficient or Advanced in Reading and 55.0% of students Proficient or Advanced in Math. In addition, SSLC ranks either 1 or 2 when compared to their peers that have similar students and settings and in all categories of subgroups.

Southwest Secondary Learning – Student Proficiency by Grade 2013-2014

Grade	Tested	%	Math Proficient		Reading Proficient	
			Students	Percent	Students	Percent
7	12	8%	8	67%	8	67%
8	17	11%	9	53%	11	65%
H2	60	40%	43	72%	47	78%
H3	62	41%	52	84%	54	87%
Total	151	100%	112	74%	120	79%

Each year the school enrolls a new class of seventh grade students who come from other local schools. As the above chart reflects, the seventh and eighth grade student proficiency scores in Math and Reading continue to significantly improve the longer the students attend the school.

Southwest Secondary Learning – Average Scale Scores by Ethnicity

MATH Ethnicity				READ Ethnicity			
Grade	Ethnicity	Scale Score	Delta	Grade	Ethnicity	Scale Score	Delta
7	C	748	11	7	C	746	9
7	H	737		7	H	737	
8	C	846	8	8	C	849	9
8	H	838		8	H	840	
10	C	1145	5	10	C	1143	3
10	H	1140		10	H	1140	
11	C	1146	1	11	C	1145	0
11	H	1146		11	H	1145	

The above chart reflects that by 11th grade, Caucasian and Hispanic students perform at the same level, demonstrating that the school is very effective in closing the achievement gap. The longer Hispanic students attend SSLC, the higher their proficiency levels. This is significant given the persistence of achievement gaps between Caucasian and Hispanic students attending public schools throughout the state of New Mexico. Our academic model and support of students and teachers deserves further study in how it can be replicated. As our Hispanic population (29.7%) is smaller than our Caucasian student population (60.6%), this graph demonstrates our commitment to expecting high academic standards for all students, holding students and staff accountable, and to providing the resources necessary to support student achievement.

Southwest Secondary Learning – Average Scale Scores by Economic Status

MATH Economic Status				READ Economic Status			
Grade	Disadv?	Scale Score	Delta	Grade	Disadv?	Scale Score	Delta
7	Non-Disadv	747.9	8.5	7	Non-Disadv	743.6	-0.4
7	Disadv	739.3		7	Disadv	744.0	
8	Non-Disadv	846.4	11.4	8	Non-Disadv	848.2	8.9
8	Disadv	835.0		8	Disadv	839.3	
10	Non-Disadv	1143.3	0.4	10	Non-Disadv	1143.1	2.3
10	Disadv	1142.9		10	Disadv	1140.8	
11	Non-Disadv	1145.7	-0.4	11	Non-Disadv	1145.7	1.3
11	Disadv	1146.1		11	Disadv	1144.4	

Economically Disadvantaged students in the 8th grade at SSLC test substantially below the 10th and 11th grade students. However, the above chart shows that by 11th grade, there is no significant difference in test scores between Economically Disadvantaged students and their classmates in Reading and Math proficiency. This shows that SSLC is very effective in closing the achievement gap between students from lower socio-economic groups. This is especially significant given that economically disadvantaged students, both in New Mexico and throughout the nation, generally perform at much lower proficiency rates than their non-economically disadvantaged peers. Approximately ¼ of our students are ED (24.0%). Again, this chart demonstrates our commitment to expecting high academic standards for all students, holding students and staff accountable, and to providing the resources necessary to support student achievement.

School Growth

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

The PED began measuring School Growth for high schools in the 2012-2013 school year. In 2012-2013, SSLC earned a grade of A with 9.36 points out of 10, compared to the Statewide Benchmark of 5.8 points. In the 2013-2014 school year, SSLC earned a grade of C with 6.5 points out of 10 compared to the Statewide Benchmark of 5.8 points. While the School Growth Grade for SSLC exceeded the Statewide Benchmarks in both years measured, the grade in 2014 dropped to a C.

The explanation for the significant grade reduction stems from the VAM model that the PED uses that requires a minimum level of growth every year. The VAM model compares last year’s 10th grade class SBA scores to the current year’s 10th grade class SBA scores. However, this comparison samples data from two different sets of students, or unrelated populations. Measuring School Growth and progress using this model without considering the naturally occurring yearly variances in the student population’s capabilities creates results that can radically shift from year to year, and cannot help but distort the resulting measure of School Growth.

Another issue with this grading method is that it gives no consideration to how individual students improved or performed during the year. In 2014, 72% of SSLC’s 10th (H2s) grade students scored Proficient or Advanced in

Math, and 78% of SSLC's 10th grade students (H2) scored Proficient or Advanced in Reading. These scores far exceed the state average of 55% of Proficient or Advanced students in Math and the state average of 61% of Proficient and Advanced students in Reading. Here SSLC continues to outperform PED targets and a majority of other schools in New Mexico.

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.

The PED's annual School Report Card grade for Growth of SSLC's highest 75% of students was a F (3.1 out of 15 points) in 2011-2012, an A (9.45 out of 10 points) in 2012-2013; and a B (8.97 out of 10 points) in 2013-2014.

These results emphasize the successes of SSLC in educating all of their students in Math and Reading as is reflected in the high percentage of the students that score Proficient or higher on SBA tests – 74% in Math and 79% in Reading.

In comparison, the 2013-2014 statewide average percentage of students testing Proficient or Advanced in Math was 55% and in Reading was 66%. Here SSLC continues to outperform PED targets and the majority of other schools in New Mexico. The drop in the 2013-2014 school year was attributable the following:

- In July 2013, the E2020 Curriculum was taken over by Edgenuity. There was an upgrade to the system and changes to the software. There were many difficulties with the software including screens freezing, tests freezing and tests/work not be recorded. We had the new staff from Edgenuity visit the school on at least 4 occasions to help resolve the problems with the new system, however, this disruption had a negative impact on student learning.
- The school transitioned to the Common Core Standards (CCS) as required by the PED timeline. Unfortunately, the CCS-aligned PARCC Assessment was not ready, and students took the SBA which were only 50% aligned with the CCS. The drop in scores parallel the statewide drop in proficiency scores for the 2013-2014 school year.
- The school had used the My Skills Tutor short cycle assessment program prior to the 2012-2013 school year, which was aligned to state standards and the SBA. In the fall of 2014, we implemented a PED approved, CCS-aligned short cycle assessment program (Renaissance – STAR Reading and Math) that was used to track student progress throughout the school year. Again, progress was monitored using a tool that was not aligned to state standards and the SBA that was administered in 2014.

Despite these challenges, again, the school outperformed the PED targets and the majority of other

schools in New Mexico.

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.

The PED's annual School Report Card grade for Growth of our lowest 25% of students was a B (8.9 out of 15 points) in 2011-2012, an A (9.99 out of 10 points) in 2012-2013 and a B (8.83 out of 10 points) in 2013-2014. These scores are all above the Statewide Benchmark of 7.7 points. These results show SSLC's commitment to ensure that our lower performing students are continuing to demonstrate progress and growth in their learning.

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.

The School received a B in 2011-2012 (6.4 points out of 8), a C in 2012-2013 (6.36 points out of 8), and a B again in 2013-2014 (6.50 points out of 8). There were no areas that were rated low (0-1) during this past year and received very few 2's. The staff, however, will review the results of the survey and determine how to improve each of the areas rated in the Mid-range while sustaining the practices where they were rated in the High range.

Graduation—as applicable

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

The 2011 Report shows a 4 year graduation rate of 94.5% ; + 6.7 in the growth Index: earning 3.7 Points

The 2012 Report shows a 4 year graduation rate of 84.9% ; + 9.0 in the growth Index: earning 3.91 Points

The 2013 Report shows a 4 year graduation rate of 88.5% ; - 3.0 in the growth Index: earning only 0.32 Points

The reduction in points and grade in the 2014 Report Card comes primarily from the points lost due to the reduction in the Growth Index. And, SSLC graduation rates continue to significantly exceed the state graduation rates.

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. We received an A for each of the three years. In the 2012-2013 school year, 96.8% of students participated in at least one college or career readiness program with a 94.7% success rate, reflecting our commitment to prepare our students for post-high school success. The percentages of student participation in previous years was 93.3% in 2012-2013 (90.1% success rate), and 81.3% in 2011-2012 (93.3% success rate), indicating that student participation has increased substantially in the past three years.

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

The school received 1.6 Bonus Points for all three years for 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.).

<p>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.</p> <p>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.</p>															
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Standards Based Assessment</p> <p>Data – Average Scores</p> <table border="1"><thead><tr><th>School Year</th><th>AMO/SGT</th><th>% Proficient</th></tr></thead><tbody><tr><td>1 2010-2011</td><td>50%</td><td>73.8</td></tr><tr><td>2 2011-2012</td><td>52.3%</td><td>75.1</td></tr><tr><td>3 2012-2013</td><td>56.7%</td><td>81.7</td></tr><tr><td>4 2013-2014</td><td>61.0</td><td>79.1</td></tr></tbody></table>	School Year	AMO/SGT	% Proficient	1 2010-2011	50%	73.8	2 2011-2012	52.3%	75.1	3 2012-2013	56.7%	81.7	4 2013-2014	61.0	79.1
School Year	AMO/SGT	% Proficient													
1 2010-2011	50%	73.8													
2 2011-2012	52.3%	75.1													
3 2012-2013	56.7%	81.7													
4 2013-2014	61.0	79.1													
<p>Provide a statement of progress and additional information regarding the above data: With the exception of the 2010-2011 school year where we missed our goal by 1.2%, the school has met or exceeded this goal each year of the charter term.</p>															

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 Writing portion of the SBA was not administered per the transition to the End of Course Exams (EOC) beginning 2011-2012.

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

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	63	82%	n/a		n/a		n/a	
8	63	95%	63	95%	60	88%	64	88%
11	66	89%		100%		100%		100%

Provide a statement of progress and additional information regarding the above data: The school has exceeded this goal for the term of the charter. All students passed the End of Course Exams in the area of Writing each year.

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 MATHMATICS 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):

Standards Based Assessment

Data – Average Scores

School Year	AMO/SGT	% Proficient
1 2010-2011	41%	72.5
2 2011-2012	45	76.3
3 2012-2013	50	79.7
4 2013-2014	55	73.9

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

We missed our goal in the first year (2010-2011) by 2.5%, and in this past year (2013-2014) by 1.1% points. We attribute the drop in proficiency scores to the difficulty we had with the transition to Edgenuity from E2020, the transition to the Common Core Standards (CCS) and the CCS-aligned PARCC not being ready to administer instead of the SBA, and the implementation of the CCS-aligned Renaissance – STAR Reading and Math Assessment that was used to gage student progress. We are aware, however, despite our 7th and 8th graders scoring above statewide targets and most other schools, they score below our overall goal of 75% proficiency. We attribute this to the learning curve our new students undergo when transitioning to an online program. Their scores logically impact overall school proficiency scores. We also believe that the difficulties with the transition from E2020 to Edgenuity, the transition to CCS, and the transition to the CCS short cycle assessment contributed to our students' lower proficiency scores. It is noteworthy, however, that proficiency scores increase the longer students attend SSLC, and our 7th and 8th grade students continue to outperform the state targets and most other middle schools.

The H2 students also missed this overall goal by 3% points. Again, we attribute this to the factors mentioned above.

We recognize that this drop in Math scores is a concern, and address it 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):**

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%	91%	50%	100%	50%	55.6%	45%	66%
11	40%	76%	40%	85.5%	40%	84.5%	41%	89%

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

If averaging the total scores for the school, we met this goal according to how it is stated for all years with the exception of 2013-2014 where the average was 74% - one point less than the 75% goal. When looking more specifically at the grades taking the Science subtest, the school met this goal for all 11th grade students. The school missed this goal for the years 2012-2013 and 2013-2014 for our 7th graders.

7th grade science has declined significantly though still remains 17 percentage points above the SGT, and has been our area of focus for the year. To address this concern we added additional cross-curricular science projects to our Smart Lab program that will support the curricula in the main lab. We plan to heavily focus on and monitor student performance in Science over the next years.

Other Student Performance Standards/Goals from your Current Charter— 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:				
Data—Average Annual Data				
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: <i>The Southwest Secondary 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.</i>
Measure(s) Used: <i>Appointment schedules and parent sign-in sheets</i>
Data: <i>100% participation rate for parent/student/teacher appointments</i>
<i>Provide a statement of progress and additional information regarding the above data:</i> <i>SSLC has achieved a 100% parent participation rate for the parent/student/teacher appointment schedules prior to the beginning of each school year. Documentation is available in the parent sign-in sheet binder housed in the Data Administrators office.</i>

Organizational Performance Standard/School Goal #2 <i>The Southwest Secondary Learning Center will maintain the North Central Accreditation for school improvement during the term of the charter</i>
Measure(s) Used: <i>AdvanceED New Mexico Procedures and Process for Accreditation</i>
Data: <i>Southwest Learning Center received a recommendation that the school be granted a five-year term of accreditation.</i>
<i>Provide a statement of progress and additional information regarding the above data:</i> <i>According to the AdvanceEd review team, “SSLC is an exemplary model in utilizing technology to prepare students for higher education opportunities in an increasingly technologically dependent society.” The environment was stated as being welcoming, positive and challenging with opportunities for students to</i>

develop skills that lead to success in a variety of areas. Students were observed as being engaged in the learning process. The school has implemented a project-based Smart Lab to provide collaborative and creative experiences for students. In addition, many students are enrolled in dual-enrollment courses and are successfully performing. And, according to the report, the school's staff demonstrates a commitment to continue to improve their instructional practices and program to enhance student learning.

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.

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

X 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 Component Unit Section of the Annual Audit specific to the Charter School

Year	Total # of Findings	Nature of Findings	School's Response
1 (10-11)	2	<p>Compliance Findings</p> <p>1.) CS 09-189-Y Procurement Code, Non-Compliance and Other Matters</p>	1.) The school will implement the auditor's recommendation. On September 29 th , 30 th , and October 1 st the school ran a resquest for bids in the local newspaper for services associated with the flight program.

		<p>2.) CS 11-01-Y PED Cash Report, Non-Compliance and other matters</p>	<p>2.)The school’s actual fund balance as of June 30, 2010 was \$118,470.00 as reported in the FY2010 financial statements. As required under NMSA 22-8-26, the school refunded \$59,235 to the PED in March 2011. This effectively reduced the school’s cas balance to \$59,235 which is the beginning cash balance for FY2011. This effectively reduced the school’s cash balance to \$59,235,which is the beginning cash balance for FY2011. The school failed to include on the “due to government” line item on the FY2010 statement of net assets the \$59,235 that was due to the PED—thus the reported and actual cash balances dd not agree. The school understands the auditor’s recommendation and has insured that the liability created by NMSA 22-88-26 has been properly recorded for the FY2011 financial statement. The school would also like to point out that NMSA 22-88-26 encourages frivolous spending and is contrary to sound fiscal practices.</p> <p>The expenditures related to this PO were reported properly to the PED in the 4th Quarter for FY10. The expense occurred during FY10 and was posted as part of the actuals. The cash disbursement for this PO was processed at the beginning of FY11 however the expense was reported to PED during FY10. In the future, the school will review all end-of-year obligations to insure that they are properly rolled forward.</p> <p>Auditors’ Response: We reviewed the prior year general ledger and noted that the amounts were not posted as an accrual in FY2010. Per review of the General ledger for 2011, it appears that when the cash released, the transaction debited accounts payable and credited cash causing a debit balance</p>
2 (11–12)	4	<p>Compliance Findings</p> <p>1.) CS11-01-Y-Cash Reports Reconciliations, 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 adjustments are completed before final reports are submitted to the department. An individual should all=so review the report to ensure that the report matches the general ledger, prior year amounts, and the cash accounts as</p>

		<p>2.) CS12-01-Y-Payroll Transactions, Non-Compliance and other matters</p> <p>3.) CS12-02-Y-State flow through grant awards, Non-Compliance and other matters</p> <p>4.) CS12-03-Y-Conflict of Interest, Significant deficiency and Non-Compliance and other Matters</p>	<p>appropriate.</p> <p>2.)The school will re-examine all current employee files to insure all required paperwork is present and completed properly. In this case the school failed to sign an I-9 form. However, the I-9 form was present in the employee’s file.</p> <p>3)The school has moved to implement the auditor’s recommendation to review grant deadlines regularly to make sure that all RfR’s are submitted timely.</p> <p>4.) It is important to clarify the statement of the “Condition” described above. The two leases at issue were based on prior authorizations by the schools Governing Council. The relationship of the school’s Director with the company contracting with the charter school has always been disclosed to the Governing Council to ensure absolute transparency.</p> <p>On November 1, 2012, the Governing Council of the school, in mutual agreement with the vendor, terminated the contracts at issue. Subsequently, the School, without involvement of the Director, issued a Request for Proposal for two aircraft that would meet the specifications required for the program. A competitive procurement process was followed and subsequently a contract was awarded to the only bidder, Diamond Aviation; owned in part by the School’s Director, which was again disclosed in the open meeting at which the contract was voted on by the Governing Council. All documentation for the procurement of the two aircraft has been maintained pursuant to applicable requirements. The contract was awarded in a duly noticed public meeting and a Resolution passed regarding the acquisition of the lease for the aircraft required to run the program. This process is consistent with the requirements of the applicable law.</p>
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		<p>The charter school interprets NMSA 1978 §22-8B-5.2 (2011), based on the plain language of the law, to prohibit employees from participating in "selecting, awarding or administering a contract with the charter school ...," if the employee has a financial interest in the contract. (emphasis added) ¹ The charter school does not read this section as</p> <p>prohibiting an employee from entering into a contract with the charter school as long as that employee is not involved in choosing the vendor, recommending or influencing whether the contract should be made or, in the event the contract is awarded to the employee's company, in <i>overseeing</i> the contract; e.g. the employee would be segregated from any oversight duty of reviewing, approving or signing warrants for payment of the vendor's invoices on behalf of the school. The school acknowledges that it must implement clear separation of duties in this regard.</p> <p>The finding cites a violation of NMSA 1978, §10-16-7 (2011), but the auditor provides no authority or explanation for why it has applied the Government Conduct Act ("GCA") to a charter school. The charter school has thoroughly reviewed the new amendments to the GCA, effective July 1, 2011, and disputes that the GCA applies to charter schools. The 2011 revisions to the GCA were intended to clarify the definition of a public officer or employee covered by the Act. See, <i>Fiscal Impact Report</i>, February 11, 2011 to SB432. Charter school employees or governing body members are not included in definitions specifically or by some other reference in the GCA or the revisions made in 2011. Moreover, school districts, board of education members or charter schools are not mentioned in the Fiscal Impact Report that explains the impact of the new law. Although the revised GCA now applies to a political subdivision of the state or agency of a political subdivision of the state; the GCA and other laws are unclear as to whether a charter school falls under the definition of a "local governmental agency" or some other category of entity covered by the GCA. Moreover, if the Legislature intended to include charter schools in</p> <p>the revisions of GCA, it could have stated that</p>
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			<p>the GCA – at a minimum applies to school districts, it did not. The Legislature's omission of either or both of the terms "school district" or "charter schools" from the revisions of the GCA coupled with adopting a separate conflict of interest provision under the Charter Schools Act, i.e. NMSA 1978 §22- 8B-5.2, <i>during the very same Legislative Session (2011)</i>, is inconsistent with an interpretation that the GCA applies to charter schools.</p> <p>The Fiscal Impact Report for SB432 explains, "[a]ccording to the [Attorney General's Office] this bill erases the patchwork of ethics laws that currently apply to government, and in its place, this bill creates a <i>uniform body of ethics laws</i> that apply to public bodies, officials, and employees." (emphasis added) If this was the intent of the revisions of the GCA, then it must be assumed that the Legislature was aware that charter schools would not be included in the definitions of entities covered by the GCA and that and that a separate conflicts provision was required.</p> <p>The charter school, its employees and Governing Council are committed to ensuring full disclosure of any apparent or actual conflict of interest. Accordingly, the Director always has and will continue to make full disclosure of any financial interest in any contractual arrangement between this charter school and the Director. This disclosure shall be made as necessary during public meetings of the governing body and clearly reflected in the minutes and resolutions of the meeting. In addition, each disclosure shall include a written disclosure statement from the Director, which shall be kept on file with the charter school and made available for inspection by the public.</p> <p>(This interpretation is consistent with the Government Conduct Act amendments that allows public employees to have a financial interest in a contract as long as that interest is properly disclosed and awarded according to a competitive process)</p> <p><i>Auditor's Response:</i> Charter schools are</p>
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			considered local governments and guidance has been communicated to the charters in regards to other areas such as travel.
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3 (12-13)	4	<p>Compliance Findings</p> <p>1.) CS2012-03-Y Conflict of Interest/Minutes/Procurement (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p>	<p>1.) Management disagrees with the Finding 12-03-Y condition</p> <p>(1) for the reasons set forth below.</p> <p>The auditor cites SSLC for a violation of a conflict of interest provision set forth at NMSA 1978, §22-8B-5.2(B), alleging that “owners of the vendor did not remove themselves during the discussion or approval process.” The Finding is confusing, but Management assumes 1) that “remove” means “remove from the public meeting” because the minutes of the meeting demonstrate that only the Board members participated in discussions and deliberations; and 2) that the alleged conflict at issue and contract that is deemed “voidable” is the lease of the Alternative Educational Facility at 9404 Montgomery, NE. The lease is actually a sublease between the SSLC and Southwest Educational Consultants, Inc. whose principals include Scott Glasrud and Dolly Juarez, who were also employees of SSLC on the date of the meeting. The discussion and action at issue was the renewal of the 10-year old sublease. Dr. Glasrud and Dr. Juarez were present at the November 1, 2012 meeting at issue.</p> <p>A plain reading of the November 1, 2012 minutes of the Southwest Secondary Learning Center’s Board of Directors (“SSLC” and/or “Board”) and of the Open Meetings Act (the “Act”), NMSA 1978, §§10-15-1, et seq. and NMSA 1978, §22-8B- 5.2(B) of the Charter Schools Act NMSA 1978, §§22-8B-1, et seq. demonstrate that there has been no violation of law, and thus the contract should not be deemed “voidable” as asserted in the Finding.</p> <p>The minutes of the Board show that the meeting at issue was a special meeting, held in open session of the Board on November 1, 2012 (“Minutes”). According to the Minutes (the names of the Board members present are listed) a quorum of the Board was present. The Minutes also make clear that this was not a closed session and thus, according to the Act, the meeting was required to be held in open session. NMSA 1978, §10-15-1(B):</p> <p>B. All meetings of a quorum of members of any</p>
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			<p>board, commission, administrative adjudicatory body or other policymaking body of any state agency or any agency or authority of any county, municipality, district or political subdivision, held for the purpose of formulating public policy, including the development of personnel policy, rules, regulations or ordinances, discussing public business or taking any action within the authority of or the delegated authority of any board, commission or other policymaking body are declared to be public meetings open to the public at all times, except as otherwise provided in the constitution of New Mexico or the Open Meetings Act. ...</p> <p>Id. (Emphasis added). Thus any member of the public, including those with interests in items on the agenda or employees of the school, could attend. The Board has no legal authority to compel individuals who happen to have an interest in the agenda items to leave the meeting at issue or any other public meeting. In fact, to do so would be a violation of the Act according to the plain language of Section 10 (15A) meetings of any public body except the legislature and the courts shall be public meetings, and all persons so desiring shall be permitted to attend and listen to the deliberations and proceedings.”) Id. (Emphasis added.) The Minutes note that Scott Glasrud and Dolly Juarez, attended the meeting but that they were not part of the discussion or deliberations – in fact, there is no record that they participated in any manner or that they gave statements of any sort during this meeting. Despite the plain language of the Act, the auditor appears to equate simply attending and listening with participating and influencing decisions made and thus, a violation of NMSA 1978, §22 -8B</p> <p>The entirety of the relevant portion of the minutes addressing the sublease is as follows: REVIEW OF ALTERNATIVE EDUCATIONAL SETTING (AES) *</p>
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			<p>Joe then asked for discussion on the building at 9904 Montgomery that is used for students of Southwest Secondary as an Alternative Educational Setting. Kit made the motion that the Board re-approve the lease between Southwest Educational Consultants and the Southwest Secondary Learning Center for the Alternative Educational Facility at 9904 Montgomery NE and that the Board authorized Joe Provonzie to act on behalf of the Board and re-execute the lease. Kit also added that he would like the minutes to reflect that the Board enters into this lease with the full knowledge that Southwest Educational Consultants is owned and operated by Dolly Juarez and Scott Glasrud, that this has been disclosed to the Board. Jack seconded this motion. Joe called for a voice vote, hearing none as opposed, motion approved.</p> <p>See, November 1, 2012 Minutes of SSLC's Board of Directors. Nowhere is there any reference to either Dr. Glasrud or Dr. Juarez speaking or addressing the Board let alone any indication of them participating in the selection, awarding or administering the sublease as prohibited by NMSA 1978, §22-8B-5.2(B).</p> <p>If merely attending a public meeting constitutes participation in the selection of a contract, or being active in the award or administering of a contract, then the Charter Schools Act clearly contradicts with the plain meaning of the Open Meetings Act. "Attending and listening" is not the same as affirmatively influencing the award of a contract when an employee has a conflict of interest, and to interpret the law accordingly creates a direct conflict between the Open Meetings Act and the Charter Schools Act. The auditor cites no authority that the legislature intended for Section 22-8B-5.2(B) to trump the Open Meetings Act.</p> <p>A plain reading of the conflict of interest provision cited by the auditor, NMSA 1978, §22-8B-5.2(B), requires more than just sitting in the same room and listening to the discussion. This section states, "[n]o member</p>
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			<p>of a governing body or employee, officer or agent of a charter school shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists.” <i>Id.</i></p> <p>The auditor’s interpretation and admonition strikes against the very heart of the OMA; public business is to be conducted in public – the public has the right (even if he/she is an employee or vendor of that entity) to hear discussions, deliberations and actions of that body. There is no provision of law cited by the auditor that would preclude members of the public to attend an open meeting of a public body, regardless of the individual’s interest in matters on the agenda.</p> <p>Moreover, whether Management violated the Open Meetings Act (“Act”) by not expressly recording in the minutes of its governing body the actual names of members “absent” from the meeting is debatable and certainly not settled law. NMSA 1978, §10-15-1(G) The law states:</p> <p>[t]he minutes shall <i>include</i> at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted.</p> <p><i>Id.</i> (Emphasis added). Because the minutes at issues state who is present, one can infer from the stated names of those who are present, who is absent, thus, “those absent” are included in the Minutes by negative inference.</p> <p>SSLC keeps regular minutes that are available to the public, thus, a quick review of prior meeting minutes would make it apparent to the public which members were not present at the meeting at issue. [See October 23, 2012 Board Minutes.]</p>
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			<p>The auditor’s conclusion that the Board violated the Act requires a definition that does not appear in the law – that is, that the word “include,” in the context of the statute, must mean that the names of Board members absent from a meeting must be written in the Minutes. However, the Act does not define the word “include,” nor has there been any case law or other interpretation of the word consistent with the auditor’s legal opinion. Statutory interpretation requires a court to give words their ordinary meaning. State v. Strauch 2013 WL 5798553’ Courts will not give words a literal meaning if to do so would lead to injustice, absurdity or contraction. State v. Johnson, 124 N.M. 647, 954 P.2d 79 cert. denied, 124 N.M.(1997).</p> <p>Merriam Webster Online defines “include” to mean: 1) to shut up (enclose); 2)to take in or comprise as part of a whole or group; 3) to contain between or within. In Merriam-Webster Online, Retrieved November 29, 2013, from http://www.merriam-webster.com/dictionary/include. Thus, the ordinary meaning of the word “include” does not require an interpretation as submitted by the auditor. Rather the auditor’s interpretation would lead to an absurd result; that is, it is a violation of law to not list names of those absent, even if the public documents reveal who was and was not present for the meeting by stating in the affirmative those members who attended.</p> <p>The governing body has certainly complied with the purpose and spirit of the Act, i.e. absolute transparency to the public about who was and was not at the meeting. The Act states:</p> <p>A. In recognition of the fact that a representative government is dependent upon an informed electorate, it is declared to be public policy of the state that all persons are entitled to the greatest possible information regarding the affairs of government and the official acts of those officers and employees who represent them. ... (emphasis added) NMSA 1978, §10-15-1(G). Here, there was no attempt to prevent the public from knowing who was present and</p>
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			<p>who voted on the matters at hand. All action is duly noted in the minutes as well as who participated in the vote.</p> <p>If a member of the public wanted to know who did not vote, because he/she was absent, he/she would merely have to review to the public minutes of a prior meeting to ascertain the names of who was not present for the vote. These minutes are readily available to any member of the public who visits the school.</p> <p>SSLC recognizes that it would be easier for members of the public to quickly see who was there and who was not by glancing at the minutes of this special meeting as opposed to having to review prior meeting minutes, however, there is no violation of the law here. Neither the Attorney General nor the courts in New Mexico have decided that under the circumstance there has been a violation of the Act. The purpose of this provision is to make sure the public has information necessary to determine who was present and how he/she voted on an issue. The Minutes comply with this requirement.</p> <p>If the auditor has legal precedents for such an interpretation, Management requests that this be provided along with all supporting documentation.</p> <p>For these reasons, Management contends that no actions in violation of law have occurred and the contract is not voidable.</p> <p>Management would like to point out that the "Auditor's Recommendation" is on its face a recommendation to violate the Open Meetings Act - in two respects. First, there is no legal exception described in NMSA 1978, §10-15-1(H) for the Board to have moved into closed session to discuss this</p>
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			<p>contract or summarily all contracts involving the school's administrator. Yet, the Auditor recommended that to avoid the violation purported, that the Board should convene in a closed session. Secondly, the auditor recommends that the administrator be "excused" "when discussing contracts regarding the administrator." (Emphasis added) As stated above, the Board has no legal authority to dismiss the administrator from a public meeting. NMSA 1978, §1- 15- 1(A). As a member of the public, the administrator can "attend and listen" - it is participation in and influencing decision making that is prohibited by the conflicts provision of the Charter Schools Act. The Auditor's Recommendation clearly demonstrates a misunderstanding of the provisions of the Open Meetings Act as well as the requirements of NMSA 1978, §22-8B- 5.2.</p> <p>CONDITION (2): In regards to condition (2) in the above alleged finding, management asserts that the Board did in fact approve the purchase order (as recommended by the Auditor) when they approved the contract in an open Board Meeting and authorized the Board President to execute the contract on behalf of the school. Management also points out that the Head Administrator was not the only person who signed the PO - as one of the school's Directors also signed the PO. The school also asserts that while the Head Administrator's name does appear on the check, it is again one of two signatures that appear and both signatures are electronic signatures generated through the school's AP process - a mechanical process. The school has implemented processes to completely eliminate the Head Administrator's name from appearing on the PO's and warrants.</p>
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		<p>2.) CS 2013-01-Y Budgetary Conditions (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p>	<p>For these reasons, management asks the IPA to utilize the discretion granted to them under GAGAS 4.38 (July 2011 Revision) and remove condition 2.</p> <p><i>Auditor's Response: Condition 1)</i> We continue to believe a conflict of interest exists in regards to the approval of the contracts as the Head Administrator is important to the operations of all of the Southwest schools. We also agree while the members present/absent can be determined, it is required that the language be included in the minutes. <i>Condition 2)</i> Per review of the minutes, we noted no mention of the purchase order's being approved by the Board. We noted per the resolution received, the contract management would be assigned to the Business Manager and not be overseen, reviewed or under control of the Head Administrator. The Business Manager does not appear to be involved in the approval of purchase orders. We noted the Head Administrator and another Director approved both the purchase order and signed payments. The Head Administrator continues to be involved with the process of the payments on the contract.</p> <p>We continue to recommend the Head Administrator remove himself from the processing and approval of these transactions and we recommend the minutes be updated to include the required information.</p> <p>2.) The school has policies and procedures in place to insure that necessary budget adjustments are made. Due to a misunderstanding, this did not get performed in a timely manner for FY13. The school will continue to implement the Auditor's recommendations.</p>
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		<p>3.) CS2013-02-Y Internal Control Structure (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p> <p>4.) CS 2013-03-Y Budgetary Conditions (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p>	<p>3.) The school has hired a licensed school business manager (July 1, 2013) to conduct training, oversee the day-to-day operations of the business office and to assist the administration in the implementation of the auditor's recommendation.</p> <p>4.) The school is implementing the Auditor's recommendation to be familiar with PED requirements and follow the requirements of the budgetary system.</p>
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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	
<p>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></p>	<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>	X Yes	<input type="checkbox"/> No	
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Educational Requirements—Assurances

- 1) X Yes No The school complies with instructional days/hours requirements.
- 2) X Yes No The school complies with graduation requirements.
- 3) X Yes No The school complies with Promotion/Retention requirements.
- 4) X Yes No Next-step plans are completed for applicable grades.
- 5) X Yes No The school has an approved EPSS Plan.
- 6) X Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) X Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) X 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) X **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) X **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) X **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) X **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) X **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.

Yes **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.

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

For any "no" answers please provide an explanation.

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
- Yes** **No** Is the school holding management accountable?
- 1) **Yes** **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - 2) **Yes** **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation. The Governing Council has not conducted a self-evaluation. It will, however, develop and implement an annual self-evaluation process in the upcoming school year.

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 22nd 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 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 _____ households which represents _____ 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.

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.

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 Attachment(s)	Describe: AdvancEd Report	X



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.

Align project based, smart lab to the main lab activities and CCS

1. Improve proficiency in 7th grade Science
2. Improve proficiency in 7th/8th grade Math
3. Continuous implementation and evaluation of our school mission to sustain high proficiency levels of achievement
4. Professional development that will enhance student learning – PLC's ELL, CCS, etc.

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

Through the development of Professional Learning Communities (PLC's), and supported by professional development, we will implement the following strategies to be to address Priorities 1 and 2 (Improved proficiency in Science and Math):

1. One strategy we will implement to improve our scores in Science is to review the current Science standards (there are no Common Core Standards for Science at this time) and our Science curriculum - scope and sequence and make sure they are aligned. We will develop formative assessments to monitor student progress throughout the school year.
2. We will also improve our scores for 7th and 8th graders in Math by reviewing the CCS and our Math Curriculum scope and sequence and our short-cycle assessment program to make sure they are aligned. We will develop formative assessments that are aligned to the CCS in order to track student progress in between administration of the short-term assessments.
3. We will align our project-based smart lab to our Science Curriculum and to the main lab activities thereby expanding and reinforcing the learning experience.
4. Students struggling in Science will be offered opportunities for after-school tutoring.

Strategies to be implemented to address Priority 3 (Sustaining high levels of achievement) are:

1. We know that our new students may have challenges transitioning to online classes. We will provide support to students to better prepare them for the transition by offering tutorials, examples and individual assistance.
2. We will continue to review our curriculum sequence and assessment tools to ensure they are aligned with the CCS for all subjects in all grade levels.
3. We will develop a data team to review and analyze data from formative and short-cycle assessments. We will use this information to identify struggling students as well as identify gaps in the curriculum or in our instructional practices. The team will also facilitate Professional Learning Communities with the staff where in addition to reviewing data, teachers can work on curriculum alignment – horizontal and vertical, share effective instructional practices and work on action plans for struggling students at all grade levels.
4. We will review the Opportunity to Learn Surveys, identify areas that students scored in the lower range, and develop action plans to address these areas.

Strategies to be implemented to address Priority 4 (Professional Development) are:

1. Develop a professional development calendar for each school year and provide training and support

in areas such as how to supplement and reinforce online learning with instructional strategies such as differentiation, scaffolding, strategies for English Language Learners such as Sheltered Instruction and GLAD, and how to provide modifications for students with IEP's.

2. Data training – Our 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.

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 Secondary used My Skills Tutor as its short cycle assessment, which was aligned to state standards and the SBA. After each administration, the data from the assessments was reviewed and teachers would work with students to provide support with their online Edgenuity program. 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 student supports 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 support as appropriate. 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.
- 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.
- We will review the Edgenuity curriculum to insure it is aligned to the Common Core Standards for Reading and Math.
- We will develop interim assessments for Science and other subjects not aligned to the Common Core Standards, and track student progress throughout the year by reviewing the data on a continuous basis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.

Data will be shared with parents and students. Parents will learn how to receive these tools during our Parent/teacher/student conferences at the beginning of the school year. We will also 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 charts provided in Part A of this application, Southwest Secondary Learning Center has been very successful in closing achievement gaps as students continue to attend our school. The model used in our program is clearly effective in reaching students on an individual level. In addition we will continue to hold our staff and students to high expectations and standards.

Teachers keep track of each of their students, and when students are struggling or behind in their online courses, teachers have employed the following interventions:

- If students are more than 2 weeks behind in their courses, parent meetings are held and additional sessions are held for students to catch up. The sessions can be held before or after school, and are generally held in a smaller learning environment.
- Struggling students are monitored more closely. More time on the computer will be assigned, with one-on-one support and more intensified supervision.

Report cards are semester and end of year. In addition, the Power School program we use allows parents to check progress, grades and attendance at any time of any day. Parents also have access to the Edgenuity “Family Portal,” or the student’s account, and can view progress and attendance for their online courses.

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 a robust 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 mission-specific goals.

- The Governing Body will review the school policies each year to ensure the policies support student achievement and 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 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 implement a comprehensive self-evaluation that will be used 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. 11th 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, measureable, 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 Secondary 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 Secondary 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 Secondary 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 Secondary 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 Secondary Learning Center.

Goal 2:

Performance Indicator: Students enrolled at the Southwest Secondary 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 Secondary 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 Secondary 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 Secondary 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 Secondary Learning Center.

Goal 3:

Performance Indicator: Students enrolled at the Southwest Secondary 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 Secondary 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 Secondary 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 Secondary 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 Secondary Learning Center.

Goal 4:

Performance Indicator: Each year of the charter, Southwest Secondary Learning Center's graduating seniors will have successfully completed, with a C grade or better, one or more dual enrollment courses at CNM, UNM or NMT during their high school career.

Exceeds Standard: 70% of graduating seniors who have completed two (2) or more semesters at the Southwest Secondary Learning Center will have successfully completed one or more dual enrollment courses at CNM, UNM or NMT.

Meets Standard: 60% of graduating seniors who have completed two (2) or more semesters at the Southwest Secondary Learning Center will have successfully completed one or more dual enrollment courses at CNM, UNM or NMT.

Does Not Meet Standard: 50% of graduating seniors who have completed two (2) or more semesters at the Southwest Secondary Learning Center will have successfully completed one or more dual enrollment courses at CNM, UNM or NMT.

Falls Far Below Standard: Less than 40% of graduating seniors who have completed two (2) or more semesters at the Southwest Secondary Learning Center will have successfully completed one or more dual enrollment courses at CNM, UNM or NMT.

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 Secondary Learning Center has been a high performing school since its inception outperforming neighborhood schools and significantly exceeding 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 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 by preparing computer-literate students for college or a career.

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.)

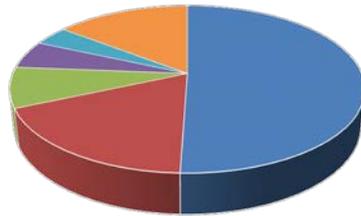
Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

APPENDIX A – FINANCIAL STATEMENT

Southwest Secondary FY2015 Operating Budget Proposed



- Instruction-\$1,402,842
- Support Services - Students-\$495,768
- General Administration - \$218,356
- School Administration-\$149,611
- Central Services-\$104,816
- Building -\$404,182

Instruction-\$1,402,842	\$1,402,842.00
Support Services - Students-\$495,768	\$495,768.00
General Administration - \$218,356	\$218,356.00
School Administration-\$149,611	\$149,611.00
Central Services-\$104,816	\$104,816.00
Building -\$404,182	\$404,182.00

Total Budget	\$2,775,575.00
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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

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"> • Accreditation Report • Survey results • Observations • Communication plan to stakeholders regarding the school's purpose • Interviews • Documentation or description of the process for creating the school's purpose including the role of stakeholders 	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"> • Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose • Interviews • Survey results • Accreditation Report • Examples of school purpose statements if different from the district purpose statement <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"> • Observations • Survey results • Interviews • Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs 	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"> • Observations • Student handbooks • Governing body policies, procedures, and practices • Staff handbooks • Accreditation Report • Interviews • Communications to stakeholder about policy revisions • School handbooks 	4.0

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Governing body minutes relating to training • Assurances, certifications • Interviews • Governing body training plan • Observations • Governing body policies on roles and responsibilities, conflict of interest • Governing code of ethics 	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"> • Stakeholder input and feedback • Maintenance of consistent academic oversight, planning, and resource allocation • Communications regarding board actions • Survey results regarding functions of the governing body • Agendas and minutes of meetings • Interviews 	4.0
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Examples of collaboration and shared leadership • Observations • Interviews • Examples of decisions aligned with the school's statement of purpose • Examples of decisions in support of the school's continuous improvement plan • 	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"> • Minutes from meetings with stakeholders • Copies of surveys or screen shots from online surveys • Survey responses • Involvement of stakeholders in a school improvement plan • Communication plan • Observations • Interviews 	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"> • 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. 	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"> • Survey results • Interviews • Learning expectations for different courses • Course schedules • Enrollment patterns for various courses • Descriptions of instructional techniques • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices 	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"> • A description of the systematic review process for curriculum, instruction, and assessment • Observations • Common assessments • Surveys results • Interviews • Accreditation Report • Lesson plans aligned to the curriculum 	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"> • Authentic assessments • Examples of teacher use of technology as an instructional resource • Observations • Examples of student use of technology as a learning tool • Findings from supervisor walk-thrus and observations • Interdisciplinary projects 	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"> • Peer or mentoring opportunities and interactions • Observations • Interviews 	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"> • Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project • Common language, protocols and reporting tools • Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Interviews 	3.0
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Observations • Interviews • Examples of learning expectations and standards of performance • Examples of assessments that prompted modification in instruction 	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"> • Records of meetings and walk thrus/feedback sessions • Observations • Survey results • Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning • Personnel manuals with information related to new hires including mentoring, coaching, and induction practices • Interviews 	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"> • Survey results • Interviews • List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days • Calendar outlining when and how families are provided information on child's progress • Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	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"> • List of students matched to adult advocate • Survey results • Interviews • Description of formal adult advocate structures 	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"> • Observations • Survey results • Interviews • Sample communications to stakeholders about grading and reporting • Policies, processes, and procedures on grading and reporting 	4.0
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Interviews 	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"> • Interviews • Survey results • Data used to identify unique learning needs of students 	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"> • Interviews • Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff • Documentation of highly qualified staff 	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"> • Examples of efforts of school leaders to secure necessary material and fiscal resources • Survey results • School schedule • Alignment of budget with school purpose and direction • Observations • School calendar 	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"> • Documentation of compliance with local and state inspections requirements • Maintenance schedules 	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"> • Interviews • Budget related to media and information resource acquisition • Survey results • Observations 	4.0
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Survey results • Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	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"> • Interviews • Observations • Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff <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"> • Survey results • Description of IEP process • Description of referral process 	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.

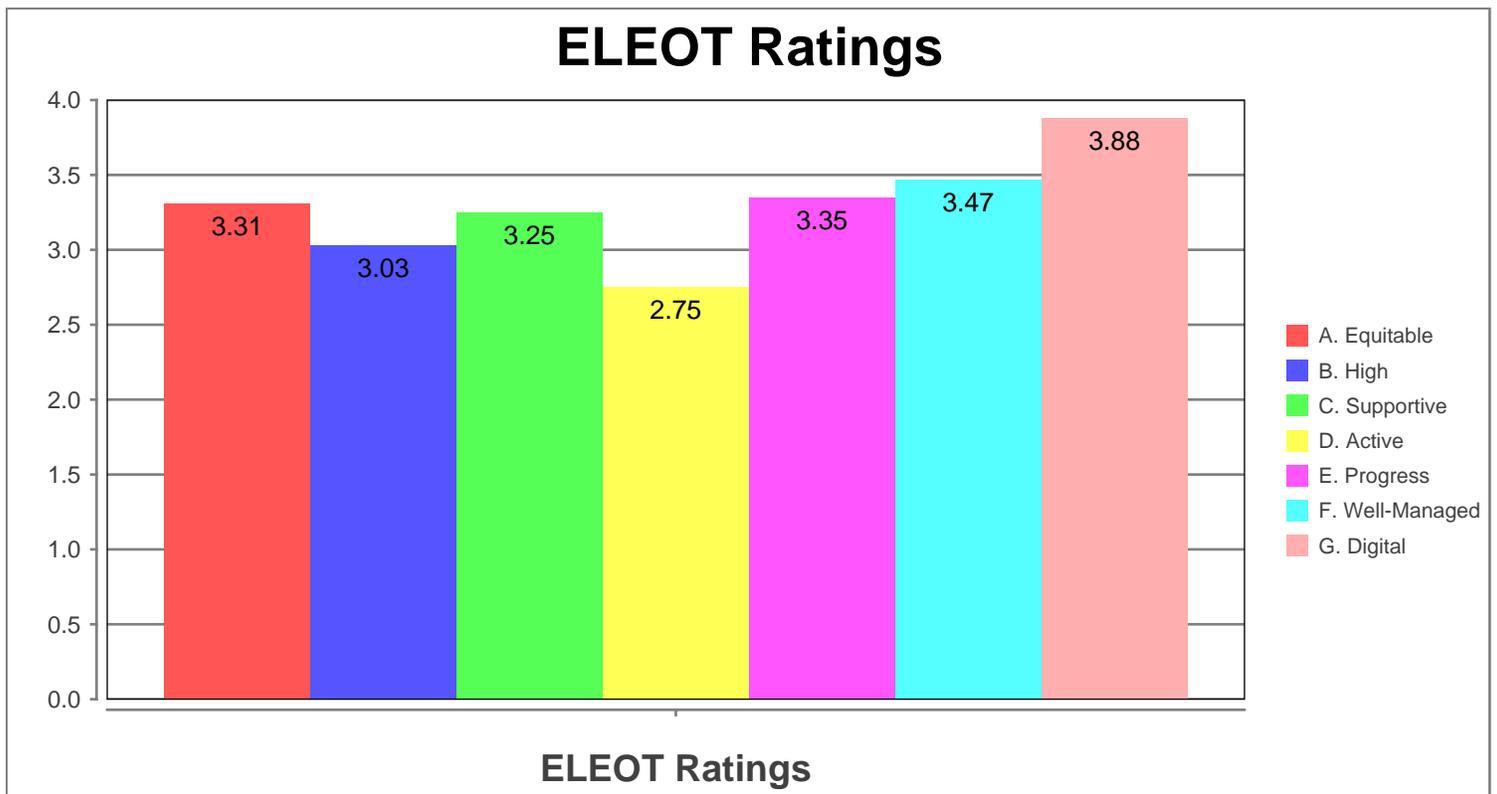
Standard 5			
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.			
Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Accreditation Report • Documentation or description of evaluation tools/protocols • Observations • Interviews • Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance • Evidence that assessments are reliable and bias free 	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"> • Interviews • Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning • Observations • List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning • Accreditation Report 	4.0
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Interviews • Survey results • Observations • Accreditation Report 	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"> • Student surveys • Accreditation Report • Evidence of student readiness for the next level • Evidence of student growth • Evidence of student success at the next level • Interviews 	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"> • Observations • Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders • Survey results • Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals • Accreditation Report • Executive summaries of student learning reports to stakeholder groups • Interviews 	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.

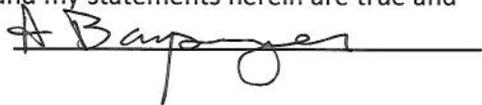
STATE OF NEW MEXICO)

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 30th 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. Keshie Bryan	8/26/14
3. A Bays	8/26/14
4. Anita 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.



Subscribed and sworn to before me this 30th 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.



SOUTHWEST SECONDARY LEARNING CENTER

SUPPORT FROM HOUSEHOLDS

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: _____