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GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Alma d' Arte Charter School
September 4, 2018

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SCHOOL SUMMARY

School Name: Alma d' Arte Charter School
School Address: 402 W. Court Ave Las Cruces, NM 88005
Head Administrator: To Be Determined
Business Manager: Alfredo Diaz
Authorized Grade Levels: 9-12
Authorized Enrollment: 280
Contract Term: July 1, 2014 – June 30, 2019
Mission: *"To graduate artist/scholars prepared to succeed"* (Contract, p. 33)

Preliminary Recommendation

This report serves as notice to the Governing Council of **Alma d’ Arte Charter School** of the Department’s intent to present to the Public Education Commission (PEC) a preliminary recommendation to renew the school’s charter for a term of no more than **4 years with defined goals for school improvement in the academic and organizational frameworks** because the school, although meeting standard in 2 out of 4 years (NMSA 1978 § 22-8B-12[K][2]), also did not meet any of its school-specific goals during the past 3 years (NMSA 1978 § 22-8B-12[K][2]) (see pp. 14-15 for more detail).

Academic. The school met standard in 2 of 4 years (2 ‘C’s and 2 ‘D’s’ during this time period) exhibiting satisfactory performance in less than half of the categories in the A-F School Grading Report during most years. In all years, unsatisfactory performance in: (a) *school improvement*, (b) *improvement of lower performing students (Q1)*, and (c) *graduation* were observed along with unsatisfactory performance in *current standing* during most years (3 of 4 years). Overall points earned on the School Grading Report decreased by -11.89 points over a 4-year period corresponding to decreases in reading and math proficiency rates (particularly reading). As noted earlier, the school received “*Falls Far Below Standard*” ratings for all school-specific goals during the past 2 years due primarily to lack of verifiable evidence supporting purported progress towards goals.

Financial. Alma d’ Arte Charter School had 5 findings during the last 3 audit years. No findings were at the significant deficiency or material weakness classification.

Organizational. During the most recent year (2017-2018), the school received 3 “*Falls Far Below Standard*” ratings ranging from business management/oversight and English Learner identification concerns to lack of professional development in arts integration for staff (material term). In 2016-2017, the school received 7 “*Falls Far Below Standard*” ratings ranging from lack of background checks for staff to lack of approved long-term substitute waiver form (to be submitted to PED) and notice to parents for instructor teaching a course without the requisite endorsement.

The school had 4 governing council members (undetermined period of time prior to September 2017) during the 2016-2017 school but has since remedied the non-compliance.

4-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan, such as NM DASH, to improve the categories current standing, school improvement, Q1 student achievement, and graduation, to grades of at least a “C” each on the A-F School Grading Report each year of its contract (2019-2020 through 2021-2022).
- Achieve an overall rating of “*Meets Standard*” in the organizational framework during each year of its contract (2019-2020 through 2021-2022).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating (To be completed after renewal visit)
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-

2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ At present, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

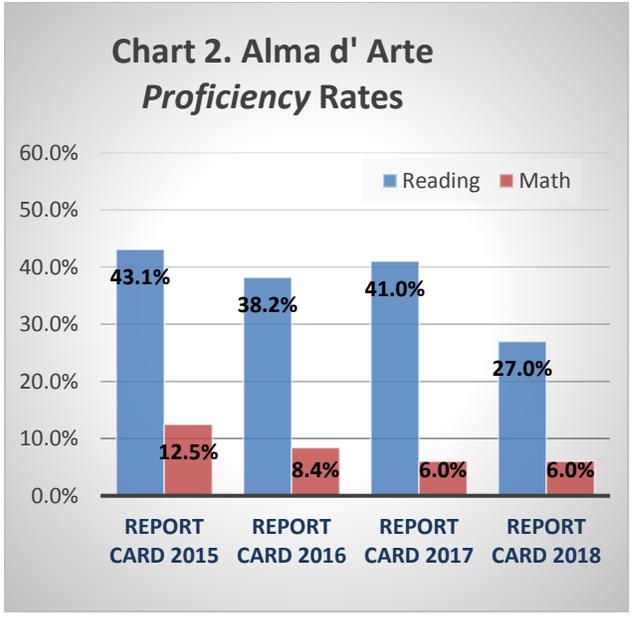
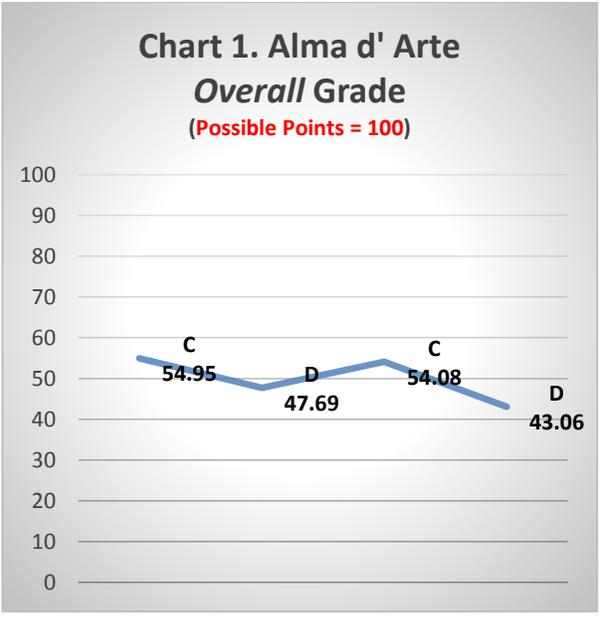
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Alma d' Arte's overall school grade in each of the last 4 years (2015-2018). The school earned 2 “C's” and 2 “D's” during the past 4 years along with earning bonus points each year. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³ Points earned ranged from 43.06 to 54.95 during this 4 year period with proficiency rates in reading and math steadily decreasing during the 4 year period (see Chart 2).

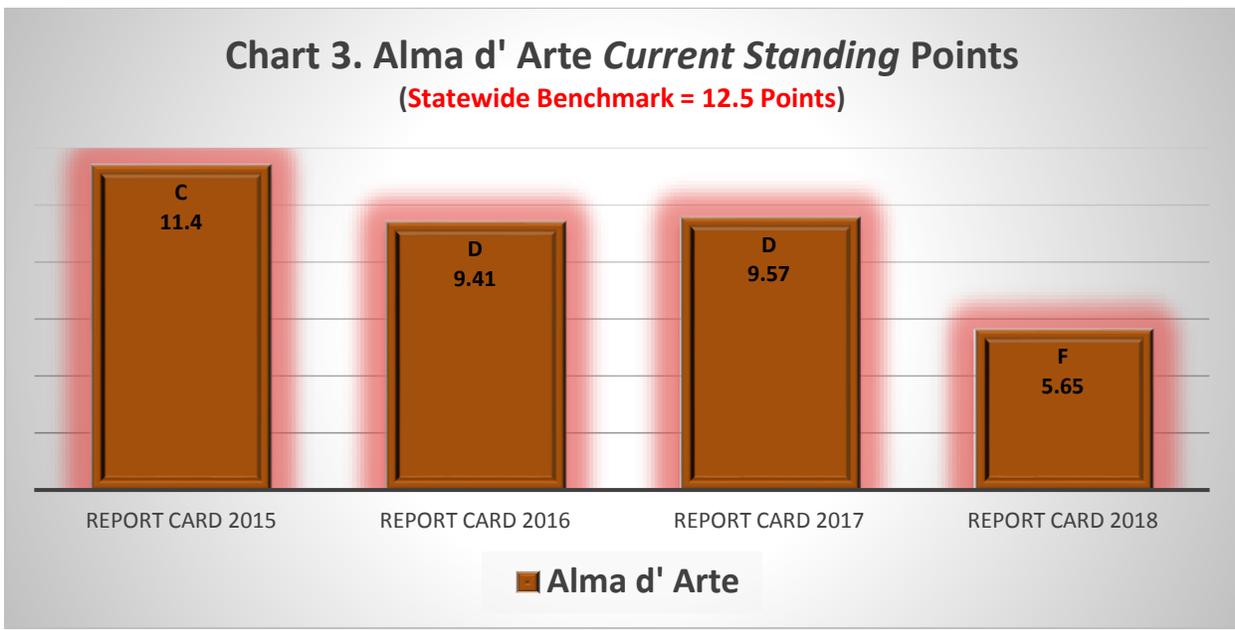
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aee.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>. In addition, similar schools data may also be obtained at: <http://aee.ped.state.nm.us/DataTableLinks.html> (document title: ‘Similar Schools 2017.xlsx’).

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>

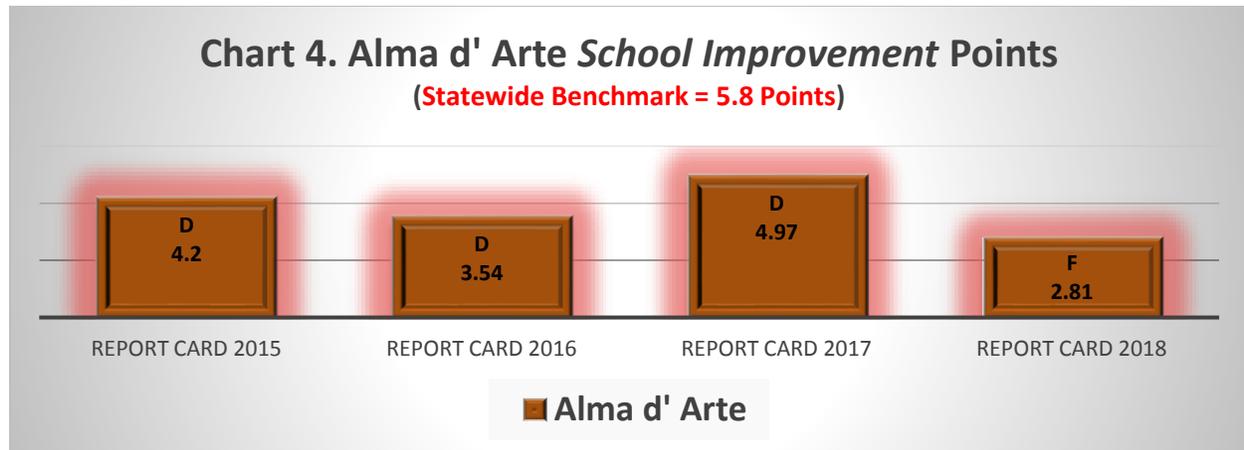


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 5.65 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points as was the case during the first 3 years of the contract. A steady decrease in points earned in the category during the past 4 years was observed.



School Improvement. The school improvement performance (formerly known as School Growth) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance

is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 2.81 – 4.97 points resulting in consistently earning a letter grade of “D” in the category during the first 3 years of its contract and an “F” in 2018. All scores were below the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected growth for each area when compared to other schools with the same size, mobility, and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected.

In most years a positive growth index was observed in reading, but a negative growth index was observed in math during all years.

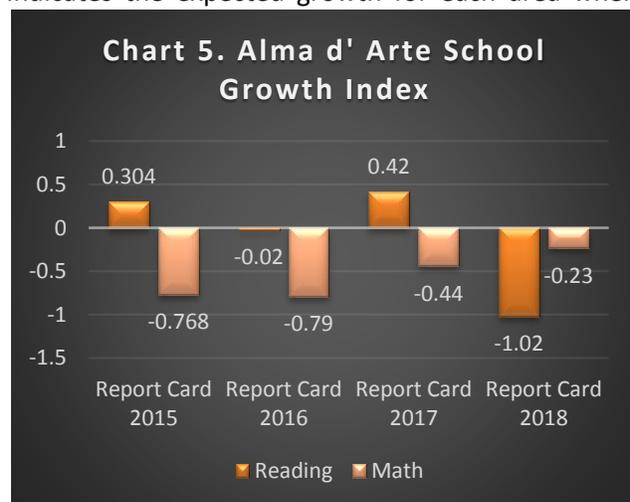
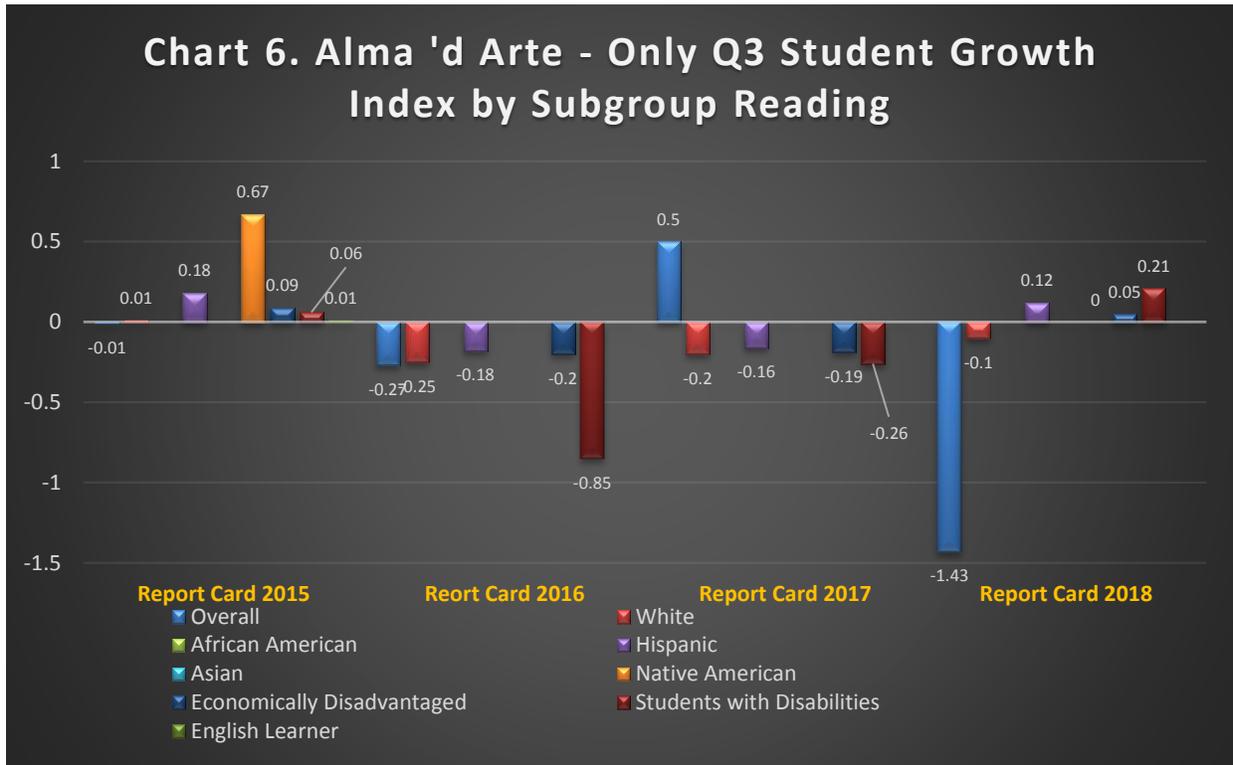
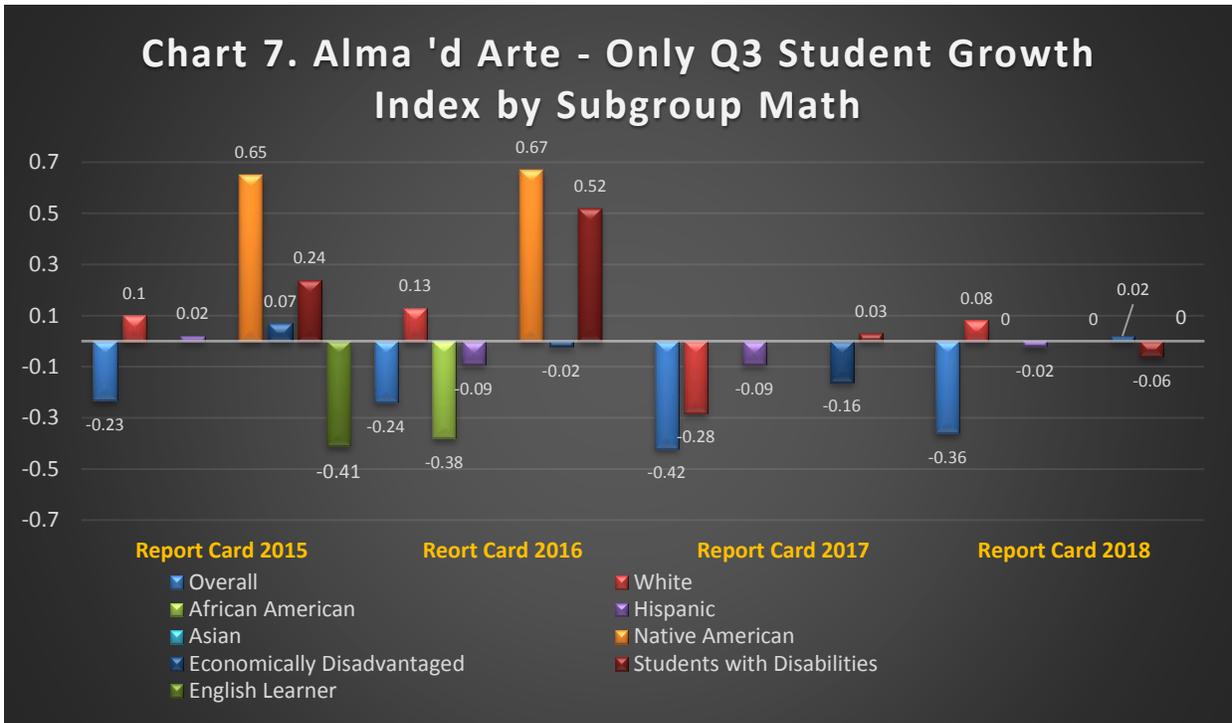


Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	3.10	1.11	4.21
2016	2.46	1.08	3.54
2017	3.31	1.66	4.97
2018	.77	2.04	2.81

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). Most subgroups did not meet expected growth in most years in reading while overall student growth were not met in 3 of 4 years during this period. In math, most subgroups met expected growth during 2015, while some met expected growth during 2018. Overall student growth were not met at any time during this period.





Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%). All subgroups during 2015 in reading did not meet expected growth while all met expected growth in 2018. Overall student growth were not met at any time during this period. In math, most subgroups did not meet expected growth in most years while overall student growth were not met at any time during this period.

Chart 8. Alma 'd Arte - Only Q1 Student Growth Index by Subgroup Reading

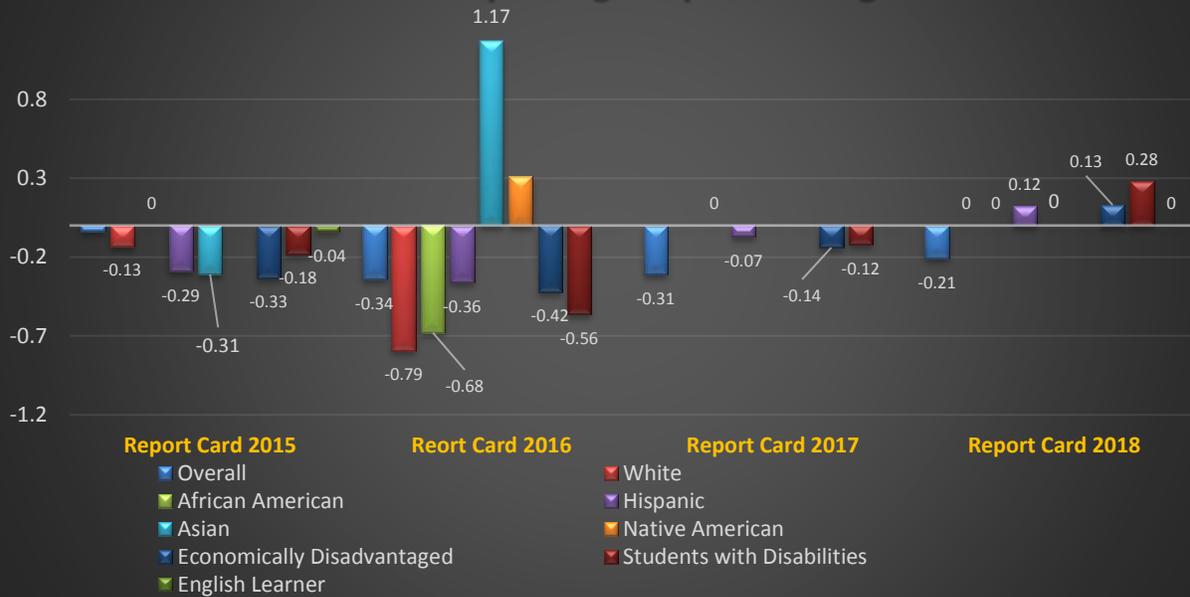
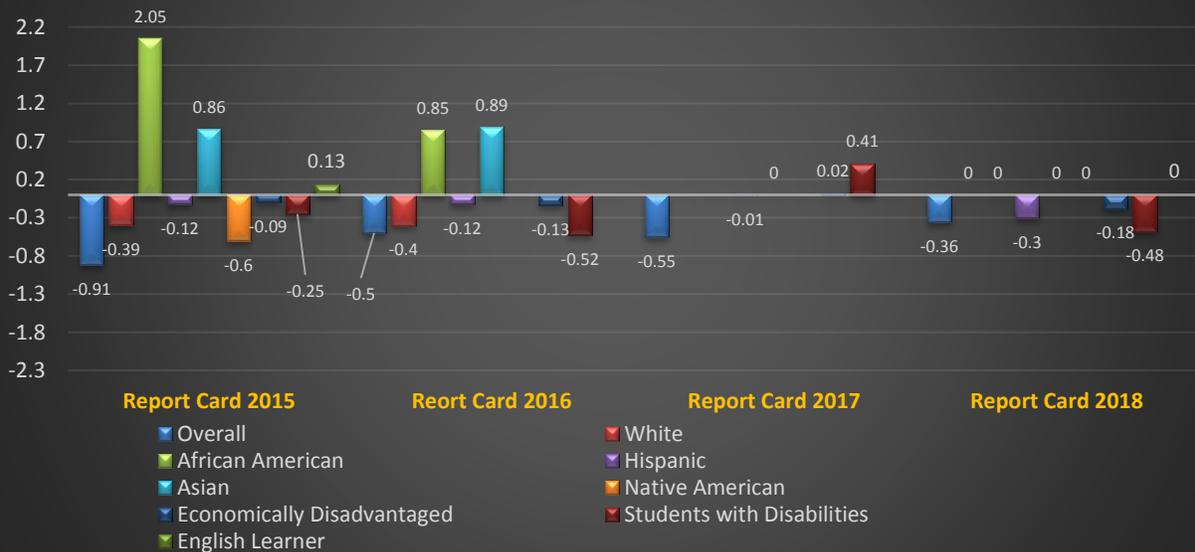
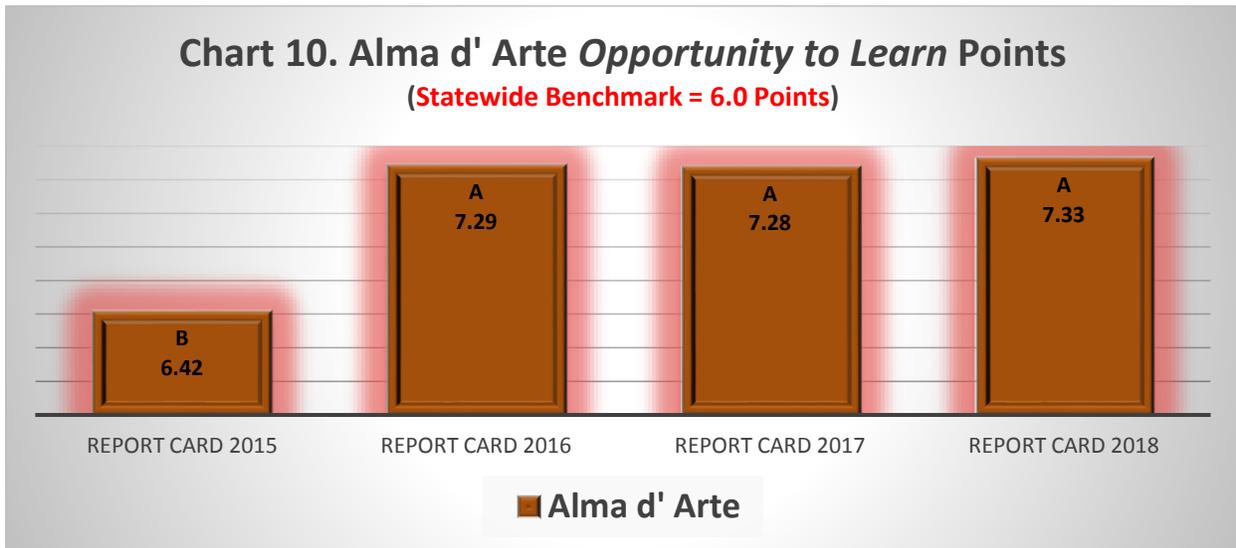


Chart 9. Alma 'd Arte - Only Q1 Student Growth Index by Subgroup Math



Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Alma d' Arte has performed well since 2015 exceeding the statewide benchmark in each of the past 4 years earning the majority of points as well as earning a letter grade of “B” in 2015 and “A’s” the following 3 years (see chart 10). In 2018, the school had a high attendance rate of 97% and along with surveys completed earned a total of 7.33 points in the category.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohorts have not surpassed the statewide goal of 90% in any of the years. Alma d’ Arte had a high of 73% for the cohort of 2016 and a low of 60% for the cohort of 2017. The cohort of 2014 surpassed the statewide benchmark resulting in a letter grade of “B” during that year. The school did not reached statewide benchmark during the next 3 years. The cohorts of 2014 and 2016 surpassed the statewide average, but were below the surrounding district’s graduation rate in each of the past 4 years.

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

Chart 11. Alma d' Arte Graduation Points
 (Statewide Benchmark = 12.8 Points)

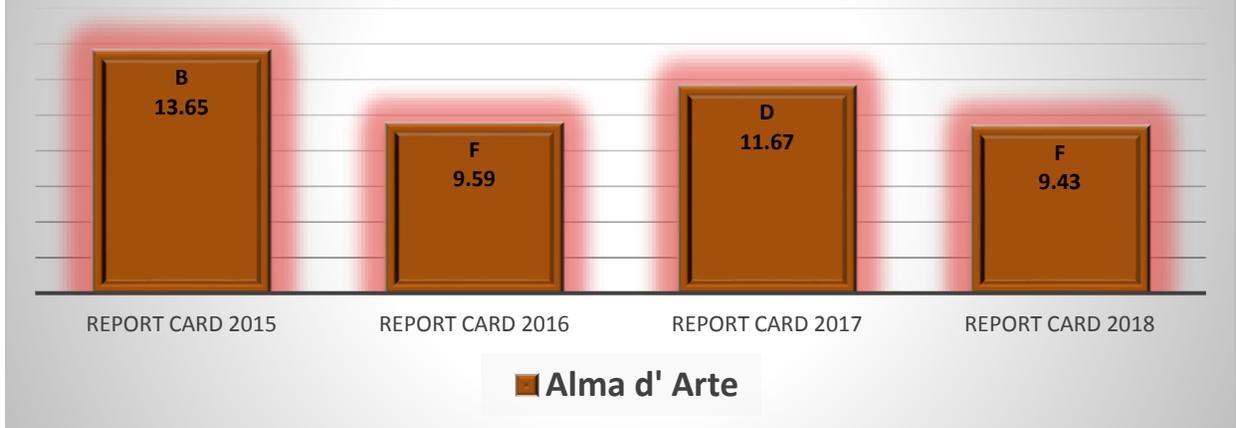
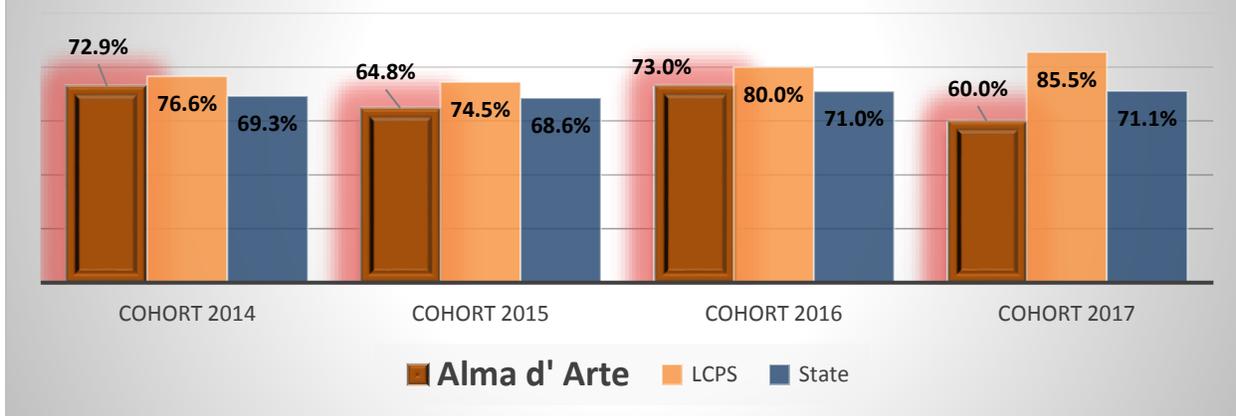


Chart 12. Alma d' Arte 4-Year Graduation Rate (Multi-Year)

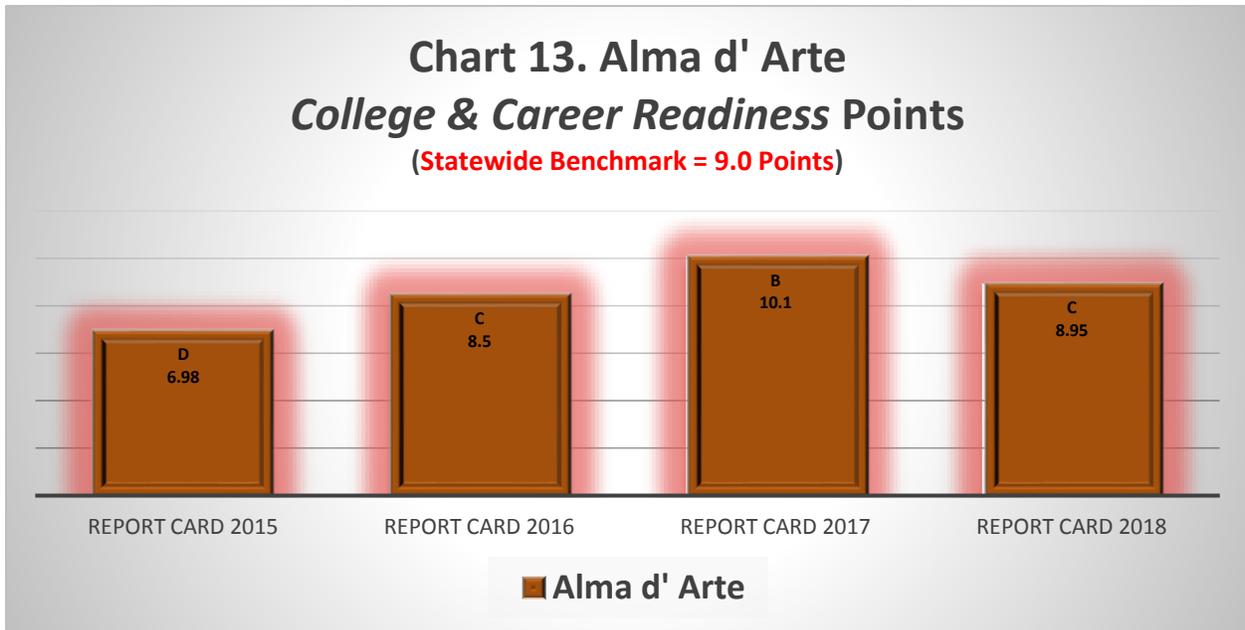


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. Alma d' Arte met standard in 3 of 4 years earning 2 "C's" and 1 "B" surpassing the statewide benchmark in 2 of the 4 years. In 2018, the school report card data indicated that 69% of students at the

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN), which resulted in the school earning 3.45 points out of 5 for this portion of the category. Out of the 69% of Alma d' Arte students who participated in *College and Career Readiness* opportunities in 2018, 55% were successful, resulting in an additional 5.5 points earned (10 possible) for this portion of the category.



1b. Specific Charter Goals

This section includes analysis of Alma d' Arte Charter School's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2016-2017 (the renewal application kit will be updated with data from the 2017-2018 school year once it is made available). Note that the school received ratings of "Falls Far Below Standard" for all goals in 2017 because it did not provide verifiable evidence as requested to substantiate purported progress towards each indicator. Overall, a steady decline in reaching standard for each goal since 2015 was observed.

Charter Specific Goals

2.a. Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at Alma d' Arte 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.b. Mission Specific Indicator: Students graduating from Alma d' Arte Charter High School who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will be prepared as artist-scholars to pursue careers and post-secondary education in the arts and all fields of their choice, as demonstrated by completion of arts electives. The grading system will utilize rubrics relevant to and aligned to Common Core Standards to determine student grades."

2.c. Mission Specific Indicator: Graduates of Alma d' Arte who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will demonstrate College and/or Career Readiness as defined by

- a.) Measures of college readiness established by academic scores earned on any of the following assessments: PSAT, SAT, ACT, COMPASS and
- b.) Dual credits, AP, Honors or on-line course earned throughout high school and
- c.) Completion of the Alma d' Arte apprenticeship program."

Figure 2. Progress towards Charter Specific Goals.⁶

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2.a	Improve graduation rate		X						X				X
2.b	Complete arts elective		X					X					X
2.c	Demonstrate career and/or college readiness			X					X				X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2.a	Improve graduation rate				X
2.b	Complete arts elective				X
2.c	Demonstrate career and/or college readiness				X

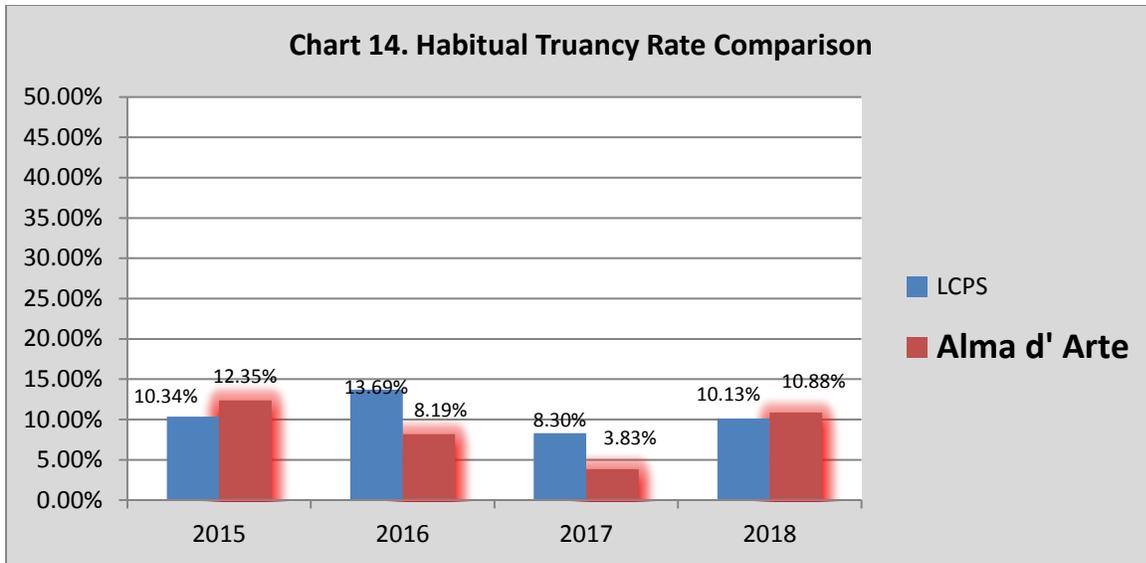
Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The following table (next page) reflects the school’s habitual truancy rate compared to the local district, Las Cruces Public Schools (LCPS). Alma d’ Arte Charter School’s habitual truancy rate decreased from 12.35% in 2015 to 3.83% in 2017 but increased by +7.05 percentage points in 2018. In both 2015 and 2018, Alma d’ Arte Charter School’s habitual truancy rates were higher than LCPS. Caution, however, should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.

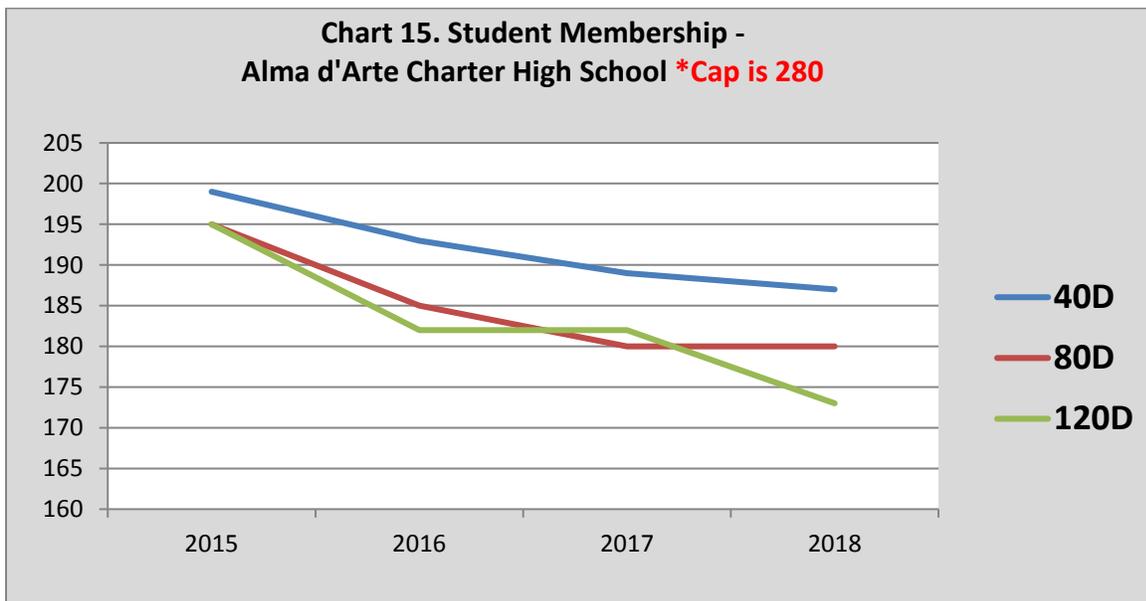
⁶ Charter Specific Goals are referred to as “Mission-Specific Indicators” in the school’s contract and performance framework.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District

Student Membership (Enrollment)

The chart below illustrates the student membership for each of the years in operation during the current contract term. The school’s enrollment has decreased each year since 2015 at an average of 4 - 5 students per year. The overall decline from Fall 2014 to Spring 2018 was 26 students (13% decrease). The data points on the chart indicates that enrollment decreased each year from the 40th day to the 120th day. The decrease in 2018 was 14 students (7%). As of 2017-2018, the school had not reached its enrollment cap of 280. The school is operating at approximately 67% of its approved capacity.

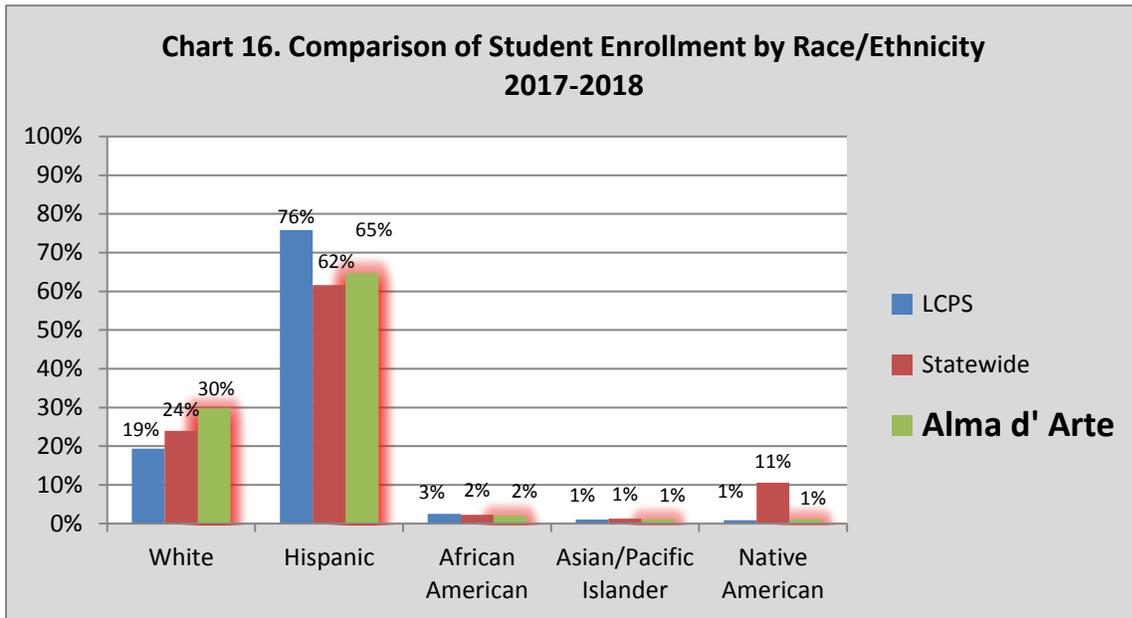


Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity

Alma d’ Arte Charter School’s student demographics data illustrates that it serves a *lower* percentage of Hispanic students when compared to LCPS (65% vs. 76%). The school serves a *higher* percentage of White

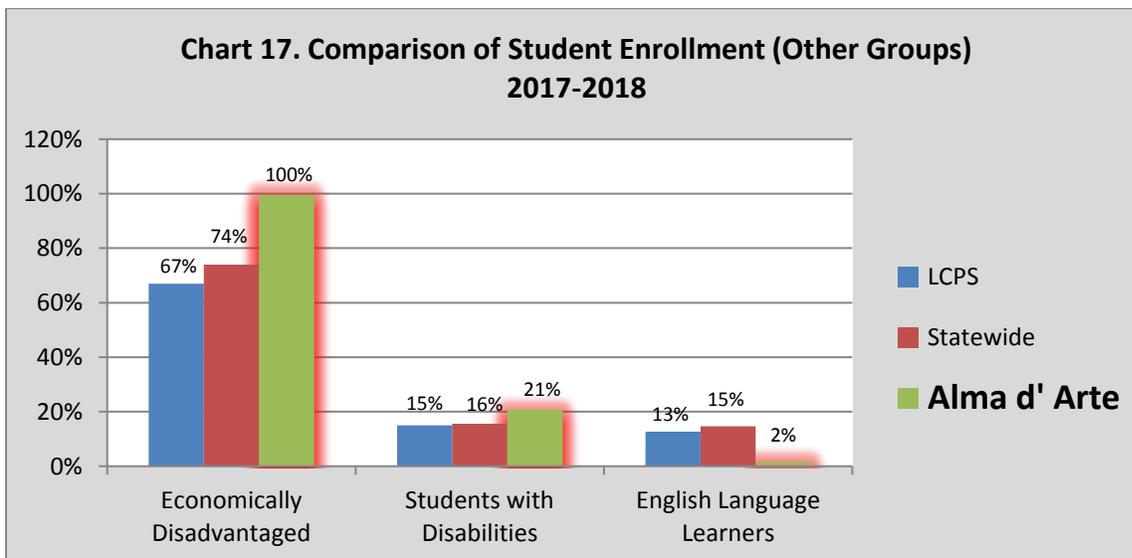
students when compared to the district (30% vs. 19%) and serves similar percentages of African American, Asian/Pacific Islander, and Native American students when compared to the district.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

Alma d’ Arte Charter School serves a *higher* percentage of students who are economically disadvantaged as well as those with disabilities when compared to the district and state. In one case as much as +26 percentage points higher. The school serves a *lower* number of English Learners (2%) compared to LCPS (15%) and statewide (13%). Practices for identifying English Learners was noted as a compliance concern 2-years in a row.



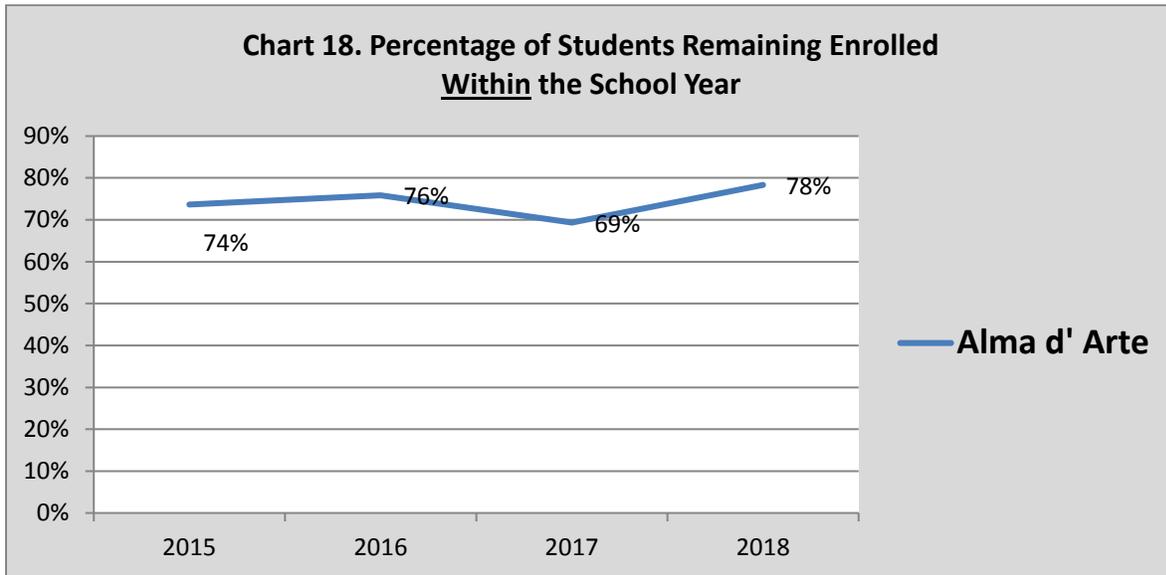
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In its Performance Framework, the Public Education Commission (PEC) has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

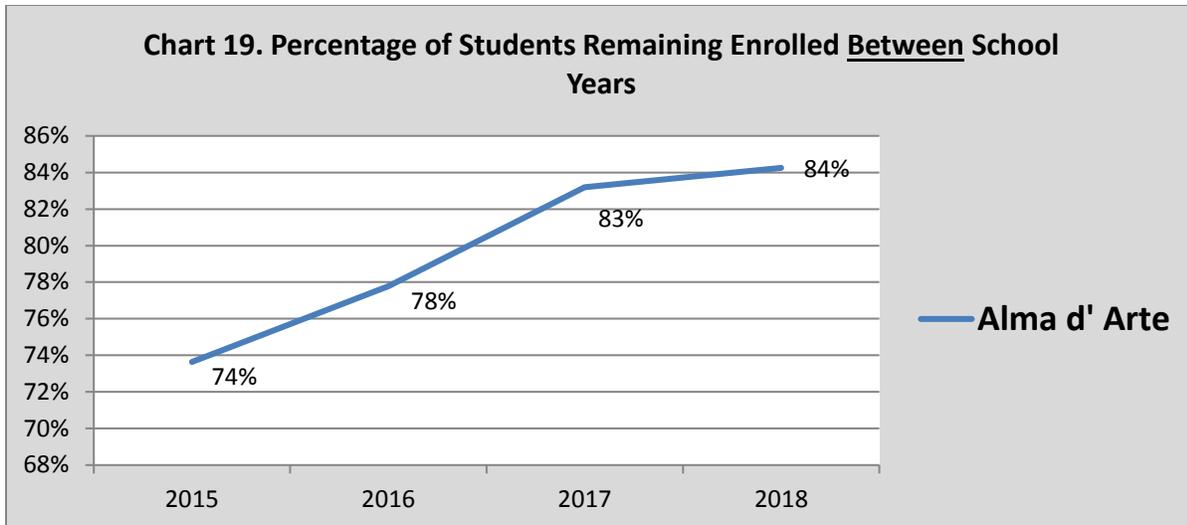
The chart below illustrates that 22% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. Within-year student retention increased slightly during the contract term, with a dip in the 2016-2017 school year.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment, this measure is calculated by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated) and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control were removed from the data set.

The next chart illustrates recurrent enrollment at the school. Student enrollment data show that 73.64% of the students that completed the school year in 2013-2014 returned to the school in 2014-2015. The chart also shows that 84% of students from 2016-2017 re-enrolled in 2017-2018. The school experienced an increase in percentage of students eligible to re-enroll from one year to the next who eventually re-enrolled.

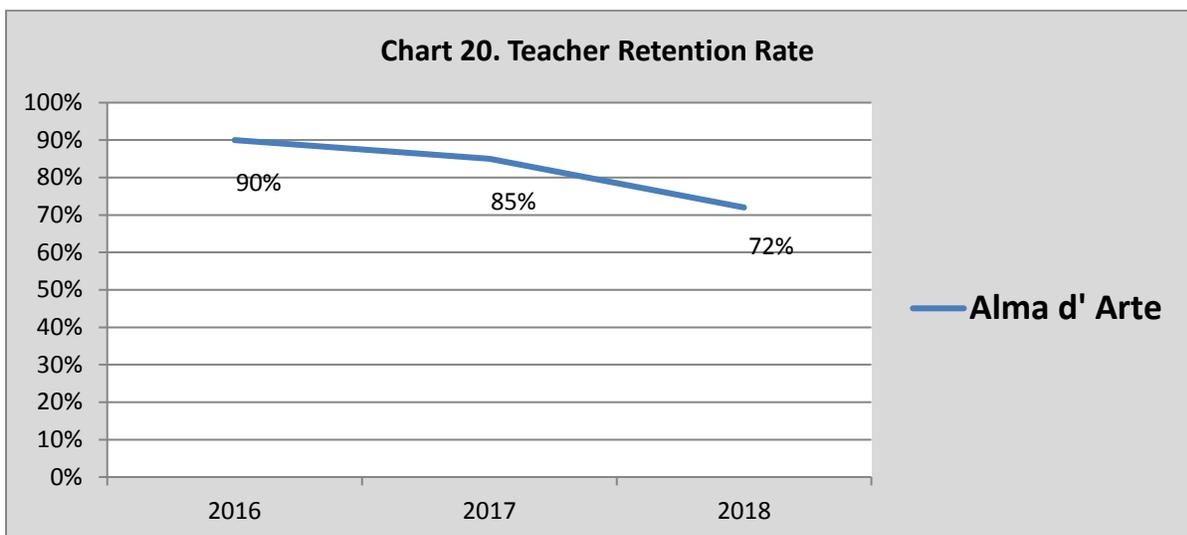


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention rate over time. Data is calculated by comparing the license numbers of teachers from one year to the next. For example, all teacher license numbers identified during the 80D reporting period in 2014-2015 were compared to teacher license numbers the following year during the same reporting period. The percentage of duplicate license numbers were compared in the second year to determine the teacher retention rate.⁷

The chart below shows a steady decrease in teacher retention by nearly 20 percentage points from 2016 to 2018.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

⁷ Teacher retention rate may be impacted by staff transition from teaching assignment to program administration position within the same LEA (such as from special education teacher to special education director).

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	-	-
FY16	-	-	-
FY15	4	-	-

Summary of Fiscal Reports

In **FY17**, the school received **1 finding of non-compliance** related to mileage reimbursements.⁸

- 2017-001 Mileage Reimbursements – (Compliance)**
Condition: For the year ended June 30, 2017, auditor noted that the School reimbursed employees for mileage at a rate of forty-four cents per mile. Of the 2 travel items tested that included mileage reimbursements, 100% reimbursed a rate higher than the current statutory rate.

In **FY16**, the school received **0 findings**.

In **FY15**, the school received **4 findings of non-compliance** related to timely deposits, Bar Adjustment Requests, mileage reimbursements, and per diem rate reimbursements.

- 2014-001 Timely Deposits - (Non-Compliance in Accordance with the New Mexico State Audit Rule)**
Condition: During our cash receipts testing we noted that deposits were not being made within twenty-four (24) hours after being received. Of our sample of 12, one receipt totaling \$1,600 was not deposited within 24 hours. There were an additional 4 receipts totaling \$3,996.24 that were missing documentation and it could not be determined if they were deposited timely. No progress has been made in the current year.
- 2015-001 Budget Adjustment Requests (BAR) (Compliance)**
Condition: We noted the School budgeted more cash carryover of \$69,058 than the School had available for the Operational Fund.
- 2015-002 Mileage Reimbursements – (Compliance)**
Condition: For the year ended June 30, 2015, auditor noted that the School reimbursed employees for mileage at a rate of fifty-five cents per mile. Of the 5 travel items tested that included mileage reimbursements, 100% reimbursed a rate higher than the current statutory rate. Of these 5 items, the total excess reimbursed was \$193.94.
- 2015-003 Per Diem Rate Reimbursements – (Compliance)**

⁸ See audited financial statements which may be obtained at: <https://webnew.ped.state.nm.us/bureaus/administrative-services/accounting/>.

Condition: For the year ended June 30, 2015, auditor noted that the School reimbursed employees in excess of the allowable rate for per diem once of seventeen items tested. Additionally, the School could not provide documentation for three of seventeen travel disbursements tested, for \$1,939.90.

2b. Board of Finance

The governing council of Alma d' Arte Charter School's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

To graduate artist/scholars prepared to succeed.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

School Vision:

To be a pre-eminent center for artistic and academic excellence in preparing students for post secondary education and successful living in a global community.

Alma d' Arte provides at least four art strands (visual arts, performing arts,culinary arts and literary arts) that students choose from year to year.

Student – Focused Term(s).

Alma students are expected to contribute in one or more of the following each semester:

- *the school's Winter Arts Showcase,*
- *a recruiting presentation or event,*
- *a community arts event such as the Love of Art Month activities, or*
- *a community-based activity or event as part of the apprenticeship experience.*

As an essential component of the school's academic and artistic focus, seniors at the school will participate in apprenticeships. The teachers work with the students to identify the community mentors for the apprenticeships.

Community-based activity or event as part of the apprenticeship experience Teacher – Focused Term(s).

Alma will provide annual training for teachers in integrating curriculum, including arts with core and the reverse.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the past 2 years, Alma d’ Arte Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
7	7	3

Figure 5. 2016-2017 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
3	7	7

Summary of “Falls Far Below” Ratings Over 2-Year Period

- **Notice to parents.** The school did not provide evidence of written notification to parents of students taught by a long-term substitute teacher or teacher not holding the requisite licensure endorsement in health [6.29.1.9.C.9.b NMAC].
- **English Language Learners.** The school did not provide evidence of properly: (a) identifying, (b) administering screening assessment, and (c) servicing eligible students [6.29.5.11.E NMAC].
- **Governance requirement.** The school did not provide evidence of maintaining five (5) board members throughout the term of the contract. PED records indicate the board dropped to below five (5) members prior to September 2016. PED does not have records before that time, so it is unclear when the board initially dropped below five members [NMSA § 22-5-1].
- **Evaluation of head administrator.** The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC].
- **Long-term substitute waiver.** The school did not provide evidence it sought waiver approval (long-term substitute or licensure endorsement flexibility waiver) from the Department for a health course taught by an unendorsed teacher [NMSA § 22-10A-16; 6.29.1.9(C)(9)(d) NMAC].
- **Background check.** The school did not provide evidence of completed background checks for two (2) instructional staff [NMSA § 22-10A-5].
- **Health and safety.** The school did not provide evidence of providing child abuse and neglect detection training to staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC].

- **Material term.** The school did not provide evidence of staff professional development related to integrating arts into core courses [Charter Contract, p. 34].
- **Business Management and Oversight.** The school did provide evidence that it is implementing its audit Corrective Action Plan (CAP).

3c. Governing Body Performance

According to the last reporting from this school, Alma d’Arte Charter School has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Alma d’Arte Charter School’s Governing Board:

Figure 6. Governing board composition.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Gene Elliott	President	January 2017	Continuing	Complete
Casilda Provencio	Vice President	January 2018	Continuing	Complete
Carolyn Williams	Secretary	January 2016	Continuing	Complete
Karen Caroe	Member	January 2016	Continuing	Complete
Dr. Godfrey Crane	Member	December 11, 2017	New	Complete

**As of information submitted July 1, 2018. Members have 2-year terms that can be renewed. This date indicates only the current term of service.*

According to PED records, the school had completed all training for FY18. The school had three members complete the required training in FY17. The school had six (6) members complete the required training in FY16. The school had four members complete the required training in FY15.

Alma d’ Arte Charter School did not maintain the statutorily required five member board throughout the term of the contract (see NMSA 1978 § 22-5-1). PED records indicate the board dropped to below five members prior to September 2016. PED does not have records before that time, so it is unclear when the board initially dropped below five members.

On June 12, 2017, Mr. William Brogan joined the board, but resigned on August 14, 2017. The board remained at four members until Dr. Crane joined the board on December 11, 2017. Mr. Brogan did not complete any training as required by 6.80.5.9 NMAC.

Mr. Alfredo Diaz is the current business manager for Alma D’Arte Charter School. No changes are on file at the PED since the start of the contract term.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the last year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the last year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's original Mission Statement.	Approved	02/13/2013	N/A



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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Cesar Chavez Community School
September 4, 2018

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SCHOOL SUMMARY

School Name:	Cesar Chavez Community School
School Address:	1325 Palomas Dr SE, Albuquerque, NM 87108
Head Administrator:	Tani Arness
Business Manager:	Kate Shelton
Authorized Grade Levels:	9-12
Authorized Enrollment:	300
Contract Term:	July 1, 2014 – June 30, 2019
Mission:	<i>“Cesar Chavez Community School offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.” (Contract, p. 33)</i>

Preliminary Recommendation

This report serves as notice to the Governing Council of **Cesar Chavez Community School** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew its charter for a term of 5 years with defined goals for school improvement in the academic framework** because the school demonstrated progress towards the Department’s Standards for Excellence (NMSA 1978 § 22-8B-12[K][2]) in the majority of contract years with a noted areas of concern. The school also met 100% of its school specific goals since 2015 receiving “Exceeds Standard” ratings for all during the past 2 years.

Academic. The school exhibited satisfactory performance in over half of the categories in the A-F School Grading Report since 2015. However, in all years, low achievement in: (a) *current standing*, (b) *improvement of lower performing students (Q1)* and (c) *graduation* were observed. Achievement of school specific goals (including optional supplemental indicator[s]) were noted for all years.

Financial. The school had: (a) no repeat audit findings during the last 3 audit years, (b) had no more than 1 audit finding per year, and (c) none of the findings were at the significant deficiency or material weakness classification.

Organizational. During the most recent year (2017-2018), the school received zero (0) “*Falls Far Below Standard*” ratings and one (1) “*Falls Far Below Standard*” rating in 2016-2017, which was related to lack of evidence requested to show the school’s efforts to remedy the audit finding received during FY16.

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan, such as NM DASH, to improve the Q1 *student achievement* category to a letter grade of at least a “C” on the A-F School Grading Report each year of its contract (2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating <small>(PED will complete upon completion of renewal site visit)</small>
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

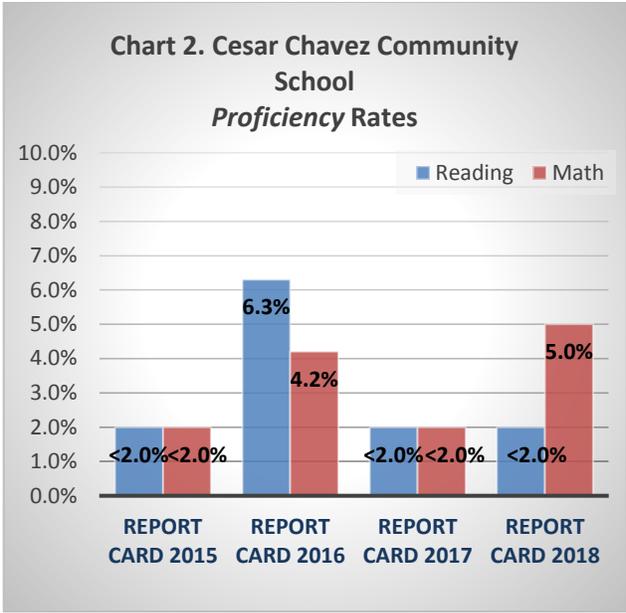
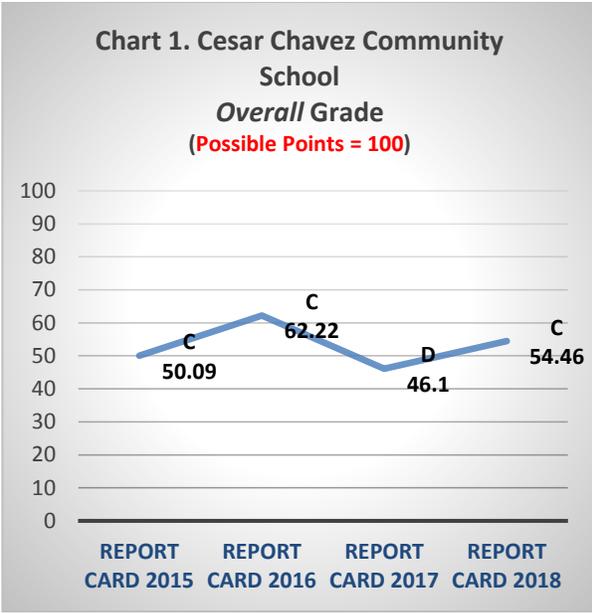
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

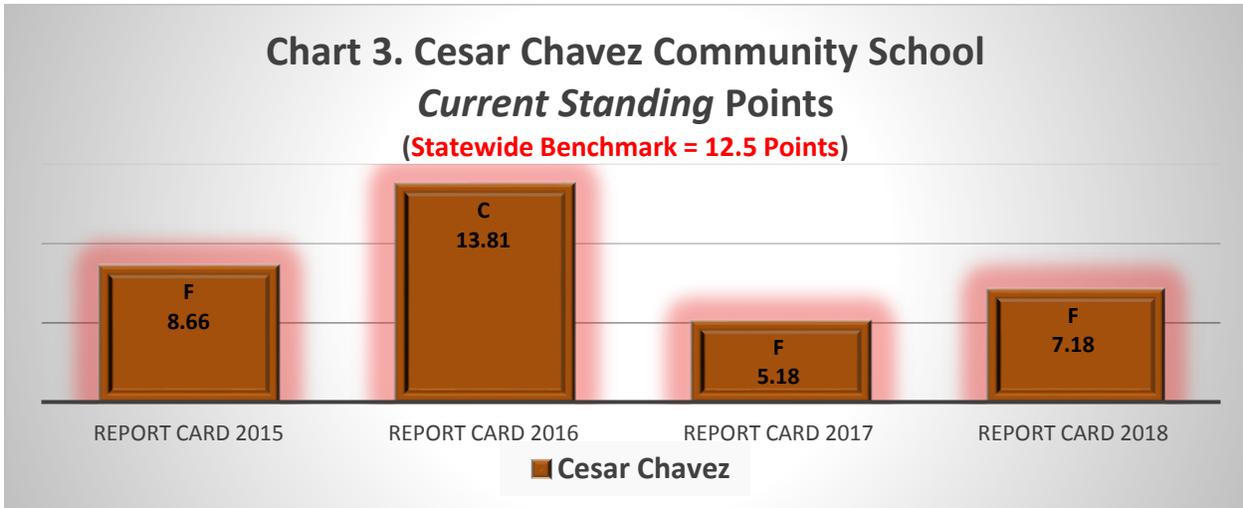
Overall Standing. Chart 1 illustrates Cesar Chavez Community School's overall school grade in each of the last 4 years (2015-2018). The school earned 3 “C”s and 1 “D” during the past 4 years. Cesar Chavez Community School received approximately half of the possible points in each year of its contract with a high of 62.22 points in 2016 and a low of 46.1 points in 2017. In addition, the school earned bonus points (specifically for ‘*Student and Parent Engagement,*’ ‘*Truancy Improvement,*’ and ‘*Other*’), which would have resulted in an overall letter grade of “D” instead of a “C” on the 2015 School Grading Report. Both 2016 and 2018 would still have reported “Cs” without the bonus points. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. Cesar Chavez Community School has performed well overall with the exception of 2017 during the term of its contract.

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

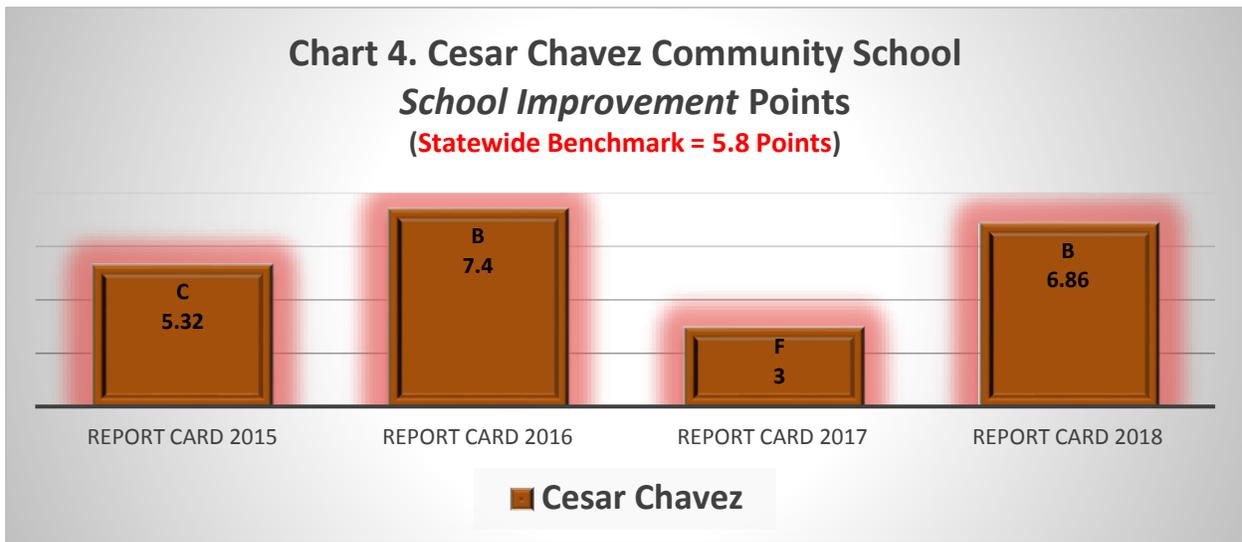


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 7.18 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points. The school has earned an “F” in the category in 3 of 4 years.



School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to other schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 3.0 – 7.4 points during the past 4 years earning a letter grade of “B” in the category in 2 of 4 years including in 2018. Three (3) of 4 years were above the statewide benchmark of 5.8 points.

**Chart 4. Cesar Chavez Community School
School Improvement Points**
(Statewide Benchmark = 5.8 Points)



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

In most years, a positive growth index was observed in both reading and math with the exception of 2017 when negative growth indices were observed.

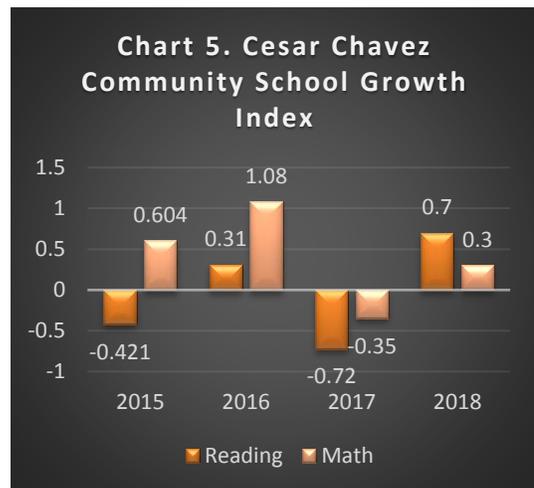


Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	1.69	3.63	5.32
2016	3.10	4.30	7.40
2017	1.18	1.82	3.00
2018	3.78	3.08	6.86

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups (excluding masked data) in most years met expected growth in reading with overall student growth being met in 2 of 4 years. Similarly in math, the majority of subgroups (except Students with Disabilities) in most years met expected growth with overall student growth being met in 2 of 4 years.

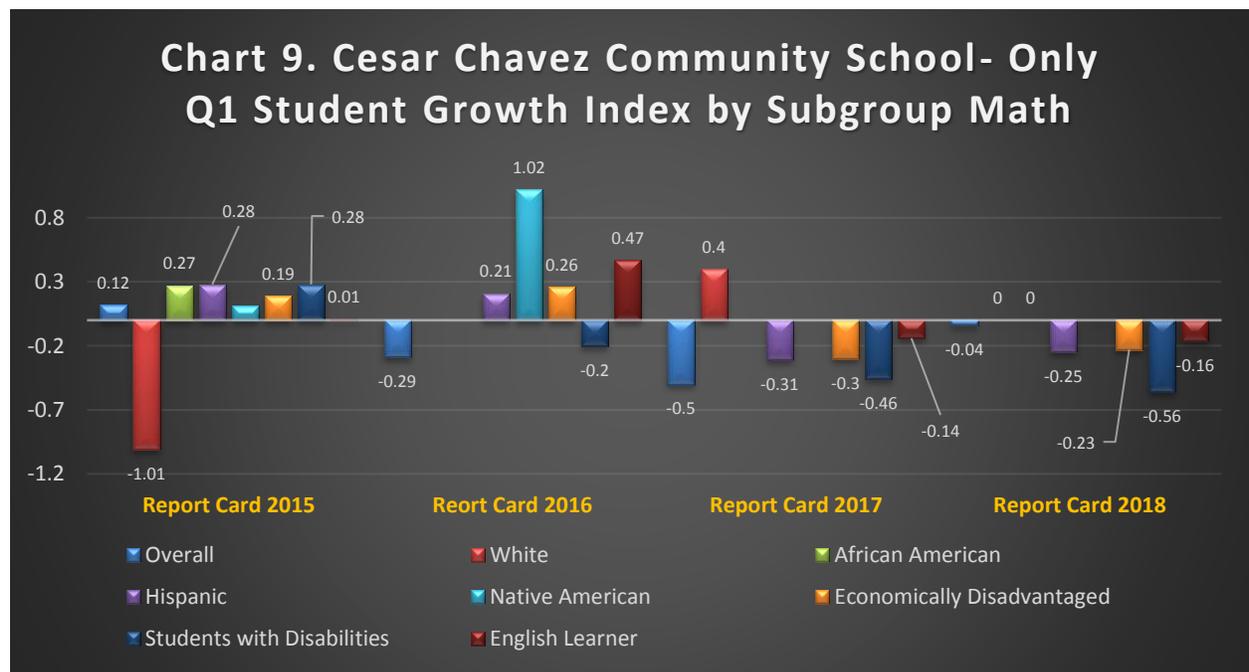
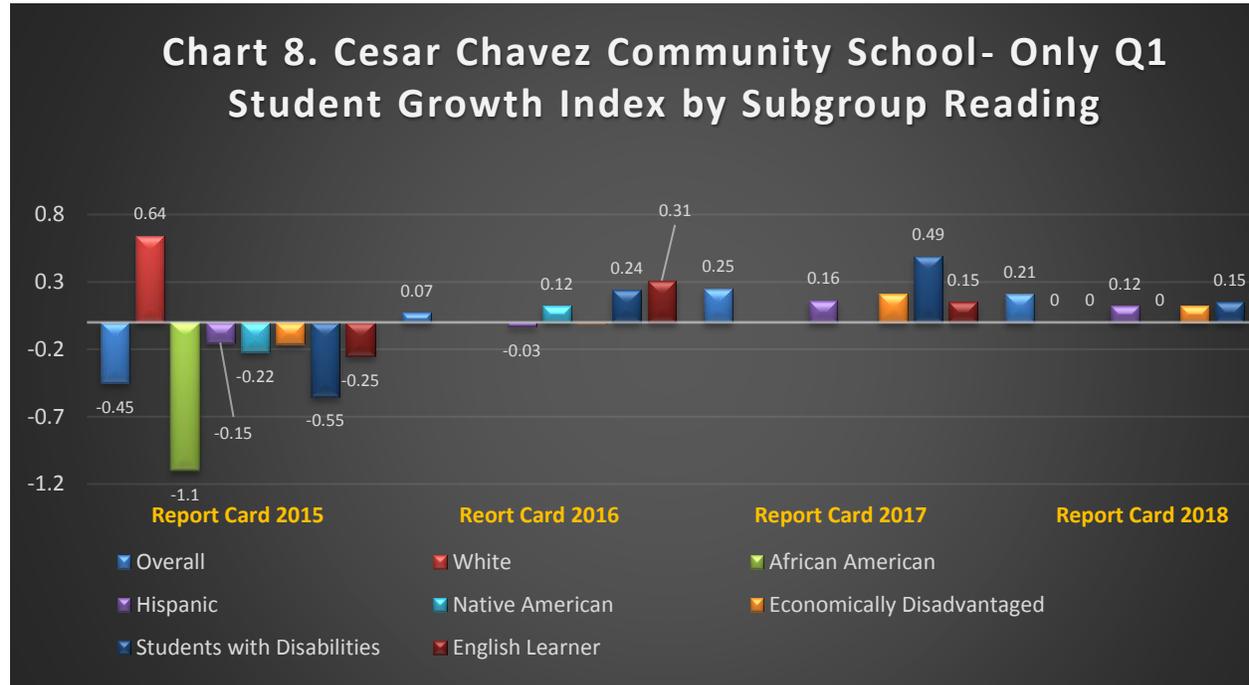
Chart 6. Cesar Chavez Community School- Only Q3 Student Growth Index by Subgroup Reading



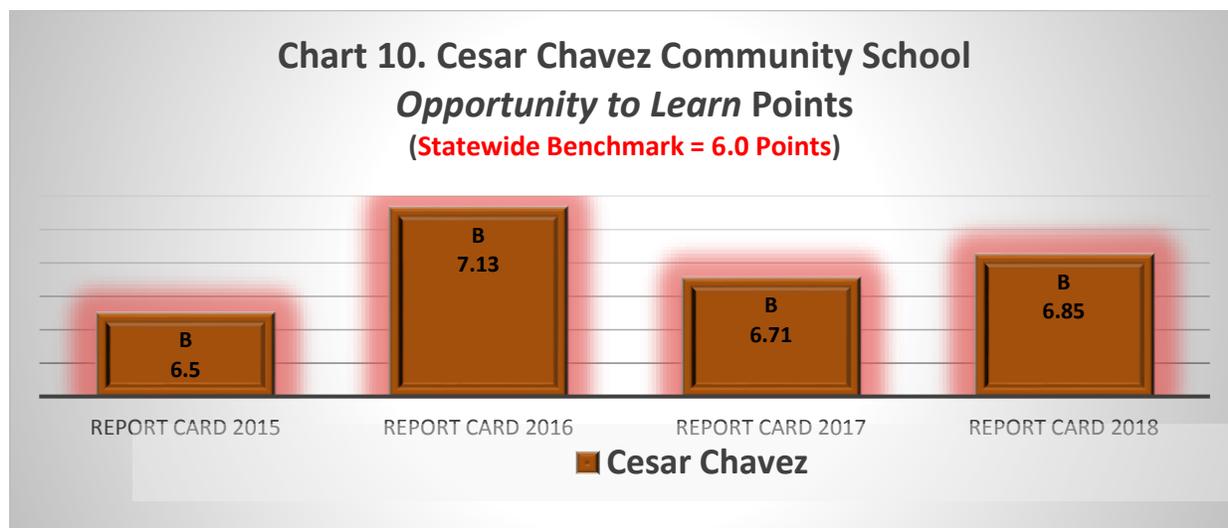
Chart 7. Cesar Chavez Community School - Only Q3 Student Growth Index by Subgroup Math



Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (top 25%). All subgroups (excluding masked data) in most years met expected growth in reading with overall student growth being met in 3 of 4 years particularly in the later years of the contract. In math, all subgroups in most years met expected growth with overall student growth being met in 2 of 4 years particularly in the early years of the contract.



Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide). This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Cesar Chavez Community School performed well since 2015 and exceeded the statewide benchmark during the past 4 years earning the majority of points as well as earning a letter grade of “B” in the category during each of these years (see chart 10 next page). In 2018, the school had an attendance rate of 67% which along with survey results earned the school 6.85 points and a letter grade of “B” for the category.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any reporting date. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school qualifies for the Supplemental Accountability Measure (SAM) in which “*non-cohort graduation rate augments the 4-year cohort rate to arrive at a compiled SAM graduation rate.*”³ This approach provides schools feedback on their success in graduating “*returning dropouts and adults whose cohort is no longer part of the accountability system*” (Ibid). During the term of its contract, the school did not meet the statewide benchmark in terms of points earned receiving a letter grade of “F” in the category in each of the past 4 years. Its graduation rate decreased from the cohort of 2014 to the cohort of 2017 with the exception of the cohort of 2016 when it produced the highest graduation rate.

³ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 11. Cesar Chavez Community School Graduation Points

(Statewide Benchmark = 12.8 Points)

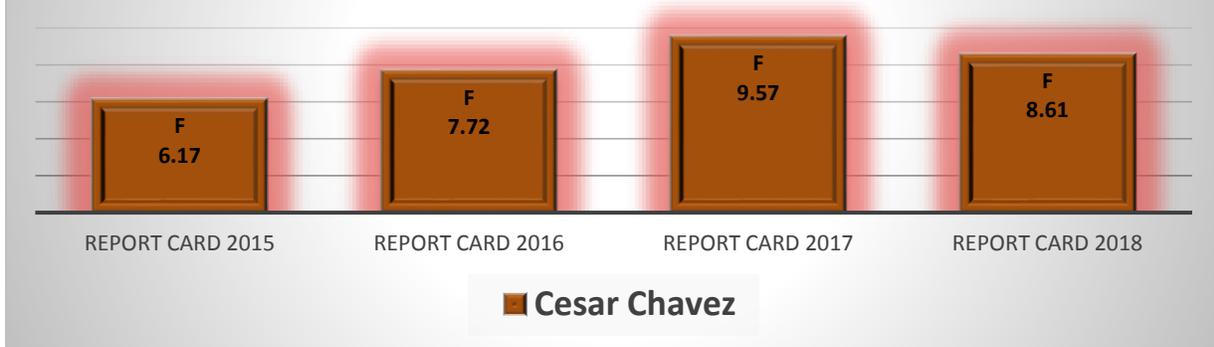
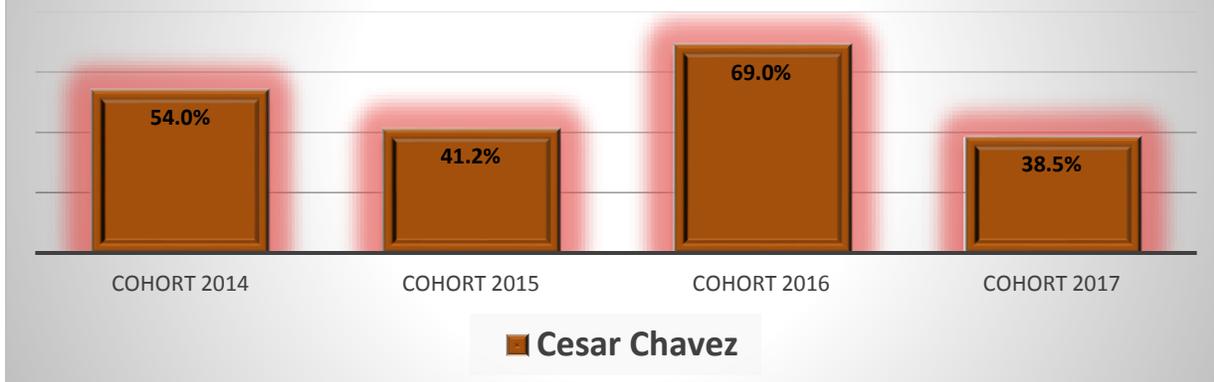


Chart 12. Cesar Chavez Community School 4-Year Graduation Rate (Multi-Year)

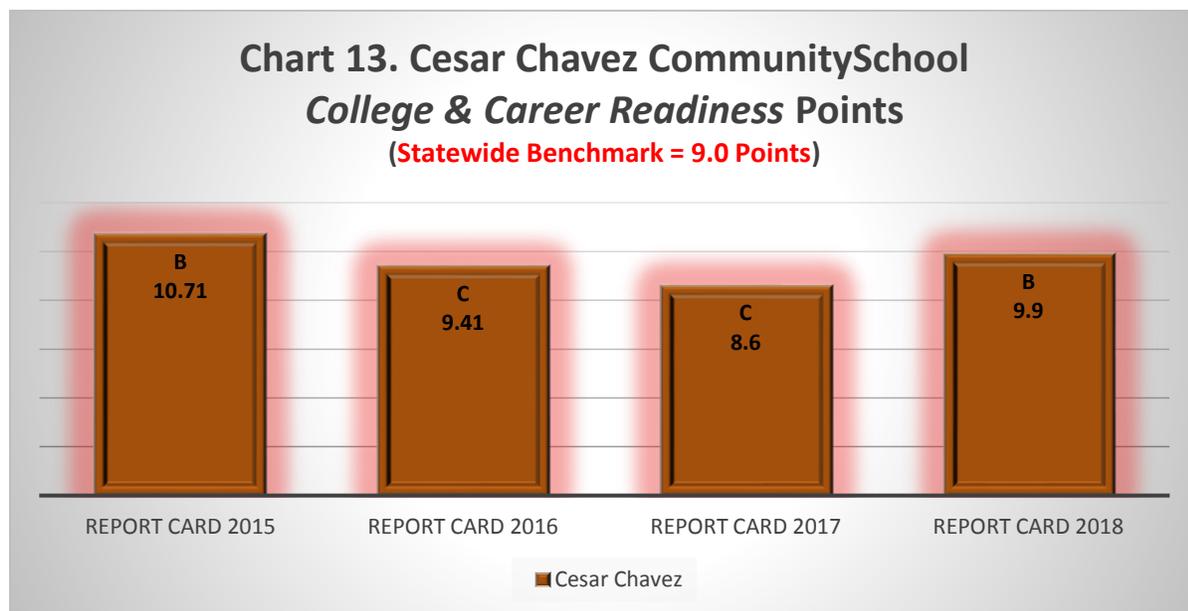


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students’ 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁴. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school’s overall grade. The statewide benchmark for points earned is 9.

The chart below illustrates the total *College and Career Readiness (CCR)* points earned during the past four (4) years. Cesar Chavez did well, surpassing the statewide benchmark in all years earning a letter grade of 2 “Cs” and 2 “Bs” in the category since 2015. In 2018, the school report card data indicated that

⁴ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at: https://aae.ped.state.nm.us/docs/Technical_Guide_2015_V2.0.pdf

68% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 3.40 points out of 5 for this portion of the category. Out of the 68% of Cesar Chavez Community School students who participated in *College and Career Readiness* opportunities in 2018, 65% were successful resulting in an additional 6.5 points earned (10 possible) for this portion of the category.



1b. Specific Charter Goals

This section includes analysis of Cesar Chavez Community School’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2017-2018. All goals were rated “*Exceeds Standard*” in 2016-2017 and 2017-2018 and 2 of 3 goals in 2015-2016 received “*Exceeds Standard.*” No goals received “*Does Not Meet Standard*” rating or lower during the term of the contract.

Charter Specific Goals

“Goal 1: Graduating Students who were attending CCCS on the 40th Day of the respective school year will be prepared for their next step in life including post-secondary education, training, work, family, and participation in the community, as demonstrated by their completion of indicators such as work-readiness measures, and/or acceptance into post-secondary education, training, or military programs. Evidence of successful post-graduation preparation will be contained in each graduate’s Graduation Transition Portfolio (GTP).”

“Goal 2: CCCS annual graduation recovery cohort will be identified by the number of students enrolled in Grade 12 on the 40th day (available in STARS) who graduate no later than the end of the summer session of that school year plus any other potential graduates that may be identified by the school on the 40th day.”

“Goal 3: CCCS graduates will be employed, enrolled in post-secondary education, job training, receiving GRADS parenting case management, and/or enlisted in the armed services, as measured by a post-graduate survey administered during the fall semester following graduation each year.”

Figure 2. Progress towards Charter Specific Goals.⁵

Goal	Description	2015 ⁶				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
1	Graduation Transition Portfolio (GTP)	X				X				X			
2	Recovery cohort graduate by end-of-summer		X				X			X			
3	Post-graduate survey	-	-	-	-	X ⁷				X			

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
1	Graduation Transition Portfolio (GTP)	X			
2	Recovery cohort graduate by end-of-summer	X			
3	Post-graduate survey	X			

Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

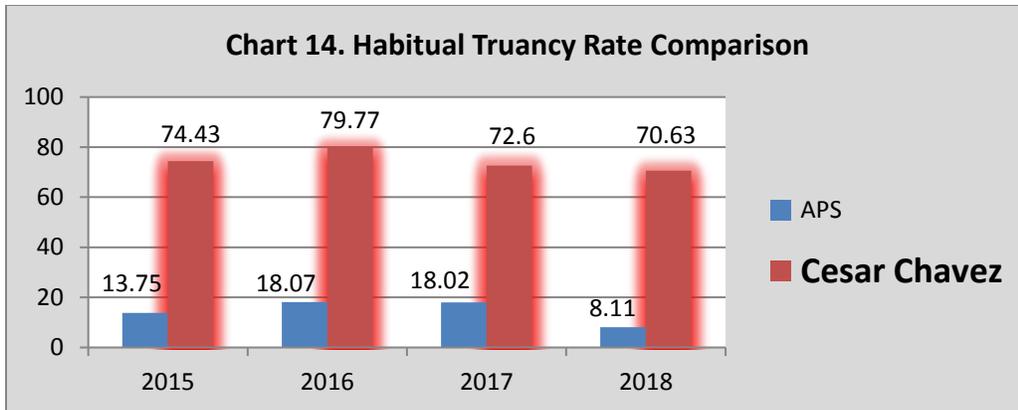
Habitual Truancy

The chart (next page) reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Cesar Chavez Charter School’s habitual truancy rate was nearly 80% in 2015-2016 which decreased the following 2 years by nearly 9%. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.

⁵ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Optional Supplemental Indicators” in the school’s contract and performance framework.

⁶ The Charter Schools Division annual report (see web-EPSS 2014-2015) indicated the following statement: “CSD Comments: Data is pending fall survey.” (Latest update was ‘4/28/2015.’ No update in fall 2015 was observed).

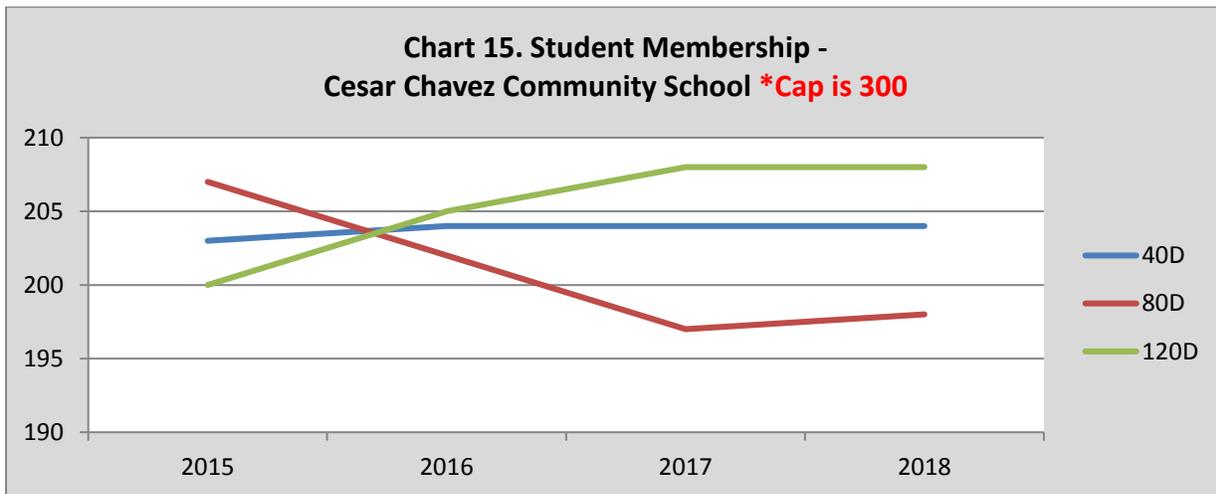
⁷ The Charter Schools Division annual report (see web-EPSS 2015-2016) indicated the following statement: “CSD cannot verify this rating.”



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

The chart below demonstrates the school’s student membership for each of the years in operation during the current contract term. The school’s enrollment at 40D has remained fairly constant. The 80D numbers show a dip in enrollment with the 120D showing an increase. As of 2017-2018, the school had not reached its enrollment cap of 300. The student enrollment indicates the school is operating at about 69% of its approved capacity.

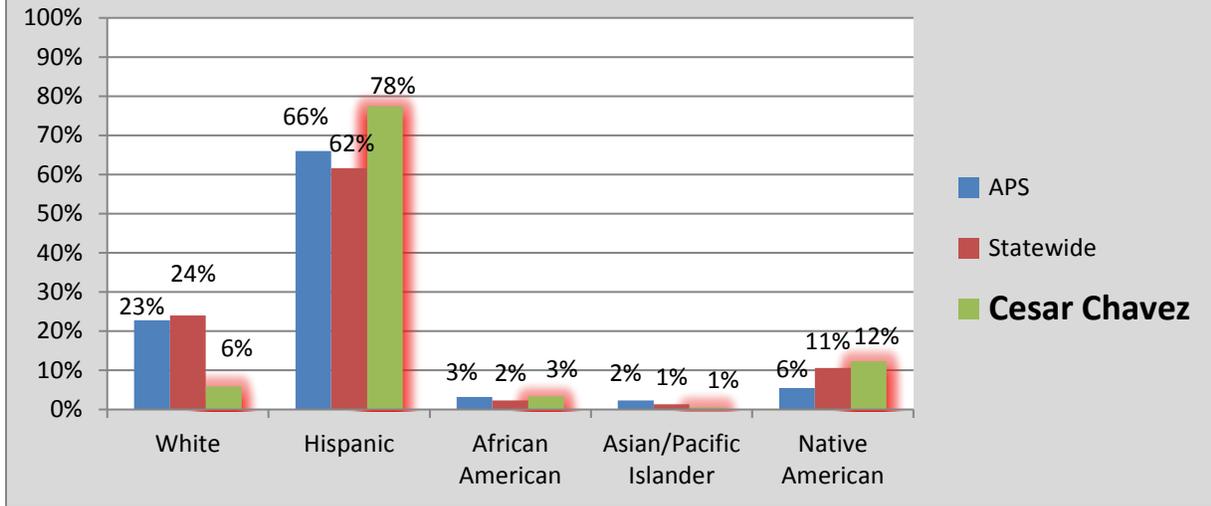


Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

The school’s student demographic data illustrates that it serves a higher Hispanic population when compared to the surrounding district (by 12 percentage points) and the state (by 6 percentage points). The school also serves a significantly higher Native American population when compared to the surrounding district (by 6 percentage points). The school serves a significantly *lower* percentage of White students and similar percentage of African American and Asian/Pacific Islander students.

**Chart 16. Comparison of Student Enrollment by Race/Ethnicity
2017-2018**

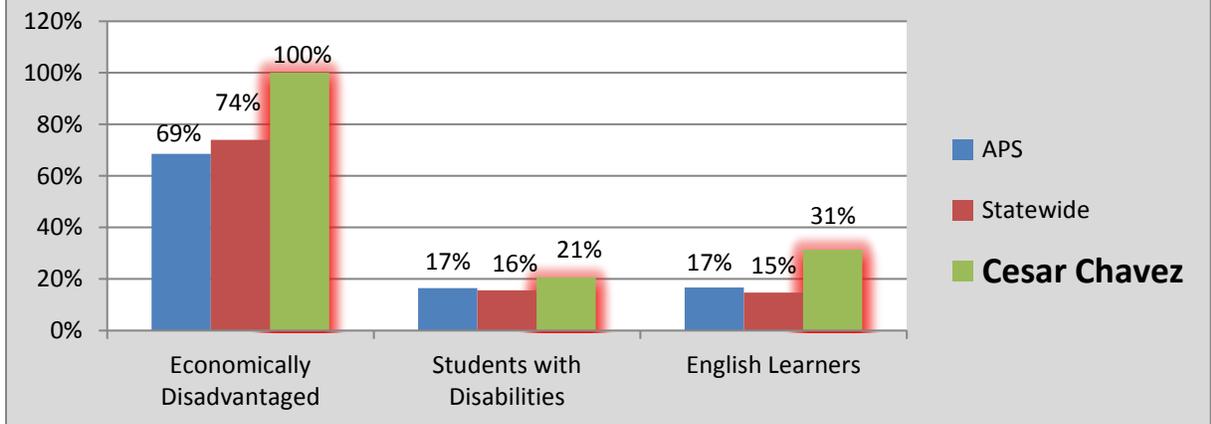


Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school also has a significantly *higher* population of economically disadvantaged students (by 31 percentage points) and English Language Learners (by 14 percentage points) than both the local district and the state. The school also serves a *higher* percentage of students with disabilities (by 4 percentage points).

**Chart 17. Comparison of Student Enrollment (Other Groups)
2017-2018**



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

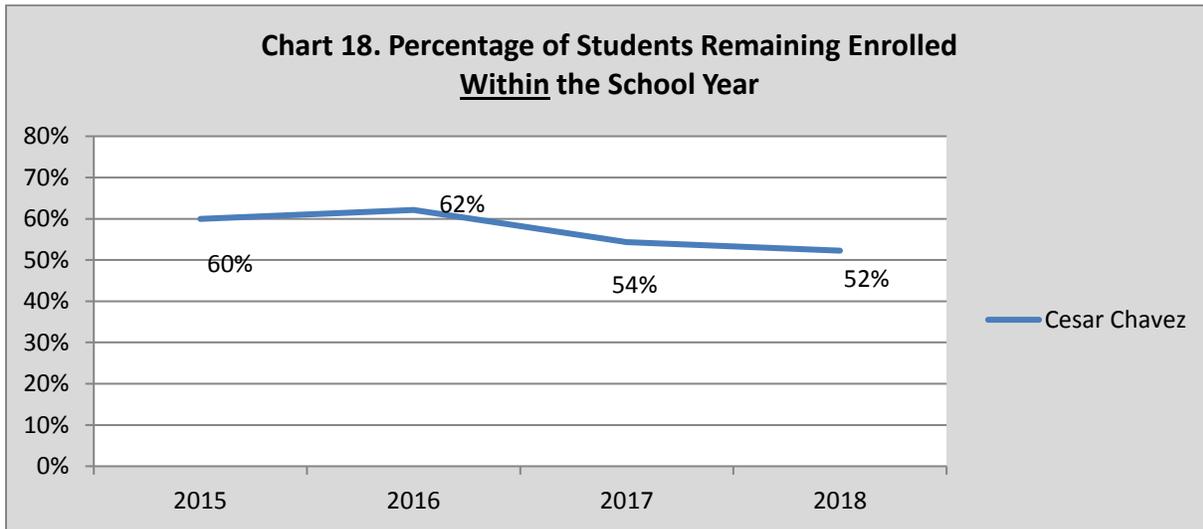
Retention and Recurring Enrollment

In its Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 75% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is

calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

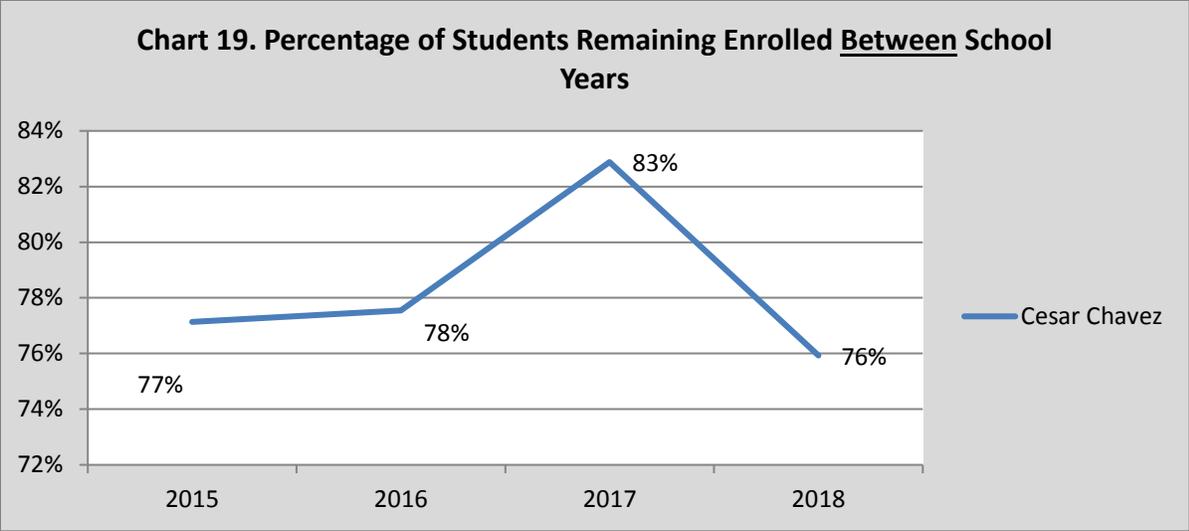
The chart illustrates that nearly 48% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. In 2014-2015, 60% of the students remained enrolled until the end of the school year, as compared to 52% in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate certain circumstances beyond their control are removed from the data set.

The chart (next page) illustrates recurrent enrollment at the school. Student enrollment data indicates that 77% of the students that completed the school year in 2013-2014 returned to the school in 2014-2015. Seventy-six percent of the students that completed the 2016-2017 school year returned to Cesar Chavez Community School in 2017-2018. There was a peak of recurrent enrollment from end of the year in 2016 to the start of the year in 2017 (83%).

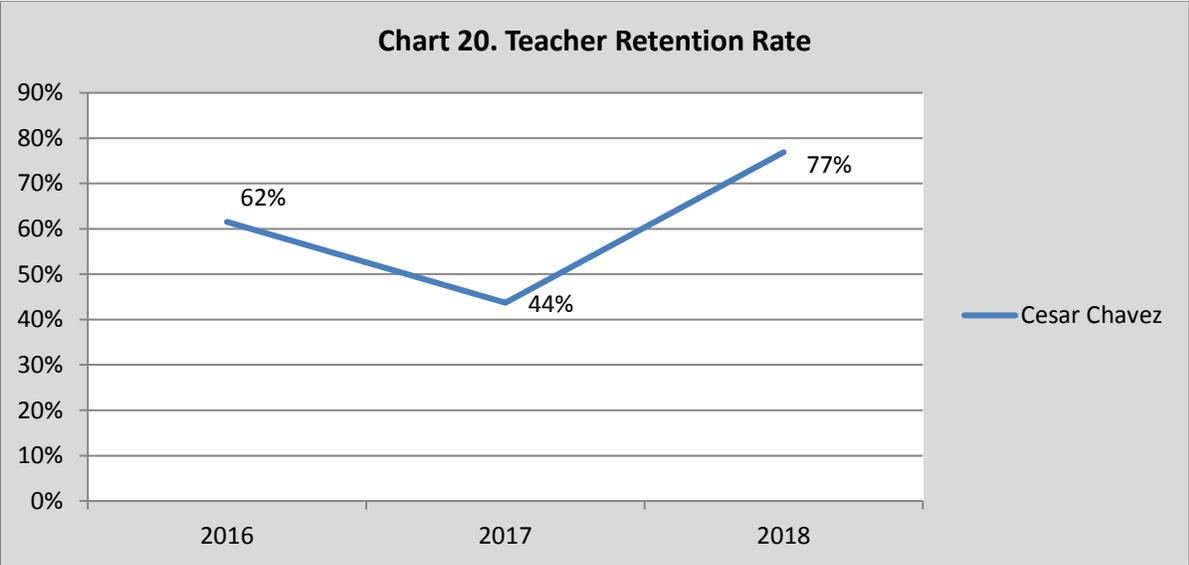


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The chart below demonstrates the school’s teacher retention rate over time. Data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers identified during the 80D reporting period for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year to determine the teacher rate.⁸

The chart shows a drop in teacher retention in 2016-2017 (44%), followed by an increase in 2017-2018 (77%).



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

⁸ Teacher retention rate may be impacted by staff transition from teaching assignment to program administration position within the same LEA (such as from special education teacher to special education director).

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	-	-
FY16	1	-	-
FY15	1	-	-

Summary of Fiscal Reports⁹

In **FY17**, the school received **1 finding of other non-compliance** related to timely deposits.

- **2017-001 Timely Deposits Non-compliance**

Condition: During our review of 14 cash receipts, we noted one deposit in the amount of \$90 that was not deposited within twenty-four hours of being received.

In **FY16**, the school received **1 finding of non-compliance** related to budgetary conditions.

- **2016-001 Budgetary Conditions Non-Compliance**

Condition: During our review of the school’s budgetary comparison schedules, we noted the following issue where the school did not properly budget prior year cash carry-over: For fiscal year 2016 the school budgeted a deficit in the Food Services Fund 21000. Prior year cash carry - over was \$0 which was insufficient to cover the current year final budgeted deficit of \$837. It was noted that actual revenues exceeded actual expenditures for the year by \$2,622.

In **FY15**, the school received **1 finding of non-compliance** related to procurement code.

- **2015-001 Procurement Code Non-Compliance**

Condition: During our procurement test work, we noted the School did not obtain three quotes for security services whose total payments for the year amounted to \$25,968. This contract was originally entered into in Fiscal Year 2013.

2b. Board of Finance

The governing council of Cesar Chavez Community School has never been suspended during the term of its contract.

⁹ See audited financial statements which may be obtained at: <https://webnew.ped.state.nm.us/bureaus/administrative-services/accounting/>.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows

Cesar Chavez Community School offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. With nine years' experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next steps.

Student – Focused Term(s).

CCCS Key Commitments:

- *Small classes will be maintained (generally 17:1);*
- *Students will have an assigned mentor who will implement the CCCS mentoring program;*
- *Student progress will be tracked, as appropriate to each student's needs, challenges and goals, assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.*
- *Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar;*
- *Community service, service learning and/or experiential learning will be offered to students at CCCS;*
- *GRADS, the state-wide pregnant and parenting graduation support program, will be offered to students on-site.*

Teacher – Focused Term(s).

Key Commitments:

- *CCCS will schedule training and in-service days for staff;*
- *Staff development will include training in strategies focused on areas such as higher-level thinking, problem-solving, life applications.*

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working

to Meet Standard,” or “Falls Far Below Standard.” During the past 2 years, Cesar Chavez Community Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	4	0

Figure 5. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
11	6	0

3c. Governing Body Performance

According to the last reporting from this school, Cesar Chavez Community School has six members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Cesar Chavez’s Governing Board:

Figure 6. Governing body membership.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Dan Shapiro	President	December, 2009	Continuing	Complete
Alicia Bucko	Secretary	September 20, 2012	Continuing	Complete
John Krone	Member	March 22, 2016	Continuing	Incomplete
Anacelie Verde-Claro	Member	March 22, 2016	Continuing	Complete
Charlene Ayers	Member	October 23, 2013	Continuing	Complete
Jess Lionne	Member	December 6, 2016	Continuing	Complete

According to PED records, the school had not yet completed all training for FY18. Mr. Krone lacks 3 hours (1 hour ethics, 1 hour fiscal, and 1 hour organizational). Mr. Krone was unable to complete required hours due to extenuating circumstances that occurred towards the end of the fiscal year. The school had eight members complete the required training in FY17. The school had six members complete the required training in FY16. The school had six members complete the required training in FY15.

Kate Shelton is the current business manager for Cesar Chavez Community School. Tani Arness is the current CPO for Cesar Chavez Community School.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's original Mission Statement.	Approved	03/28/2014	N/A
Amendment request to add instructional hours to the school year schedule.	Approved	04/26/2013	N/A
Amendment request to update school's goals to reflect that 85% of students will meet each academic goal.	Approved	10/21/2011	N/A
Amendment request to increase the student enrollment capacity to 300.	Approved	01/07/2011	N/A
Amendment request to increase the student enrollment capacity to 200.	Approved	10/23/2009	N/A



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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Coral Community Charter School – New Mexico
August 30, 2018

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SCHOOL SUMMARY

School Name: Coral Community Charter School

School Address: 4401 Silver Avenue SE Albuquerque NM 87108

Head Administrator: Lori Bachman

Business Manager: Angie Lerner

Authorized Grade Levels: K-8

Authorized Enrollment: 390

Contract Term: July 1, 2017 through June 30, 2019

Mission: *"We are dedicated to providing single-gender classes, quality instruction, individualization, and family/community involvement in order to ensure students' proficiency"* (contract entered into June 6, 2018)

Preliminary Recommendation

This report serves as notice to the Governing Council of **Coral Community Charter School** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew the school’s charter for a term of no less than 5 years with defined goals for school improvement in the academic framework** because the school: (a) demonstrated progress in meeting the Department’s standards for excellence and (b) met the conditions set-forth by its authorizer at the outset of the current contract.

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low achievement in *improvement of lower performing students* (Q1) was observed. The school did not have school-specific goals.

Financial. No data to report because the FY18 audit report has not yet been released.

Organizational. During the 2017-2018 school year, the school received zero (0) “*Falls Far Below Standard*” ratings.

Conditions. The school met all conditions including submission and regular reporting of an Academic Improvement Plan and reporting on the implementation of the Audit Corrective Action Plan (CAP).

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan, such as NM DASH, to improve the Q1 *student achievement* category to a letter grade of at least a “C” on the A-F School Grading Report each year of its contract (2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating <small>(PED will complete upon completion of renewal site visit)</small>
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

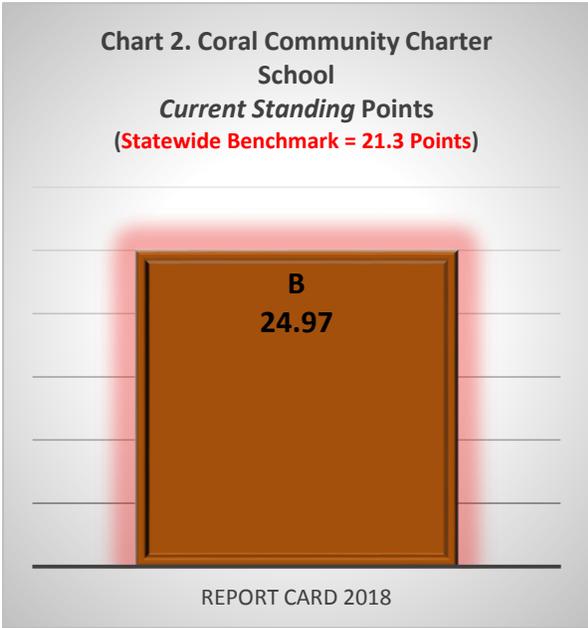
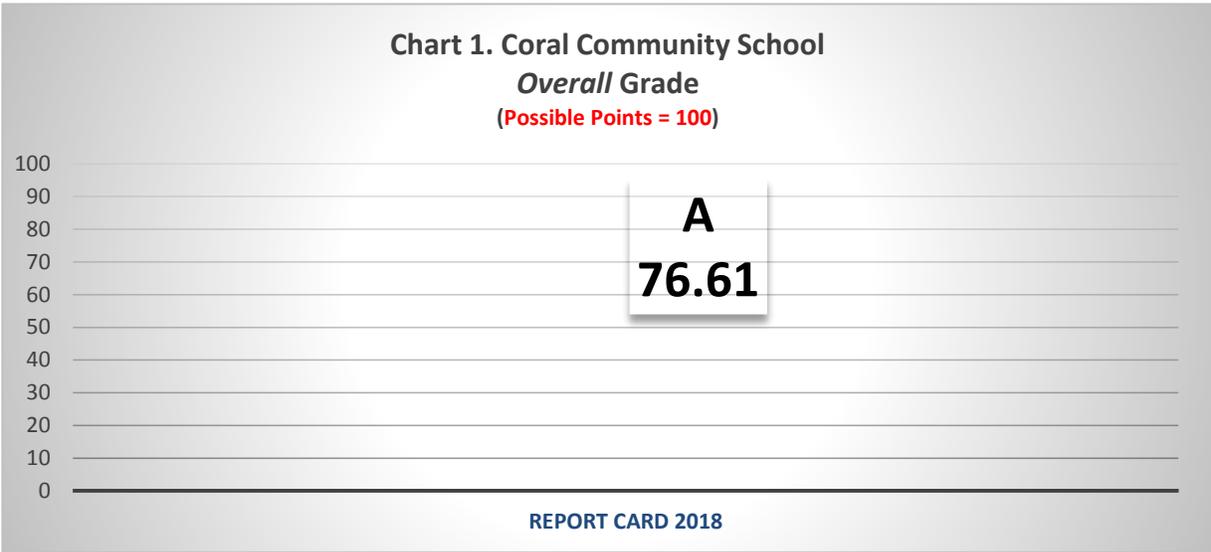
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Coral Community Charter School's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Even without such bonus points, the school would have earned a letter grade of “A” overall. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf> .

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

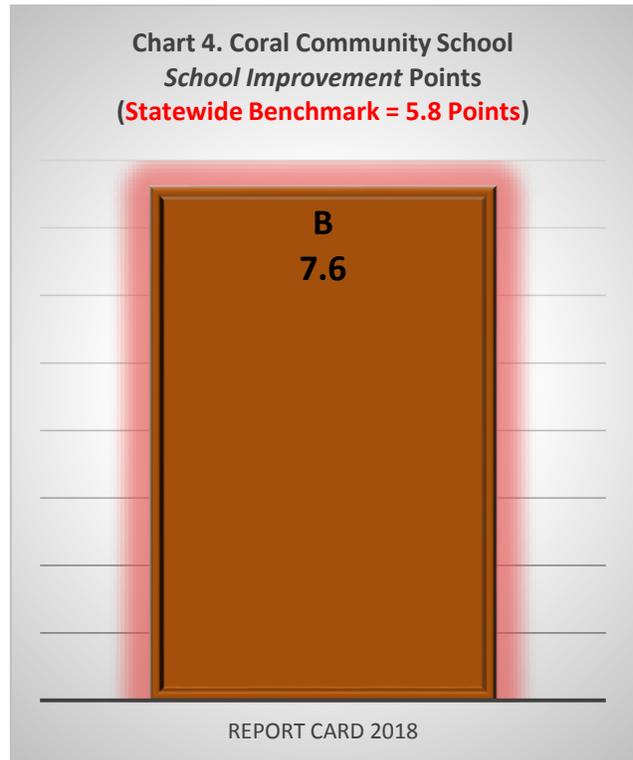
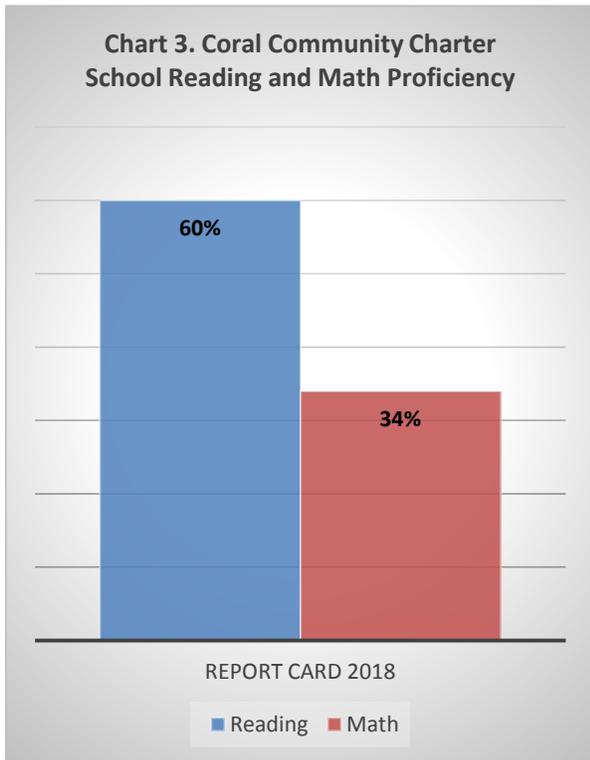
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>



Current Standing Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 2), the school earned 24.97 points out of 40 possible points in this category, which was above the statewide benchmark (established in 2012) of 21.3 points.

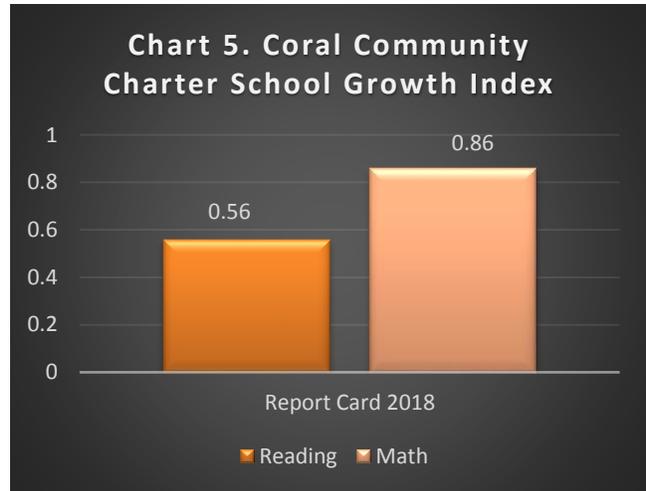
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 7.6 points and received a letter grade of “B” in the category. The score was above the statewide benchmark.

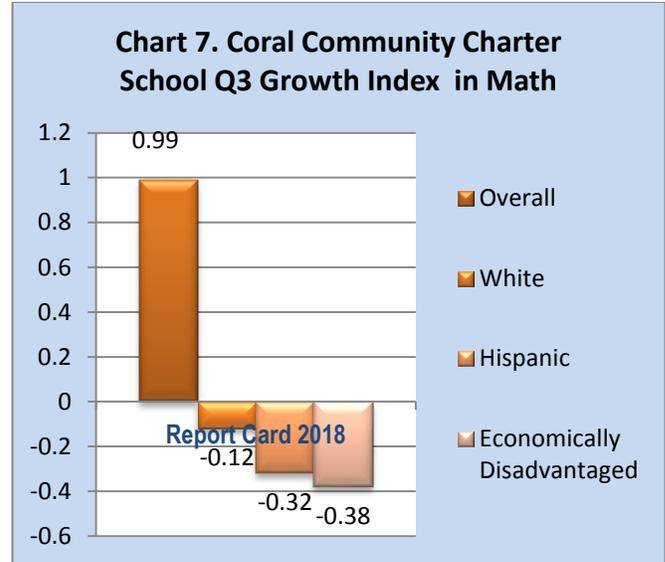
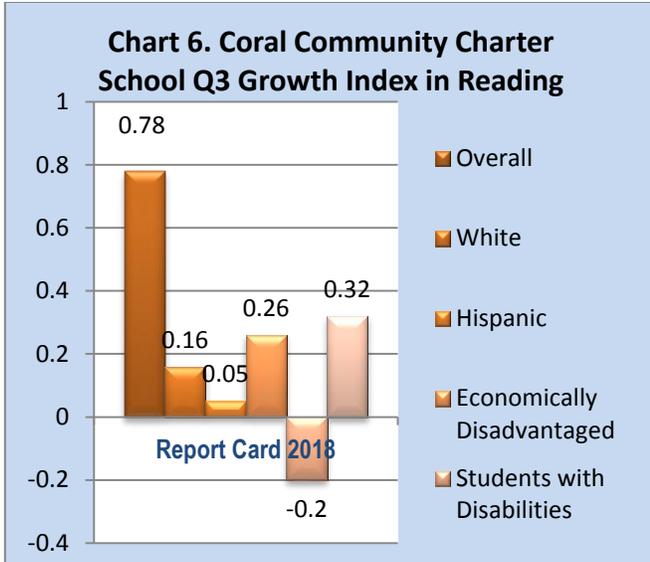


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

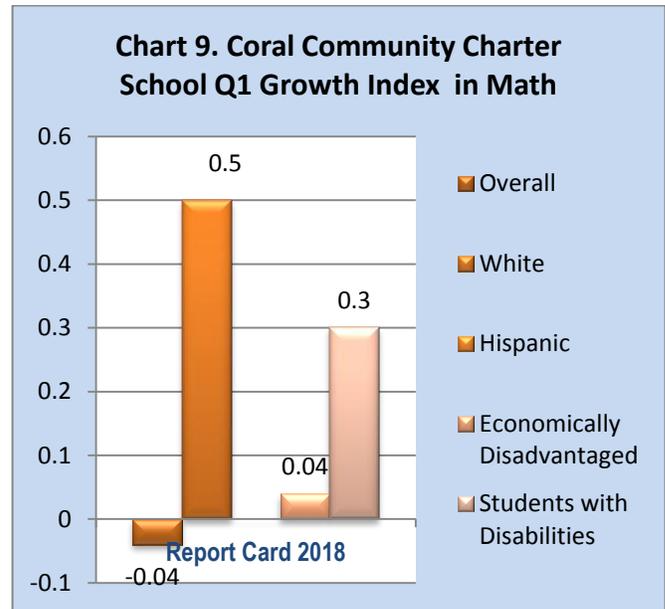
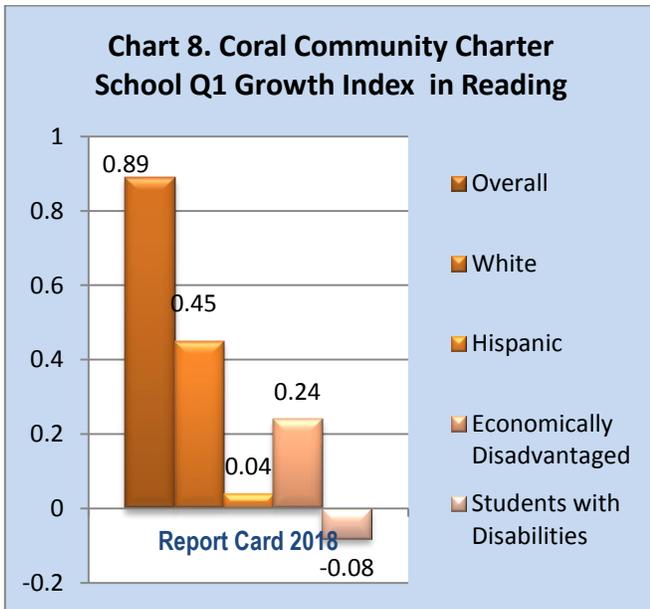
A positive school growth index was observed in both reading and math.



Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups met expected growth in reading except for Economically Disadvantaged. Overall student growth was exceeded. In math overall student growth was exceeded but subgroups with available unmasked data did not meet expected growth.



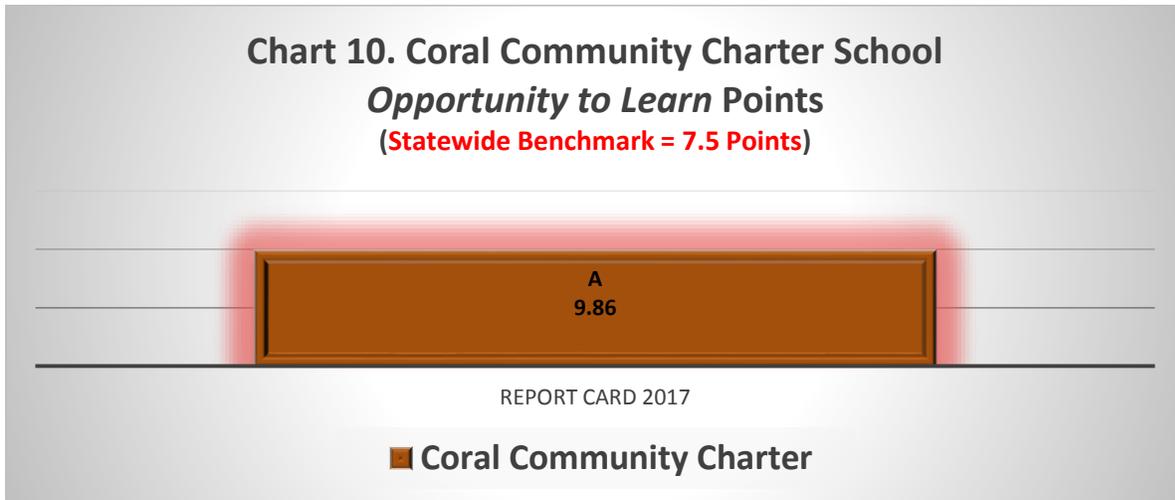
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). Most subgroups met expected growth in reading except for Students with Disabilities. Overall student growth was exceeded. In math overall student was not met but subgroups with available unmasked data meet expected growth.



Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide)⁴. This indicator is based on attendance and a classroom surveys administered to students (or

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Coral Community Charter School performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 94% and along with results from the surveys earned 9.86 points which was above the statewide benchmark. The school earned a letter grade of “A” in the category.



1b. Specific Charter Goals

Coral Community Charter School’s current contract began July 1, 2017. The school does not have charter-specific goals.

Condition(s)

Coral Community School **met** the conditions placed upon it by its authorizer described in memorandum entitled “*Notice of Public Education Commission Action on Charter Renewal Application*” dated December 20, 2016 which states:

Conditions

Condition 1. *The renewal is for a limited term, two years.*

Condition 2. *The school must submit an acceptable Academic Improvement Plan.*

Condition 3. *The school must regularly report on the Academic Improvement Plan and its effectiveness.*

Condition 4. *The school must report on the implementation of the Audit Corrective Action Plan.*

Figure 1. Status of conditions.

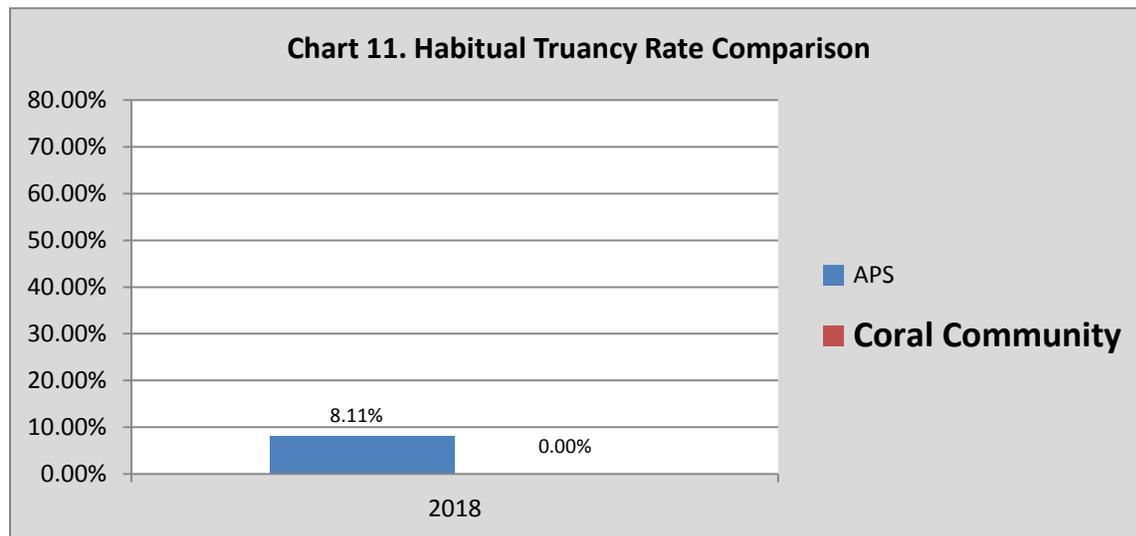
Condition	Description	Completed	Not Completed	Comments
1	Renewal for 2-year term.	X		Notice of action to renew for 2-years dated December 20, 2016.
2	Submit Academic Improvement Plan.	X		Submission of plan on February 23, 2018 via web-EPSS (2017-2018).
3	Reporting of Academic Improvement Plan.	X		Presentation of plan during annual site visit (February 28, 2018).
4	Reporting of Audit Corrective Action Plan.	X		Multiple evidence (audit committee meeting minutes, CAP, acknowledge of receipt of CAP) submitted February 23, March 27 and April 2, April 11, and April 15, 2018 via web-EPSS (2017-2018).

Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

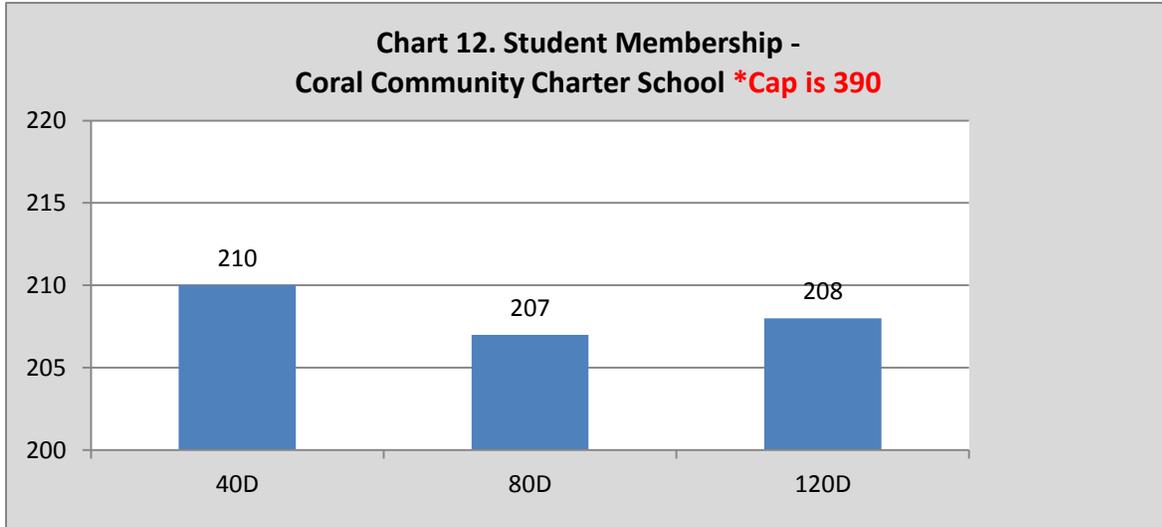
The chart below reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Coral Community Charter School’s habitual truancy rate was below 1% as well as below the district. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District

Student Membership (Enrollment)

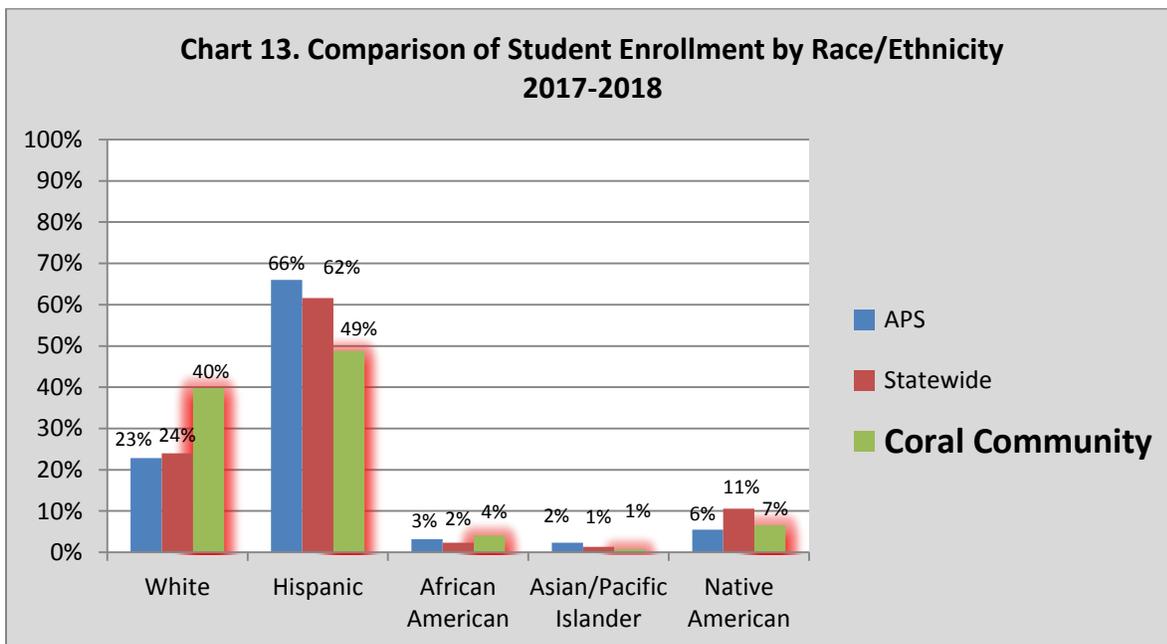
The chart below illustrates the student membership. As of 2017-2018, the school has not reached its enrollment cap of 390. The student enrollment indicates the school is operating at about 53% of its approved capacity.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

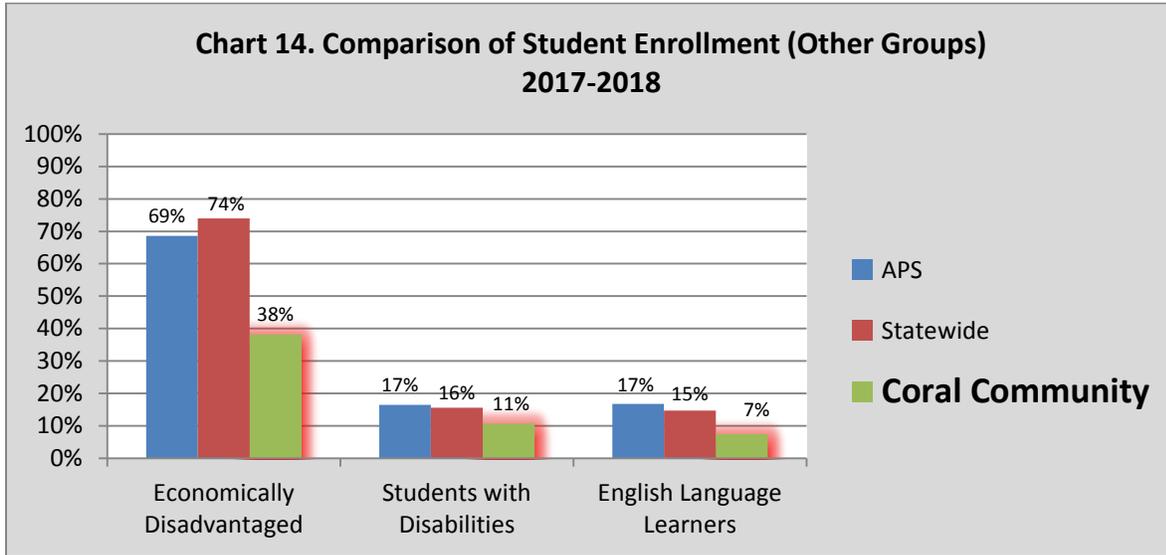
Coral Community Charter School’s student demographics data illustrates that it serves a *lower* percentage of Hispanic students when compared to APS (49% vs 66%). The school serves a *higher* percentage of White students when compared to the district (40% vs. 23%) and serves a similar percentage of African American, Asian/Pacific Islander, and Native American students when compared to the district.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

Coral Community Charter School serves a *lower* percentage of students who are economically disadvantaged when compared to the district and state, as much as 36 percentage points lower. The school serves a *lower* number of students with disabilities (11%) compared to APS (17%) and statewide (16%). The school also serves a *lower* number of English Learners (7%) compared to APS (17%) and statewide (15%).



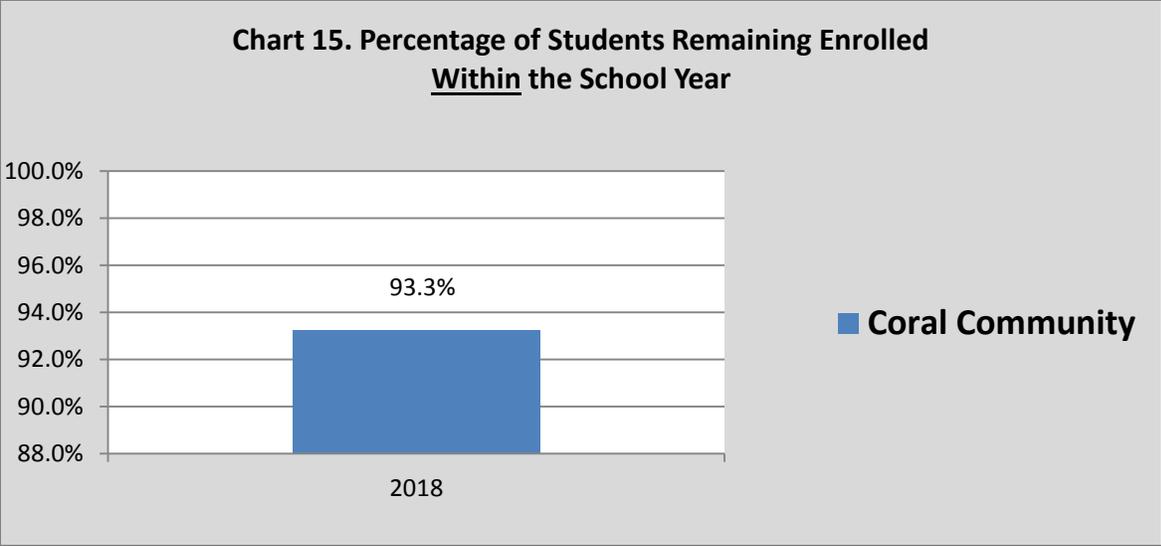
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In its Performance Framework, the Public Education Commission (PEC) has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

The PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

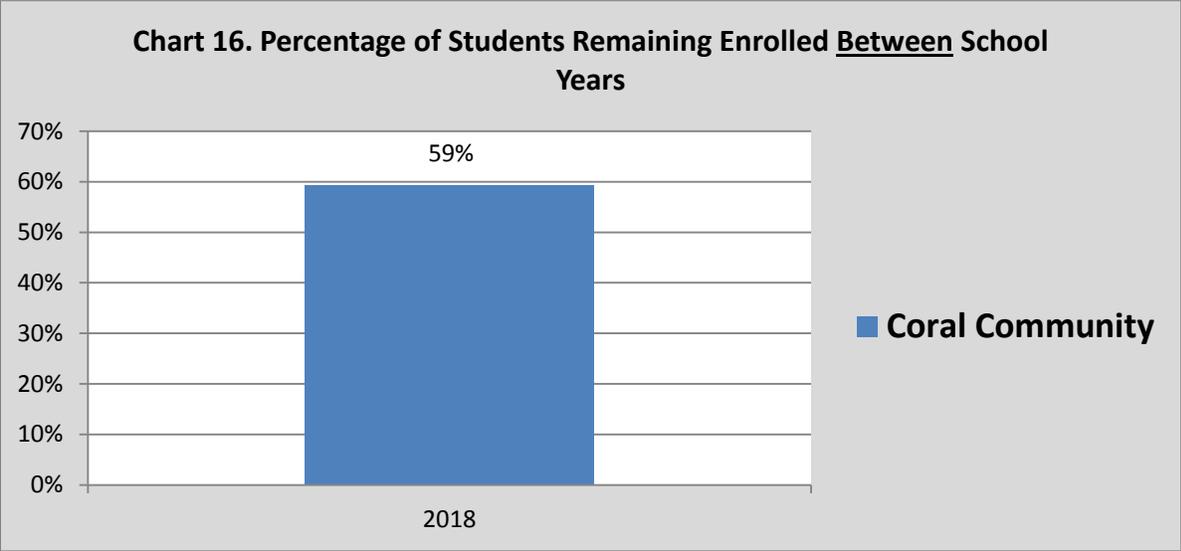
The chart illustrates that less than 7% of students enrolled during any school year withdrew before the end of that year.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control were removed from the data set.

The chart below shows that 59 percent of students from 2016-2017 re-enrolled in 2017-2018.

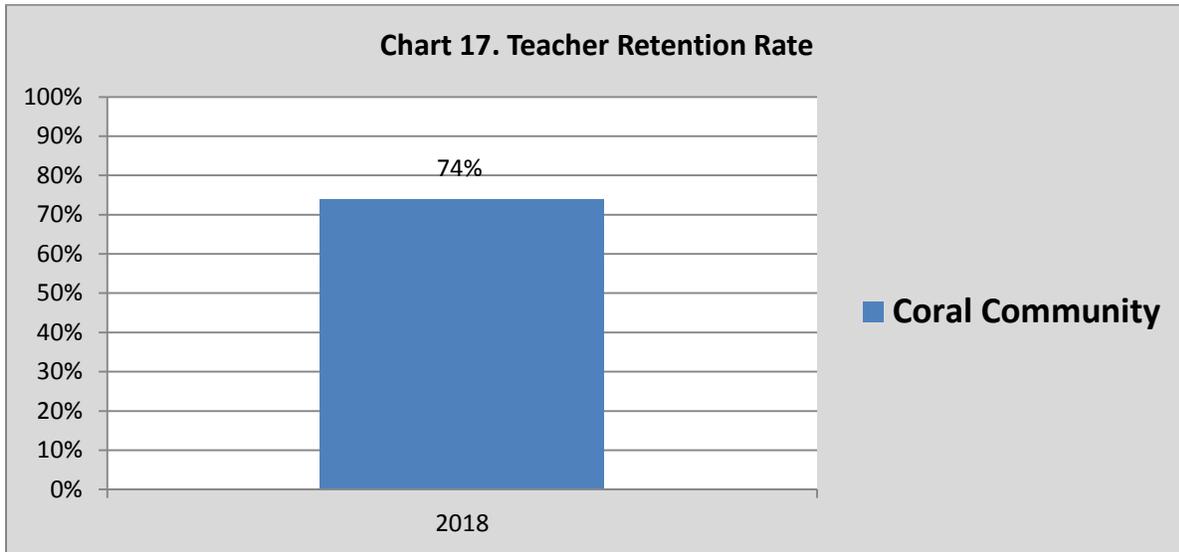


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The chart shows that the school’s teacher retention rate. Data is calculated by comparing the license numbers of teachers from one year to the next. For example, all teacher license numbers identified during the 80D reporting period in 2014-2015 were compared to teacher license numbers the following year during the same

reporting period. The percentage of duplicate license numbers were compared in the second year to determine the teacher retention rate.⁵



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

No data to report because the FY18 audit report has not yet been released.

2b. Board of Finance

The governing council of Coral Community Charter School's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows (from school website):

Coral Community Charter School is New Mexico's first tuition-free, public charter school offering single-gender classes that serve both boys and girls, Pre-K through 8th grade. We are dedicated to providing single-gender classes, quality instruction, individualization, and family/community involvement in order to ensure students' proficiency.

⁵ Teacher retention rate may be impacted by staff transition from teaching assignment to program administration position within the same LEA (such as from special education teacher to special education director).

The contract (from previous year monitoring tool) identifies the following educational program as a material term of the charter:

Educational Program of the School.

In order to have a quality school Coral Community Charter (CCC) will adopt four pillars: single-gender classes, quality instruction, individualization and family/community involvement. Each pillar utilizes unique and innovative strategies and opportunities for students and their families that differ from other Albuquerque schools.

Student – Focused Term(s).

With personalized educational plans, students can set their own pace, compete with their peers, and move forward as rapidly as they wish and are capable of doing. They won't be limited and stifled by the pace of others around them, but will be encouraged to learn as much as they are able in whatever time is needed in order to master that particular task. With set guidelines and checks and balances in place, students will be independent learners and go as far as they are able on any given day.

Teacher – Focused Term(s).

All staff will be aware of the rationale for creating Coral Community Charter and support its mission. Staff will be educated and trained in building community within the classroom, gender differences and best practices within single-gender classes. There will be on-going professional development opportunities made available that address recent research on teaching and gender with all staff required undergoing yearly training. All teachers will be required to complete training in gender specific teaching methods before entering the teaching arena.

Parent – Focused Term(s).

CCC will discover and promote opportunities to support families and train staff to work with them. We will seek to involve families in the start-up phases, learning about their needs and expectations. Coral Community feels that all families regardless of ability, culture, income, or educational background can contribute to the success of students. We will conduct home visits in order to determine needs of our families and what talents or services they can provide CCC. Using this data and Epstein's model we will formulate family classes, workshops, and a school wide system in order to meet the needs of the families and the community we serve.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working to Meet Standard," or "Falls Far Below Standard." During the 2017-2018 school year, Coral Community Charter School received the following ratings:

Figure 2. 2017-2018 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
15	2	0

3c. Governing Body Performance

According to the last reporting from this school, Coral Community Charter School has ten members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Coral Community’s Governing Board:

Figure 3. Governing board composition.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Keren Fenderson	Chair	January 2014	Continuing	Incomplete
Freeman Leaming	Vice-Chair	January 2016	Continuing	Completed
Mike Reeves	Treasurer	January 2014	Continuing	Incomplete
Krista Martinez	Secretary	January 2011	Continuing	Complete
Tañia Triolo	Member	September 2015	Continuing	Complete
Patrick Correa	Member	December 13, 2016	Continuing	Incomplete
Lynette Martinez	Member	February 27, 2018	New	Complete
Ashley Sarracino	Member	January 2014	Continuing	Incomplete
Fawn Turner	Member	July 26, 2017	New	Complete
Mary Merchant	Member	July 26, 2017	New	Complete

*According to bylaws submitted May 27, 2018. Members have 2-year terms that can be renewed. This date indicates only the current term of service.

According to PED records, the school had not yet completed all training for FY18. Ms. Fenderson lacks 2 hours (fiscal and academic), Mr. Reeves lacks 5 hours (ethics, fiscal, organizational), Mr. Correa (no training on record), Ms. Sarracino lacks 2 hours (academic). The school had eight members complete the required training in FY17. The school had eight members complete the required training in FY16. The school had nine members complete the required training in FY15.

Ms. Martinez, Ms. Turner, and Ms. Merchant completed Introductory training prior to voting as required per 6.80.5.8.B NMAC. Catherine Begaye, who left the board in January 2018, had completed the prorated required training for this year as per 6.80.5.9.F NMAC.

Kimberly Brazell, who left the board in October 2017, had not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Brazell had completed no training this year.

Denise Brissey-Cohen, who left the board in February 2018, did not complete the training required as per 6.80.5.8.B NMAC prior to voting at the January 30, 2018 meeting. She left the board on February 15, 2018. As per PED records, Ms. Brissey-Cohen completed no training this year.

Angela Lerner is the current business manager and CPO for Coral Community Charter School. No changes are on file since the initial charter term.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the last year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the last year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report, the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 4. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's original Mission Statement.	Approved	12/09/2016	N/A
Amendment request to expand to serve grades K-8 and an increase in enrollment capacity to 390 students.	Approved	02/12/2016	N/A

Amendment request to move into permanent location.	Approved	06/19/2015	N/A
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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Dream Diné
September 4, 2018

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SCHOOL SUMMARY

School Name: Dream Diné

School Address: P.O. Box 4386 Shiprock, NM 87420

Head Administrator: Tina Deschenie

Business Manager: Charlotte Archuleta

Authorized Grade Levels: K-5

Authorized Enrollment: 105

Contract Term: July 1, 2014 – June 30, 2019

Mission: *“Dream Diné is a place-based elementary school where the Diné (Navajo) culture, language and history are the foundation of an experiential curriculum. Through a dual-language program, we will nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships and progress.” (Contract, p. 38)*

Preliminary Recommendation

This report serves as notice to the Governing Council of **Dream Diné** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation of **non-renewal** because the school did not meet all conditions of its contract (NMSA 1978 § 22-8B-12[K][1]).

Conditions: The school met 6 of 10 conditions of its contract. Conditions that were not met are as follows (see Performance Framework pages 7-8 and Settlement Agreement dated December 12, 2013) (see pp. 11-15 of this report for more detail):

- Increase Diné language proficiency scores by at least 10% “yearly growth” for 80% of Diné students (2 of 4 years not met).
- Match or exceed the statewide average attendance rate of 95% annually (3 of 4 years not met).
- “4th grade students will demonstrate a 5% growth in mathematics and ELA/Literacy...in year 2017-18” (not met).
- 3rd grade students in 2016-2017 will “outperform grade level cohorts in the Central Consolidated School District by at least 10%” in math and ELA (not met).

Academic. The school exhibited satisfactory performance in less than half of the categories in the A-F School Grading Report during most years (*note*: 1st year of operation in 2015 school did not receive a grade for each category). In most years, unsatisfactory performance was observed in: (a) *current standing*, (b) *school improvement*, and (c) *improvement of lower performing students (Q1)*. Overall, points earned on the School Grading Report during the last 3-year period increased by +10.55 points (upward trend), but did not result in a final grade above “D.”

Financial. The school had a total of 10 audit findings during the past 3 years 1 of which was a repeat, 1 that was a material weakness, and 1 that was a significant deficiency.

Organizational: The school was marked met or working to meet 13 of 17 organizational framework indicators during 2017-2018, which is an improvement over 2016-2017 when 6 of 17 indicators were marked met or working to meet.

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating (PED will complete upon completion of renewal site visit)
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

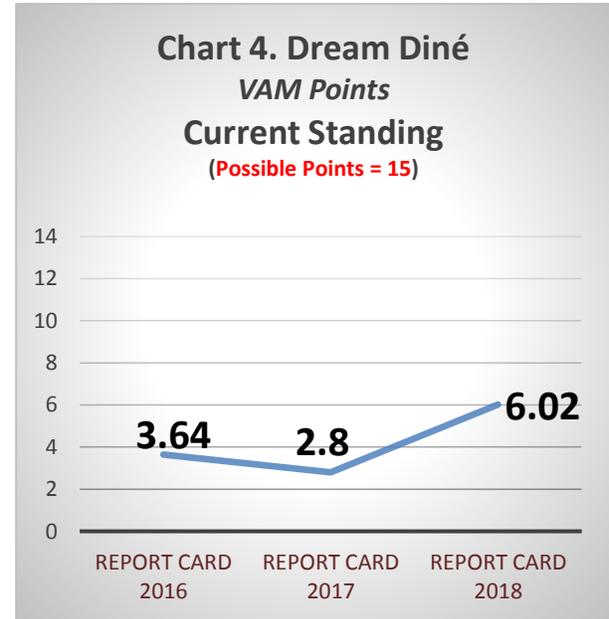
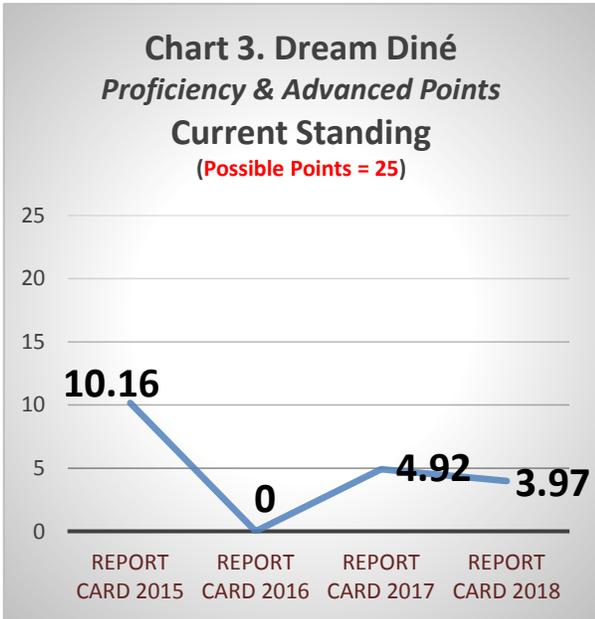
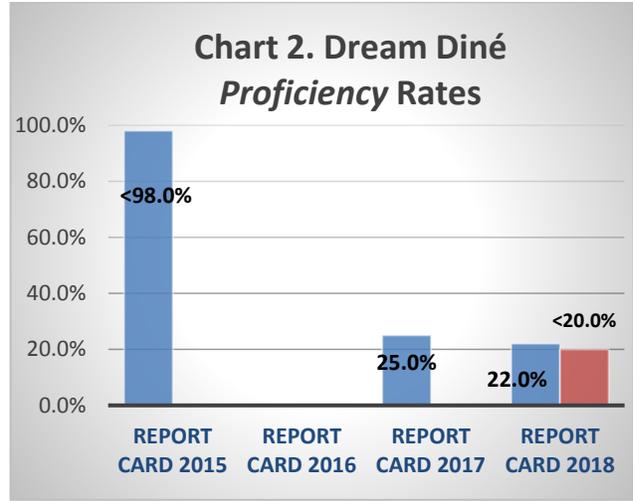
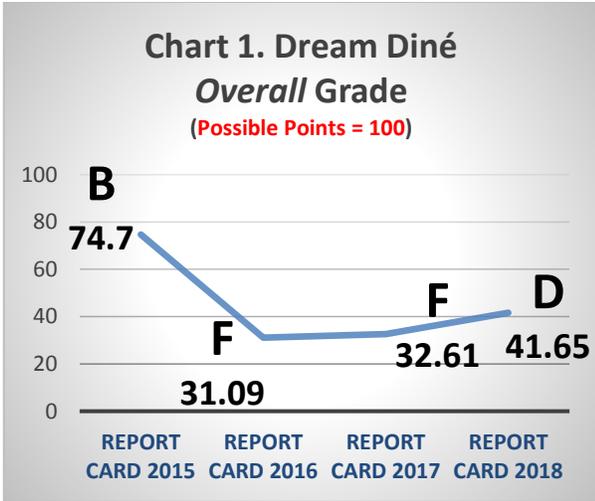
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Dream Diné's overall school grade in each of the last 4 years (2015-2018). The school earned 1 “B”, 1 “D”, and 2 “F's” during the past 4 years. Dream Diné earned less than half of the possible points in 3 of 4 years with a high of 74.7 in 2015 and a low of 31.09 in 2016. In addition, the school earned bonus points, which if excluded, would have resulted in an overall letter grade of “F” instead of “D” on the 2018 School Grading Report. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. Dream Diné met standards according to the A-F School Grading System in 2015, but not during the past 3 years. However, a positive trend during the time period was observed. Proficiency rates over time (specifically in reading) presented a negative trend during the contract term.

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

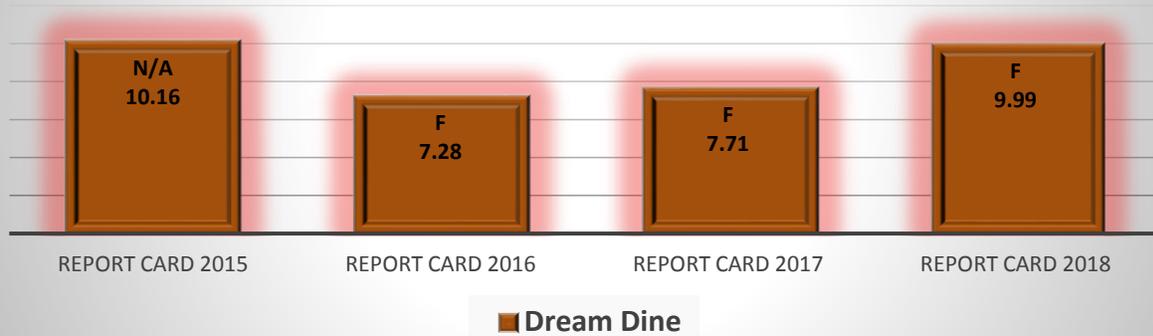
² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.



Current Standing.³ Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 5), the school earned 9.99 points out of 40 possible points in this category during 2018, which was below the statewide benchmark (established in 2012) of 21.3 points. The school has earned an “F” in the category in 3 of 4 years.

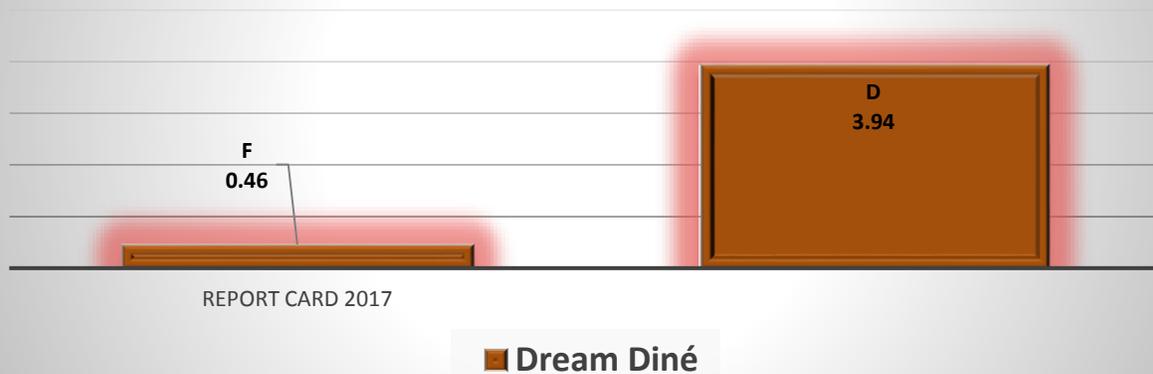
³ Statewide proficiency rates may be obtained at: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

**Chart 5. Dream Diné
Current Standing Points**
(Statewide Benchmark = 21.3 Points)



School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 6, the school earned between .46 – 3.94 points during the past 4 years (2 data points available) earning a letter grade of no higher than a “D” in the category during this period. At no time did the school earn points that were above the statewide benchmark of 5.8 points.

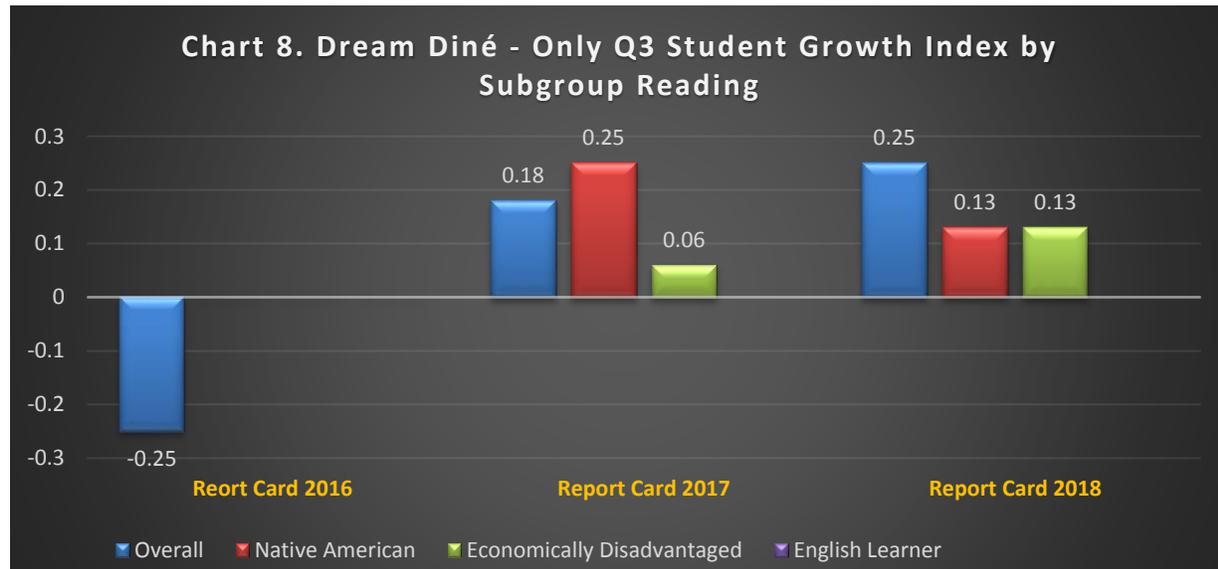
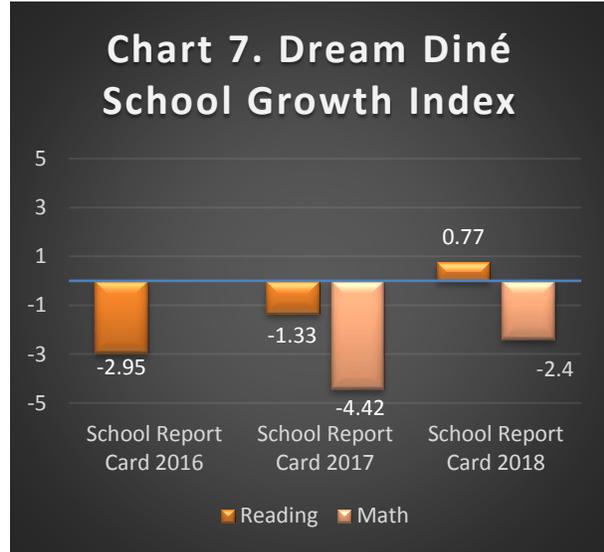
**Chart 6. Dream Diné
School Improvement Points**
(Statewide Benchmark = 5.8 Points)

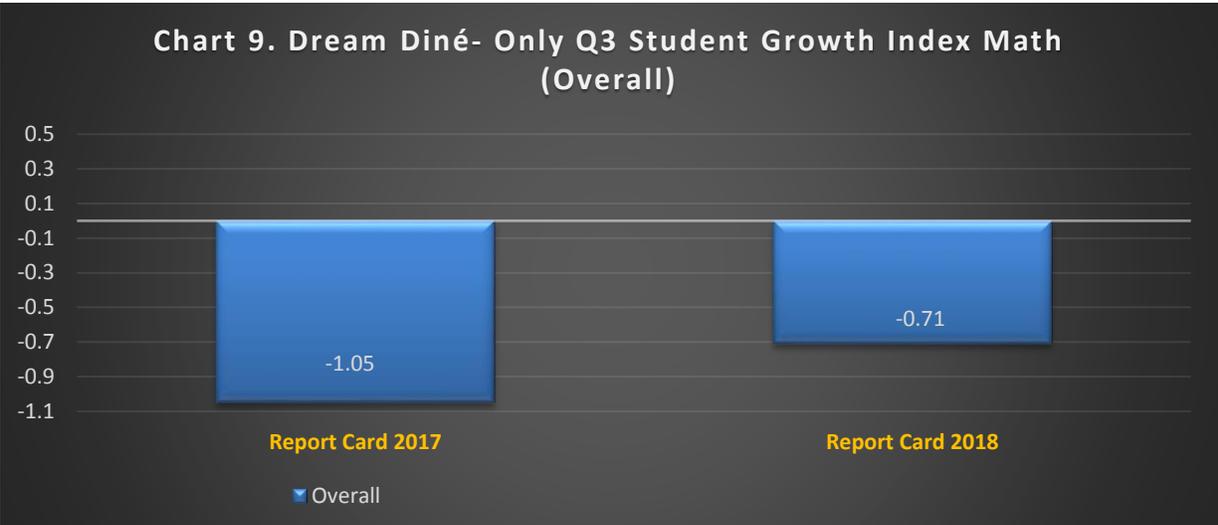


Under the *school improvement* section of the School Grading Report growth indices for both reading and math (2017) are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

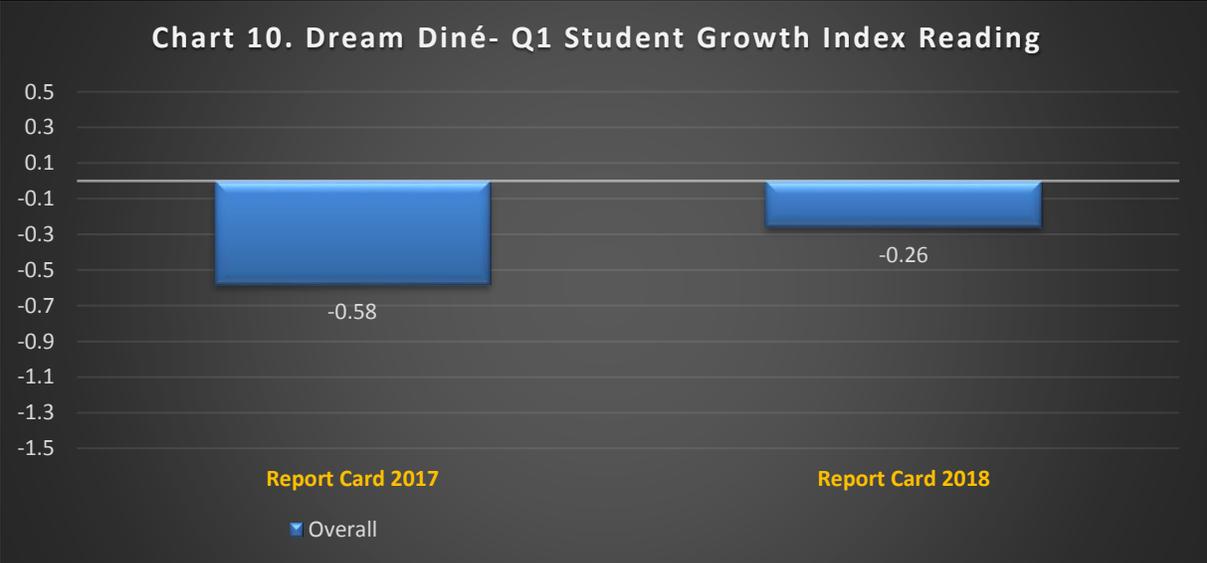
Negative growth indices were observed in all years since 2016 with the exception of 2018 in reading.

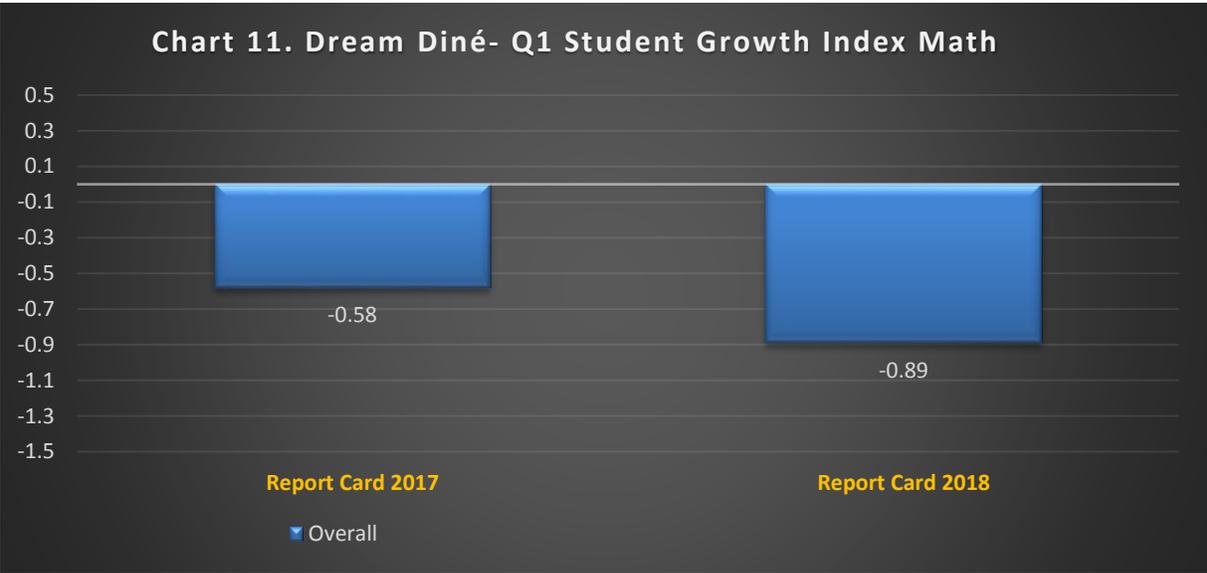
Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups (excluding masked data) in most years met expected growth in reading with overall student growth being met in 2 of 3 years. In contrast, the overall student growth in math was not met during the past 2 years (available data).



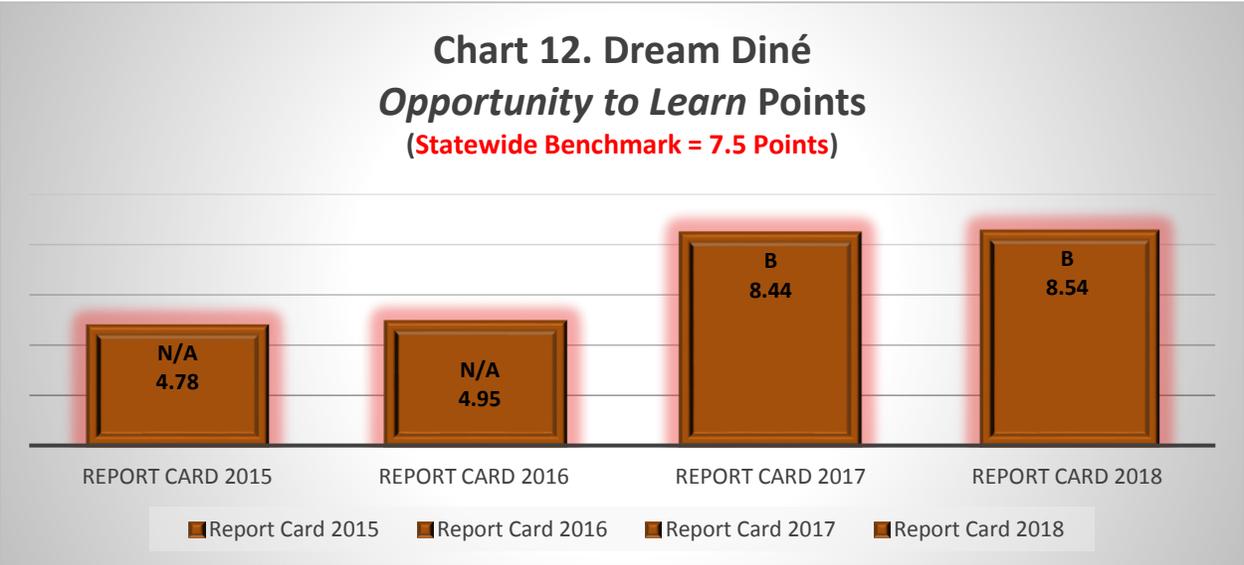


Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (top 25%). In both reading and math negative growth indices were observed during both years (available data).





Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide). This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Dream Diné has exceeded the statewide benchmark during the last 2 years earning the majority of points as well as earning a letter grade of “B” in the category. In 2018, the school had an attendance rate of 95% (first time in 4 years) which along with survey results earned the school 8.54 points and a letter grade of “B” for the category.



1b. Specific Charter Goals and Conditions

This section includes analysis of Dream Diné’s progress towards meeting its Specific Charter Goals as well as conditions placed upon the school by its authorizer. The school had success in meeting standard for some goals as well as most conditions, but not all. Note that some goals served as a condition as well.

Charter Specific Goals

“Goal 1 Mission Specific Indicator - Beginning with the end of the first school year (May 2015), Full Academic Year Dream Diné students will demonstrate at least 10% yearly growth* in Navajo language proficiency scores as measured by the Oral Diné Language Assessment (annual pre- and post-tests).”

“Goal 2. Optional Supplemental Indicator - Beginning in the first year (2014-15), Dream Diné will meet the New Mexico State attendance rate expectation for each academic year of the charter term.”

1b. Specific Charter Goals and Conditions

Figure 1. Progress towards Charter Specific Goals.⁴

Goal	Description	2015				2016				2017							
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below				
3.c	Growth in Navajo language proficiency (condition of contract as well)		X						X ⁵					X			
3.d	95% attendance rate each year (condition of contract as well)			X				X								X ⁶	

⁴ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Optional Supplemental Indicators” in the school’s contract and performance framework.

⁵ In 2015-2016 web-EPSS the school provided a statement (without supporting data) that showed “[t]hirty-one students were assessed pre and post. Four students showed growth...” which suggests only 25.8% showed growth. Again, such statement, even if verifiable evidence were presented, would not result in a “meets standard” rating.

⁶ The School Grading Report for 2017 indicated an average attendance rate of 91% which falls in the “Does Not Meet” category based on criteria established in the school’s performance framework (see p. 8).

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
3.c	Growth in Navajo language proficiency (condition of contract as well)	X			
3.d	95% attendance rate each year (condition of contract as well)		X		

Analysis of School-Specific Goals –

In regards to increase of Oral Dine Language Assessment results (pre- to post- test each year) (i.e., at least ‘81% or more of Dream Diné students demonstrate at least 10% yearly growth in Navajo language proficiency scores’ p. 7) the PED team verified evidence on-site (August 29, 2018) of implementation of assessment. The goal was met in 2 of 4 years (met in 2015).

In regards to achieving a minimum 95% average attendance rate for each year, the school met the goal in only 1 of 4 years (met in 2018).⁷

⁷ Source is the School Grading Report which includes full-year calculation of average student attendance. See <http://aae.ped.state.nm.us/>.

Conditions

“Condition 1. In exchange for Mr. Sosa clarifying provisions of the Application as set forth in paragraphs 3 through 6, below, and other consideration stated herein, the Commission agrees to approve the Application for a term beginning December 13, 2013. The Commission’s vote shall constitute a resolution of the Appeal and shall not be a basis for reopening consideration of the Application.”

“Condition 2. In exchange for the Commission approving the Application, Mr. Sosa agrees to clarify the Application as described in Paragraphs 3 through 6, below and to dismiss the Appeal pursuant to 6.80.4.14(D)(9) NMAC.”

“Condition 3a. Beginning with the first cohort of 3rd graders in 2016-17, Dream Dine students will outperform grade level cohorts in the Central Consolidated School District by at least 10% in mathematics and ELA/Literacy as measured by the PARCC (Partnership for Readiness for College and Career) Assessment.”

“Condition 3b. Dream Diné 4th grade students will demonstrate a 5% growth in mathematics and ELA/Literacy performance (as compared to the 3rd grade baseline performance) as measured by the PARCC (Partnership for Readiness for College and Career) Assessment in year 2017-18.”

“Condition 3c. Beginning with the end of the first school year (May 2015), 80% of Dream Diné students will demonstrate at least 10% yearly growth in Diné language proficiency scores as measured by the Navajo Oral Language Assessments (pre- and post-tests).”

“Condition 3d. Beginning in the first year (2014-15), Dream Diné will average 95% attendance rate for each academic year of the charter term.”

“Condition 4. During the Planning Year, the Applicant will clarify the Application to state that the size of the school's governing body will be between five (5) and nine (9) members.”

“Condition 5. Dream The Applicant will review and clarify the selection process for governing body members as stated in the Application and attached bylaws to ensure that the provisions are not in conflict with the New Mexico Open Meetings Act, NMSA 1978, §10-15-1, et seq.”

“Condition 6. As a cure for reasons for denial 4, 5a, 5b, and 6 as stated in the letter of October 9, during the Planning Year, the Applicant will work with its assigned New Mexico Public Education Department budget analyst to ensure that the Department approves a school budget commensurate with the educational and operational obligations as set forth in the Application and as required to meet all state and federal requirements of a public school.”

“Condition 7. The Applicant will make every effort to meet the current deadlines as set forth in the Planning-Year checklist SY2013-14. However, because the planning year has been truncated, except for the requirements concerning facilities, the deadlines as set forth in the Planning-year Checklist SY2013-14 will be automatically extended for sixty (60) days from the Dream Dine charter school. All requirements shall be complied with on or before September 1, 2014, unless otherwise extended by the Commission for good cause show.”

Figure 2. Progress towards conditions.

Condition	Description	Prior Years	
		Complete	Not Complete
1	PEC approval of term December 2013	X	
2	School (Mr. Sosa) agrees to clarify Par. 3-6 below	X	
3	See below		X 3.a, 3.b, 3.c and 3.d
4	Clarify size of GC	X	
5	Clarify selection of GC in bylaws	X	
6	Work with budget analyst on 6/16/14	X	
7	Planning year deadlines	X	

Figure 3. Progress towards conditions 3a and 3b specifically.

Condition	Description	2017				2018			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
3.a	3 rd grade will outperform Central Consolidated on PARCC in 2016-2017 ⁸	-	-	-	X ⁹				
3.b	4 th grade 5% growth in math on PARCC in 2017-2018							X	

Analysis of Contract Conditions—

In regards to Dream Diné 3rd grade students outperforming Central Consolidated students in PARCC 2017, data (provided by the school) showed that it did not “outperform” its counterpart of 3rd grade students in the surrounding district in both math and reading. Specifically, (a) Dream Diné PARCC-math data for 2017 showed that 1 of 7 (14.3%) 3rd grade students met expectations (i.e., achieving an overall score of at least 750 points) while 20% of Central Consolidated School 3rd grade students met expectations¹⁰ and (b) Dream Diné PARCC-reading data for 2017 showed that 1 of 7 (14.3%) 3rd grade students met expectations (i.e., achieving an overall score of at least 750 points) while 18% of Central Consolidated School 3rd grade students met expectations.

⁸ School did not provide its own analysis on progress towards condition 3(a) at the end of the 2016-2017 school year and to date had not responded to requests to do so via web-EPSS, e-mail dated May 25, 2018, and face-to-face communication with governing council member at the 3rd Annual Leadership Conference held June 22, 2018. However, PARCC data was provided and surrounding district’s results (masked data) were used which can be found at: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

⁹ According to the school’s performance framework (see p. 2) “underperform[ance]” when compared to Central Consolidated Schools would result in a rating of “Falls Far Below.”

¹⁰ “Met Expectations” is defined as achieving an overall score of at least 750.

- The school **did not meet** the condition to outperform Central Consolidated School District on PARCC in 2016-2017.

In regards to Dream Diné 4th grade students demonstrating a 5% growth in PARCC during 2018 (from 3rd grade baseline year to 4th grade results) the school self-reported that “there was an overall average gain of 22.7 points or an overall average 3.2% increase” in math, while in reading, “there was an overall average gain of 18 points or an overall average 2.6% increase.”

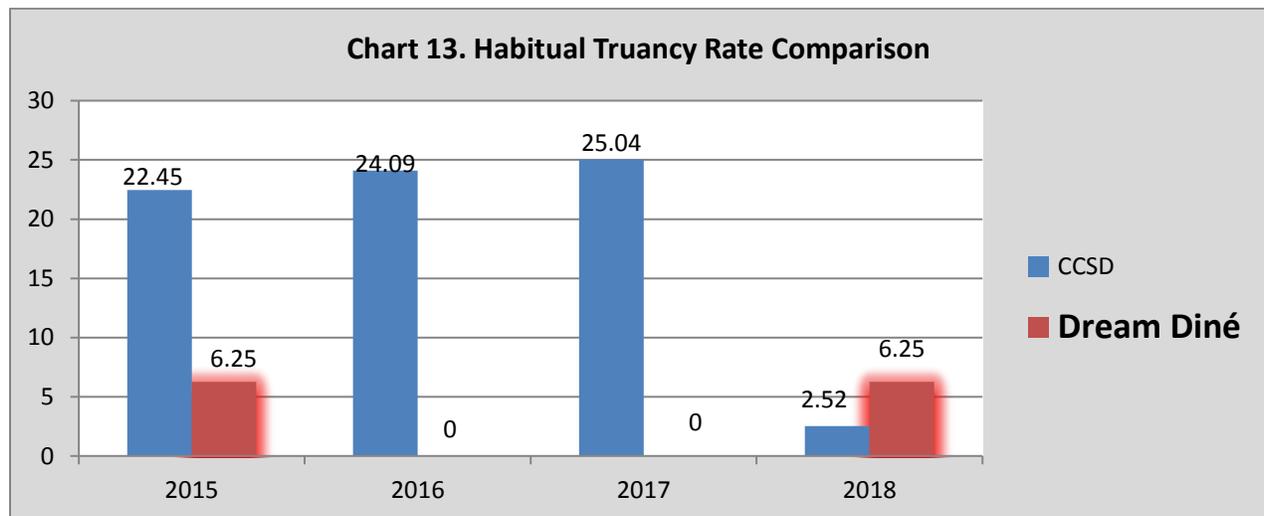
- The school **did not meet** the condition that its 4th grade students will demonstrate a 5% growth in math and reading on PARCC in 2017-2018.
- The school **did not meet** the condition that it will “average 95% attendance rate for each academic year of the charter.”
- The school **did not meet** the condition that “80% of Dream Diné students will demonstrate at least 10% yearly growth in Dine language proficiency scores...”

Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The chart below reflects the school’s habitual truancy rate as compared to the local district, Central Consolidated School District (CCSD). Dream Diné’s habitual truancy rate ranges from 0 to 6.25% and is much *lower* than the district, until the last school year with Dream Diné being 4 percentage points higher than the local district. Caution, however, should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.

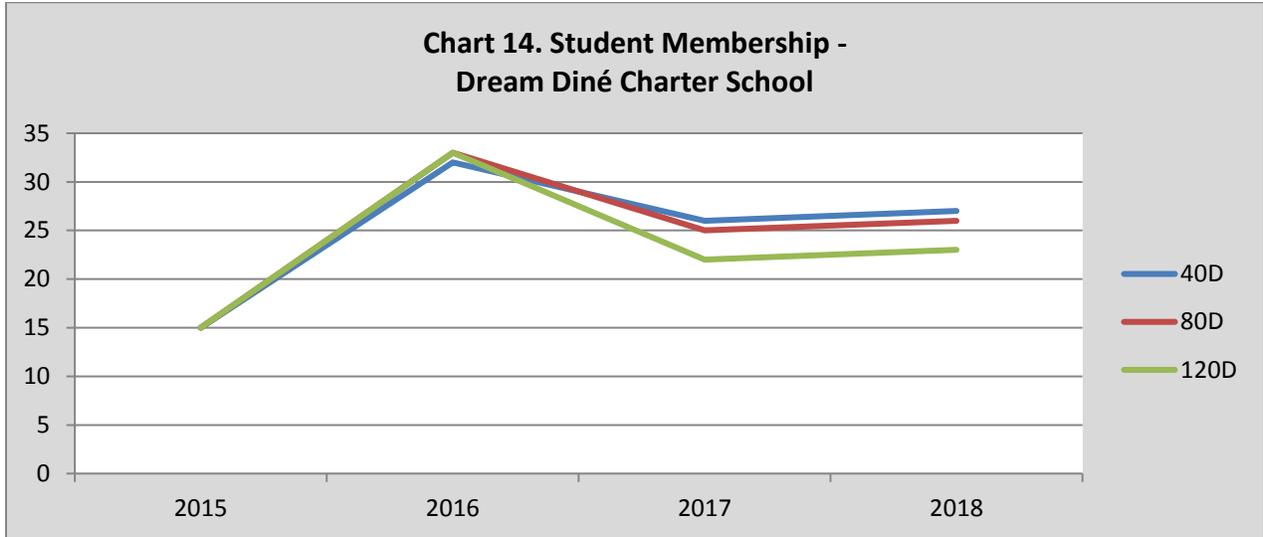


Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

The chart below demonstrates the school’s student membership for each of the years in operation during the current contract term. There was an increase in the number of students during the 2015-2016 school year. The enrollment numbers have decreased over the years. In addition, the numbers have dropped by 4 students (nearly 15%) between the 40D and 120D counts during the last two years.

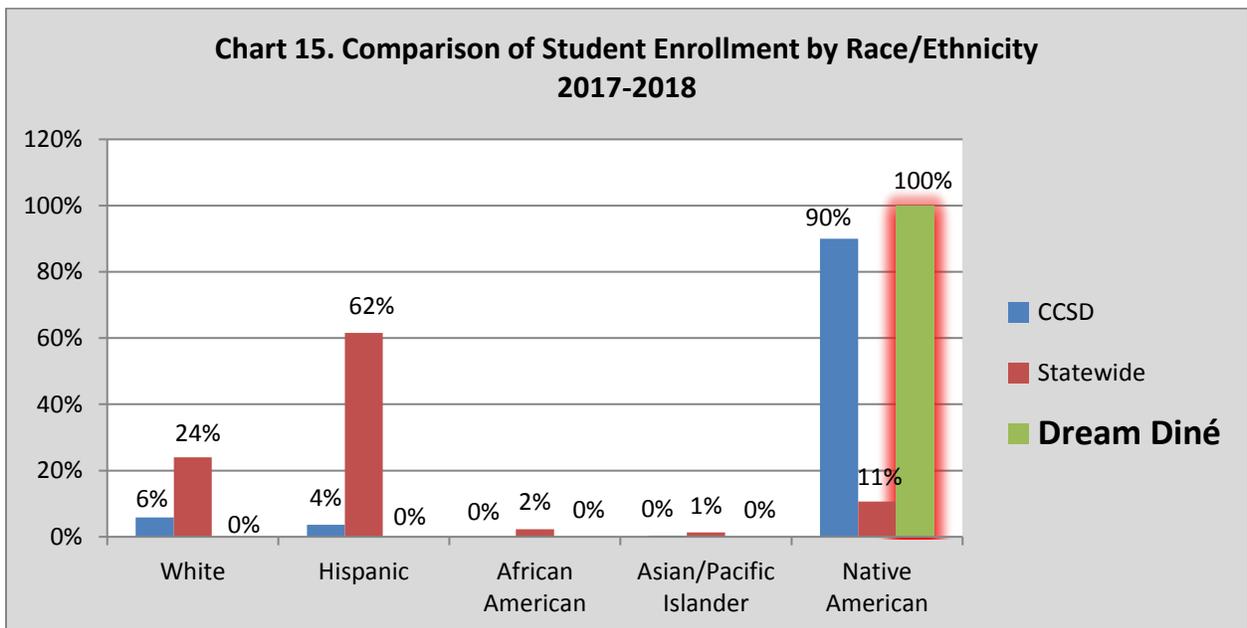
As of 2017-2018, the school has not reached its enrollment cap of 300. The student enrollment indicates the school is operating at about 22% of its approved capacity.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

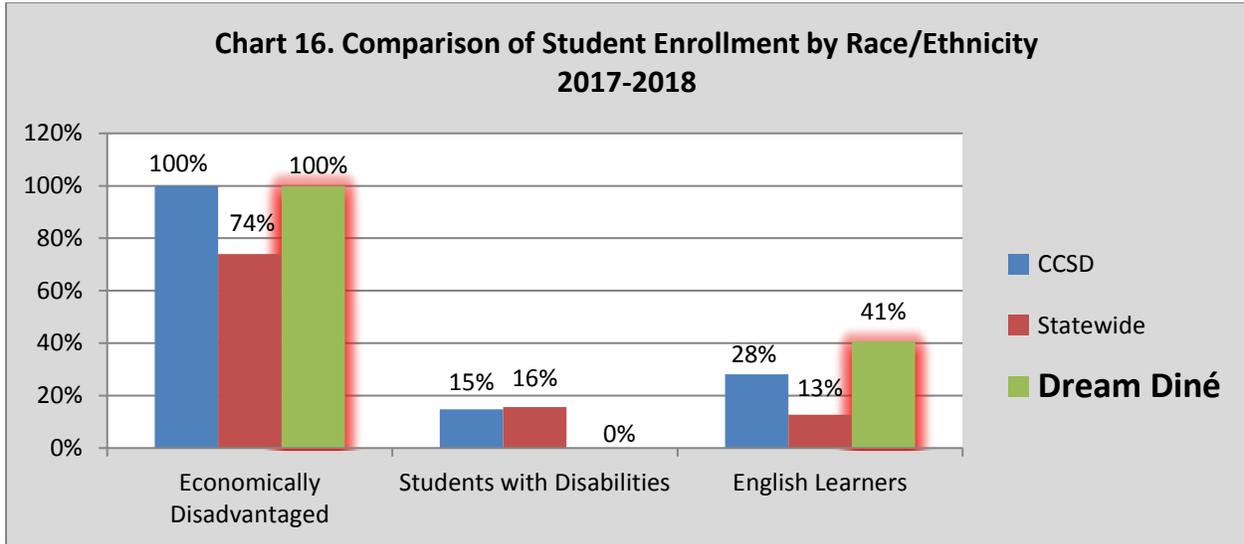
Enrollment by Race/Ethnicity.

The school’s student demographic data illustrates that it serves a similar population as the local district with 100% Native American. The school does not serve any other subgroups listed (White, Hispanic, African American and Asian/Pacific Islander).



Enrollment by Other Subgroups

The school has a *similar* percentage of economically disadvantaged students as the local district and a significantly *higher* number of English Language Learners. However, the school **has a significantly lower percentage of students with disabilities than both the local district and the state (0%).**



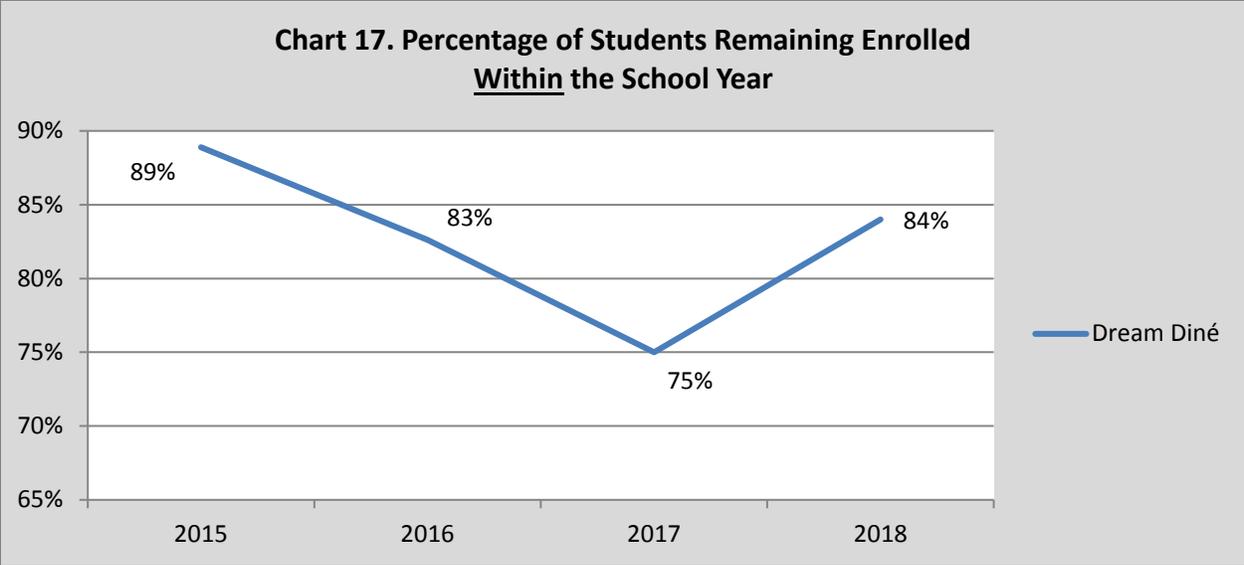
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In its Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target goal of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

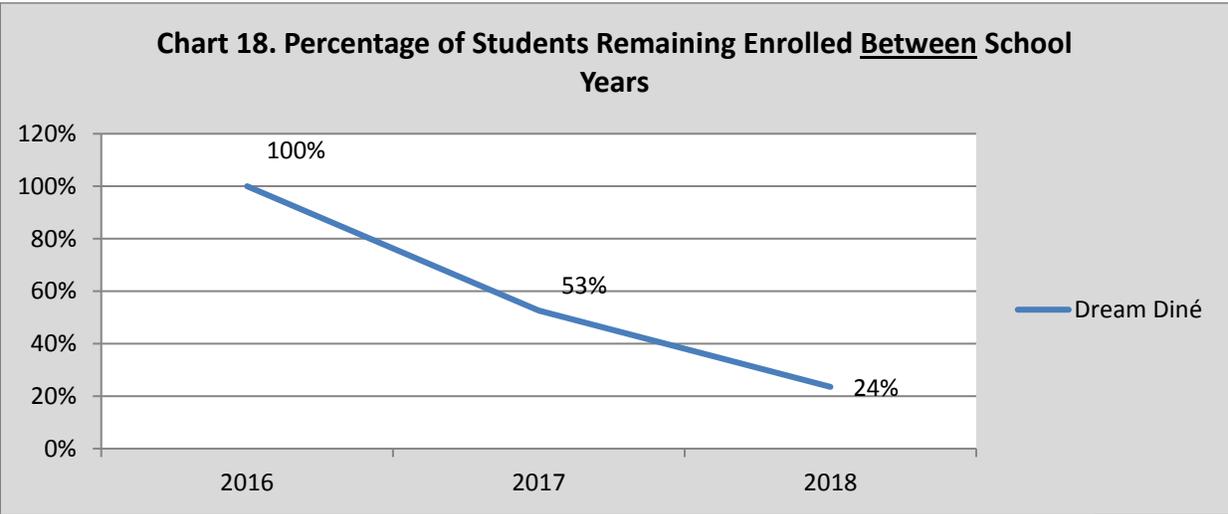
Chart 16 illustrates retention rates during each year at the school. Student enrollment data indicates that approximately 16% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. Withdrawals were increasing steadily, but took a turn in the last school year. In 2017-2018, 84% of the students remained enrolled until the end of the school year, as compared to only 75% in 2016-2017.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

Chart 17 illustrates recurrent enrollment at the school. Student enrollment data indicates that 100% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. Only 24% of the students that completed the 2016-2017 school year returned to Dream Diné in 2017-2018. This chart shows a dramatic decline each year in the number of students who return the following school year.



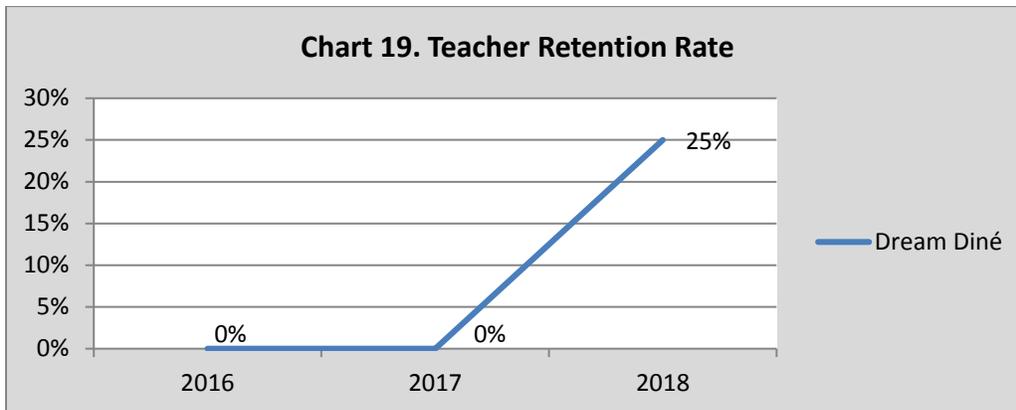
Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates the school’s teacher retention over time. Data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers identified at

80D reporting period for one year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year to determine the teacher rate.¹¹

The chart below shows an increase in teacher retention for 2017-2018 (25%), after two years of 0% returning.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 6. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	4	1	1
FY16	4	0	0
FY15	2	0	1

Summary of Fiscal Reports

In **FY17**, the school received **1 finding of significant deficiency** related to internal control structure over cash disbursements, **2 finding of other non-compliance** issues related to (1) excess of expenditures over budget and (2) employee retirement board and retiree health care act contributions, and **1 finding of other matters** regarding payroll documentation.

- 2016-003 Excess of Expenditures over Budget Other Non-compliance Repeated and Modified**
Condition: The School's actual expenditures in Fund 21000 (Food Services) exceeded its budgeted expenditures at the function level by \$315. The school has lack of progress on budget overages.
- 2017-001 Employee Retirement Board and Retiree Health Care Act Contributions Other Non-compliance**
Condition: During our testwork over a sample of payroll transactions, we noted the following:

¹¹ Teacher retention rate may be impacted by staff transition from teaching assignment to program administration position within the same LEA (such as from special education teacher to special education director).

- Four employees did not have Educational Retirement Board (ERB) and Retirement Health Care (RHC) contributions withheld for one pay period during the year.
- For a portion of the year, one employee and the School did not contribute to RHC.
- One employee contributed \$80 more than required to ERB and the School contributed \$38 less than required to ERB.

In addition, only half of the School remittance to RHC (for both the employee and employer contributions) for the month of October 2016 was made by the tenth day of the subsequent month. The other half was remitted in December 2016.

- **2017-002 Payroll Documentation Other Matters**

Condition: During our testwork over a sample of payroll transactions, we noted the following:

- Payroll withholdings for one of nine employees did not match the elected withholdings from Form W-4.
- Time sheets and employment contract for one of nine employees was not signed by the employee.
- Insurance deductions for one of none employees did not match the New Mexico Public School Insurance Authority election form.

- **2017-003 Internal Control Structure over Cash Disbursements Significant Deficiency**

Condition: During our testwork of twenty-five disbursements, we noted three instances where the School procured goods or services prior to obtaining an approved purchase order, but prior to issuing a check to the vendor. In one other instance, goods were procured and a check was issued to the vendor prior to obtaining an approved purchase order.

In **FY16**, the school received **4 findings of non-compliance** related to: (1) payroll and personnel files, (2) pledged collateral, (3) staff qualifications and payroll, and (4) excess of expenditures over budget.

- **2015-001 Payroll and Personnel Files Non-compliance**

Condition: For twenty-five payroll transactions tested we noted the following: Two employees did not have background checks on file.

The school has implemented procedures to resolve this finding in the current year.

- **2016-001 Pledged Collateral Non-compliance**

Condition: The school did not have a pledged collateral agreement in place during fiscal year 2016.

- **2016-002 Staff Qualifications and Payroll Non-compliance**

Condition: For twenty-five payroll transactions tested, we noted one instance when the instructor did not have any license as a Level I Instructor, which was the employee's position.

- **2016-003 Excess of Expenditures over Budget Non-compliance**

Condition: Dream Diné Charter School had expenditure functions where actual expenditures exceeded budgetary authority by the following amounts:

- Operational (11000) - Central Services \$939.
- Food Services (21000) - Food Services Operations \$8,459.
- Kellogg Foundation (26121) - Instruction \$3,995.
- Private Direct Grants (29102) - Support Services \$611.

In **FY15**, the school received **1 finding of material weakness** related to internal control structure and **1 non-compliance finding**.

- **2015-001 Payroll and Personnel Files Material Weakness; Non-compliance**

Condition: During our internal control testwork over a sample of twenty, one payroll transactions we noted the following:

- Two of the employees tested had incomplete I-9s on file.

- Two employees did not have background checks on file.
- One employee background check was not submitted by the school in a timely manner.
- We noted four employees for which an employment contract was not available for our review. Consequently, we were unable to determine what the approved compensation was.

We noted fifteen instances where Social Security and Medicare taxes were calculated on net pay but should have been calculated on gross pay. We noted an instance when an employee’s NMPSIA withholding were calculated using an incorrect rate.

- **2015-002 Internal Control Structure Non-compliance**
Condition: During our internal control testwork of over twenty-five disbursements, we noted one disbursement was paid for an amount greater than the invoice.

2b. Board of Finance

The governing council of Dream Diné’s Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School’s mission statement is as follows

Dream Diné is a place-based elementary school where the Diné (Navajo) culture, language and history are the foundation of an experiential curriculum. Through a dual-language program, we will nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships and progress.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

50%/50% Dual Language- both Diné and English will be used to teach and reinforce concepts and content.

Place-Based—an experiential approach to teaching/learning that uses stories, history, geography, environment, science and arts of the local community to provide a culturally rich and meaningful learning environment.

Student – Focused Term(s).

With a focus on meeting the educational needs of the children enrolled, the school will integrate the language, culture and knowledge of the local community, engage parents and foster student health and wellness. Students will have a safe and nurturing environment that builds their self-confidence, improving student academic achievement, engagement, bilingualism, sense of identity and home/school connection.

Teacher – Focused Term(s).

Staff training will include:

Dual Language methodology (including participation in a 6-day Guided Language Acquisition Design or GLAD training by Dual Language New Mexico), Place-based Approach to Instruction, Diné Language and Culture, and DIBELS Next assessments.

GLAD is:

- a model of professional development in the area of language acquisition and literacy
- an instructional model (with clear, practical strategies) that promotes an interactive classroom
- a commitment to high expectations and high standards for all students
- a U.S. Department of Education (OBEMLA) Project of Academic Excellence
- thematic, interdisciplinary, standards-based instruction
- adaptable to all elementary and middle school grades, and any language of instruction

Parent – Focused Term(s).

Parent Advisory Committee. The Parent Advisory Committee will meet to discuss various ideas, issues, and concerns. Although the committee will not have official decision making authority, it is expected that they will provide suggestions and feedback to Dream Diné' staff, administration and to the Governing Board regarding the academic program, experiential learning opportunities, and culture-based community activities.

Parents will have volunteer opportunities and after-school community activities

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the past 2 years, Dream Diné Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
9	4	4

Figure 7. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
5	1	11

Summary of “Falls Far Below” Ratings over 2-year period.

- **Material Terms.** The school did not provide academic evidence it is implementing the material terms of its contract [NMSA § 22-8B-9.1].

- **Instructional Hours.** The school did not provide evidence it provides a lunch period of at least 30 minutes [6.29.1.9(J)(6) NMAC].
- **Educational Rights of Students.** The school did not provide evidence of how
 - a.) NM residency is verified at enrollment [NMSA § 22-12-5(C)],
 - b.) the McKinney Vento rights and services are disseminated [6.10.3(D)(2)(C) NMAC],
 - c.) Parental involvement in RtI and SAT processes,
 - d.) Removing daily prayer from the school’s schedule [NMSA § 22-8B-4(J)].
- **English Language Learners.** The school did not provide evidence of properly recording WAPT and WIDA assessment scores for eligible students or supporting documentation such as screener scores for those who were identified as English Learners [6.29.5.11.E NMAC].
- **Compulsory Attendance.** The school did not provide evidence of properly notifying parents of 5-day unexcused absences or intervention strategies to improve student attendance [NMSA § 22-12-7].
- **Recurrent Enrollment.** The school did not meet its target goal for recurrent enrollment.
- **Financial reporting.** The school did not provide evidence of implementation of remedies instituted that resulted in compliance or sufficient movement toward compliance for the school’s six (6) internal control audit finding; one repeat audit finding (Compliance) and 5 single year audit findings (Compliance).
- **Evaluation of head administrator.** The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC].
- **Teacher Licensure.** The school did not provide evidence that all students are
 - a.) Taught by a licensed teacher for the entire school day, and
 - b.) Educational assistant is not managing the class as a primary teacher [NMSA § 22-10A-17.1(A)].
- **Background check.** The school did not provide evidence of completed background checks for all licensed staff [NMSA § 22-10A-5].
- **Health and safety.** The school did not provide evidence of
 - a.) Providing child abuse and neglect detection training to staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC],
 - b.) Conducting all required emergency drills [6.29.1.9(N) NMAC],
 - c.) Submitted a complete Safe School Plan (which was recently approved), and
 - d.) Evidence of remedying lack of documentation for unimmunized students (such as approved DoH waiver).
- **School Specific Terms.** The school did not provide evidence to support implementation of the school specific terms outlined in the Performance Framework.

3c. Governing Body Performance

According to the last reporting from this school, Dream Diné Charter School has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Coral Community's Governing Board:

Figure 5. Current governing council members.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Telletha Valenski	President	October 16, 2017	Continuing	Complete
Clarence Hogue	Vice-President	January 16, 2017	Continuing	Complete
Jasper Jones	Member	October 16, 2017	New	Complete
Kimberly Mohs	Member	October 16, 2017	Continuing	Incomplete
Jeremy Simpson	Member	October 16, 2017	New	Complete

*According to bylaws submitted September 20, 2017. Members have 2-year terms that can be renewed. This date indicates only the current term of service.

According to PED records, the school has not yet completed all training for FY18. Ms. Mohs lacks 3 hours (fiscal). The school had six members complete the required training in FY17. The school reported no training in FY2016. The school reported no training in FY15.

Mr. Jones and Mr. Simpson completed introductory training prior to voting as required per 6.80.5.8.B NMAC.

Lance Whitehair joined the board in December, but did not complete introductory training. He left the board in April. The school states Mr. Whitehair never voted.

Ira Vandever, who was removed from the board in December 2017, has not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Mr. Vandever has completed no training this year.

Sierra Frank-Ignacio, who left the board in April 2018, has not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Frank-Ignacio has completed no training this year.

Charlotte Archuleta is the current business manager for Dream Diné Charter School. Charlotte Archuleta is the current CPO.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must

provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 6. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change and clarify the school’s original Mission Statement.	Approved	06/13/2014	N/A



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PUBLIC EDUCATION DEPARTMENT
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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Explore Academy
September 4, 2018

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SCHOOL SUMMARY

School Name:	Explore Academy
School Address:	5100 Masthead NE, Albuquerque, NM 87109
Head Administrator:	Justine Baiardo
Business Manager:	Michael Vigil
Authorized Grade Levels:	9-12
Authorized Enrollment:	500
Contract Term:	July 1, 2014 – June 30, 2019
Mission:	<i>“Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future.”</i>

Preliminary Recommendation

This report serves as notice to the Governing Council of **Explore Academy** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew its charter for a term of 5 years with defined goals for school improvement in financial framework** because the school demonstrated progress towards the Department’s standards of excellence (NMSA 1978 § 22-8B-12[K][2]) in most years of its contract term, but with a noted area of concern.

Academic. The school performed well in all of categories of the A-F School Grading Report since 2016. The school received a “*Meets Standard*” rating on its one school specific goal in 2017-2018. It received an “*Exceeds Standard*” rating (pertaining to exit test for student coursework) and a “*Falls Far Below Standard*” rating (pertaining to interim assessment that to date is no longer addressed due to an approved amendment request).

Financial. The school had a total of 9 audit findings with 1 repeat during the past 3 years. One (1) of the findings was at the significant deficiency classification (see pp. 18-19 of this report).

Organizational. During the most recent year (2016-2017), the school received 2 “*Falls Far Below Standard*” ratings and 2 “*Falls Far Below Standard*” rating the previous year in 2016-2017 (related to business management and oversight; overdue Safe Schools Plan) (see pp. 20-21 of this report).

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Provide evidence of approved Safe Schools Plan (SSP) no later than February 1, 2019 (the school’s SSP is nearly 2 years overdue).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year during the term of its contract (Audit reports for FY20, FY21, FY22, and FY23 released during the 2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating (PED will complete upon completion of renewal site visit)
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

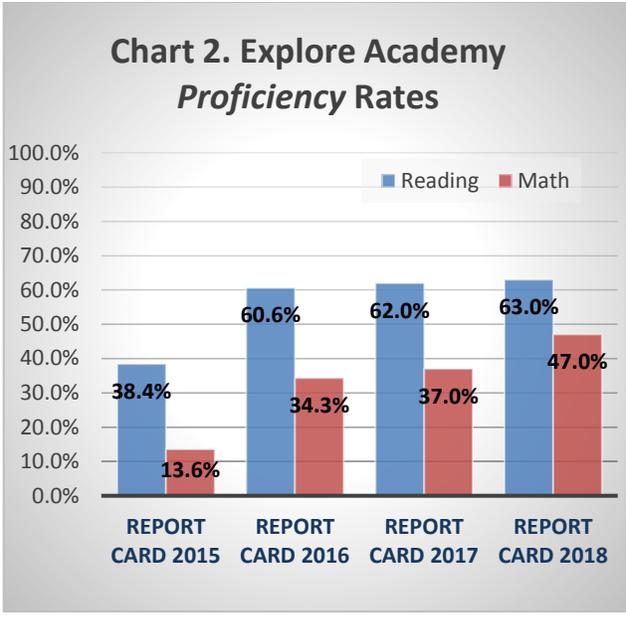
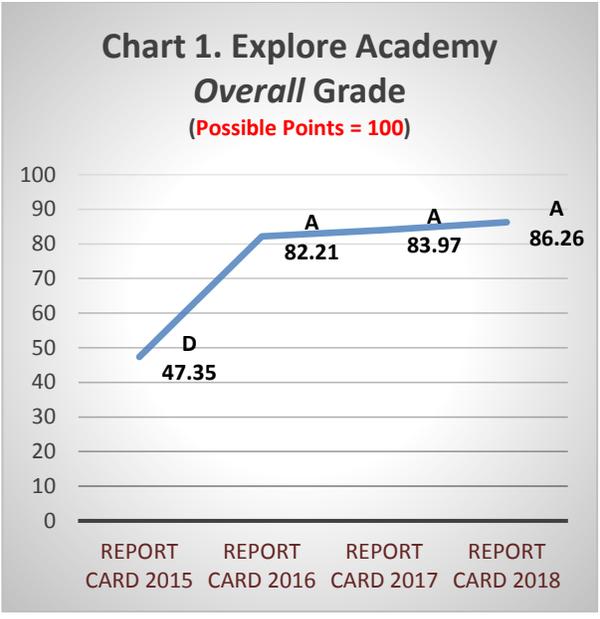
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Explore Academy's overall school grade in each of the last 4 years (2015-2018). The school earned 3 “A's” and 1 “B” during its contract term. In addition, the school earned bonus points, which if excluded, would have changed the letter grades received in any of the years. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³ Overall points earned ranged from 47.35 – 86.26 during this four (4) year period with proficiency rates in reading and math steadily increasing during the four (4) year period (see Chart 2).

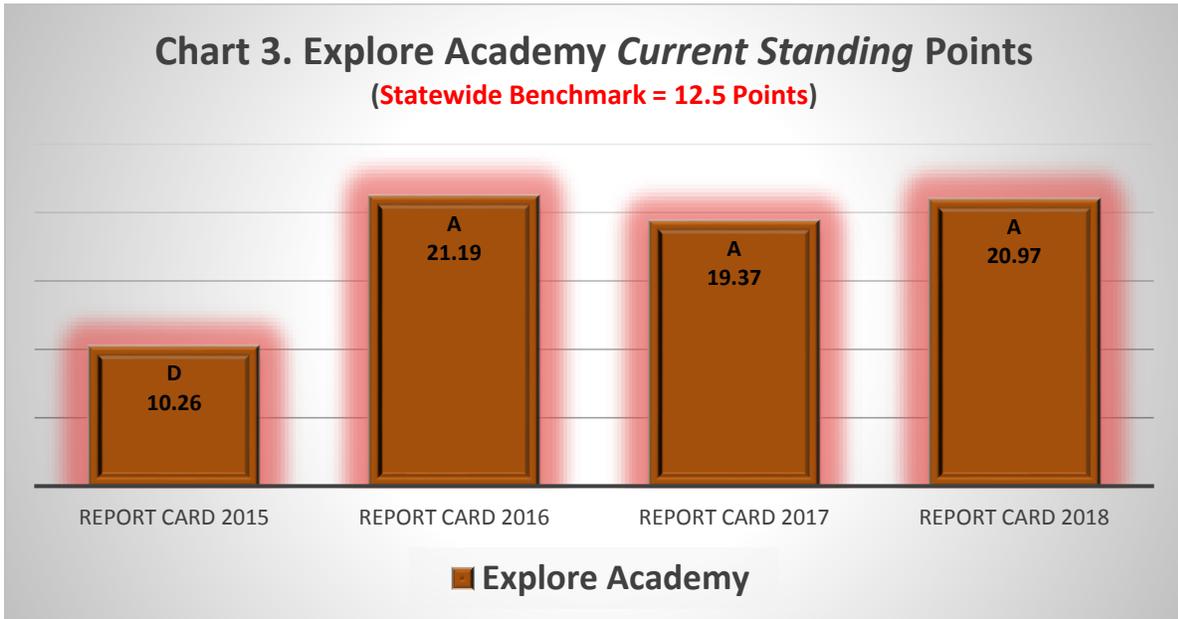
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aee.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>

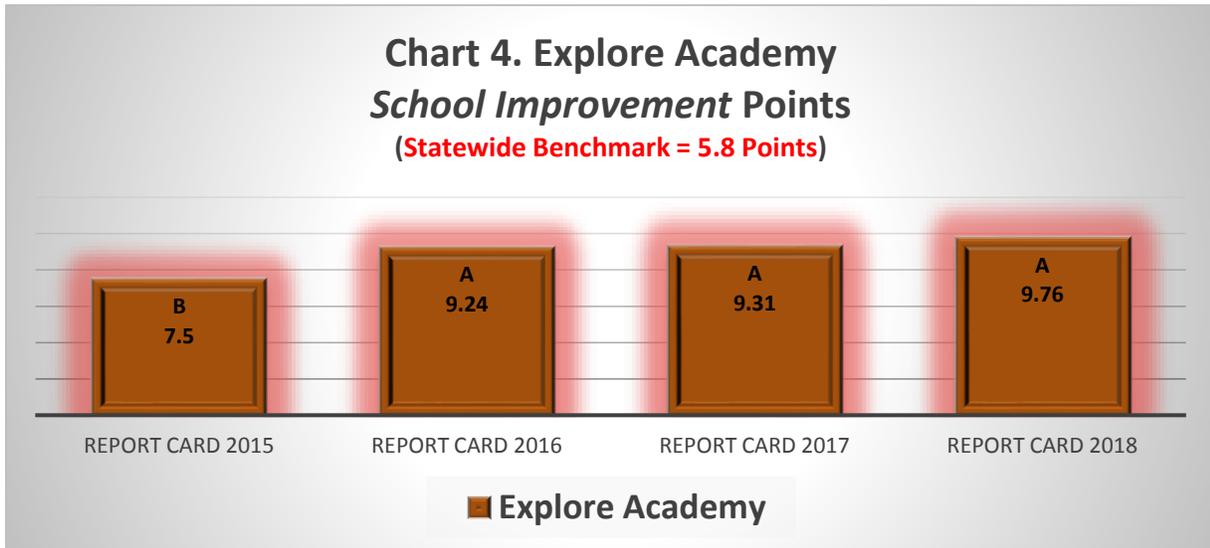


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 20.97 points out of 30 possible points in this category, which was significantly above the statewide benchmark (established in 2012) of 12.5 points. The school has steadily maintained points earned in the category during the past 3 years.



School Improvement. The school improvement performance (formerly known as School Growth) on the School Grading Report compares overall student performance from year to year was examined as well as

compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 7.5-9.76 points consistently earning a letter grade of “A” in the category during the last 3 years and a “B” during the first year of its contract. All scores were above the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented (Chart 5). A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

In all years a positive growth index with large growth residuals (between 1.11-2.66) during the last 3 years were observed in both reading and math.

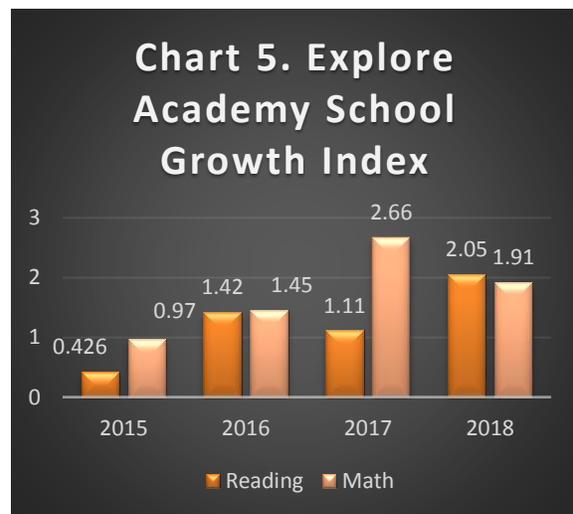
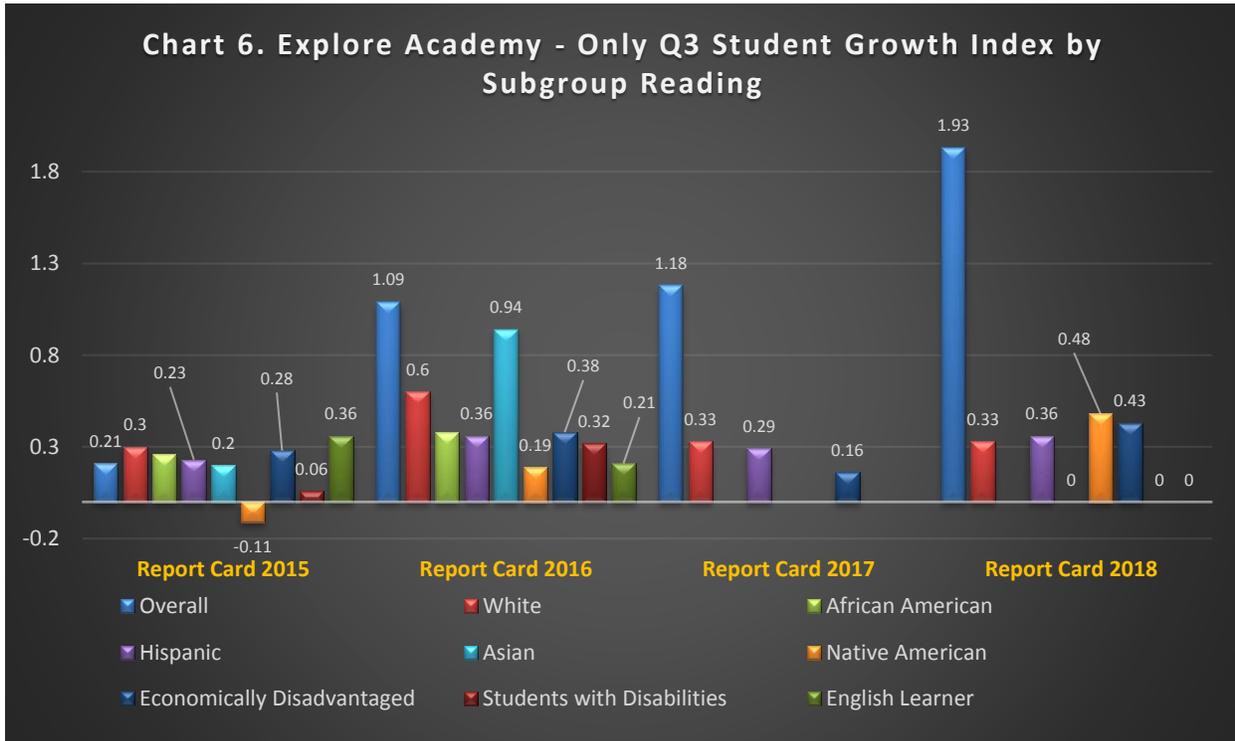
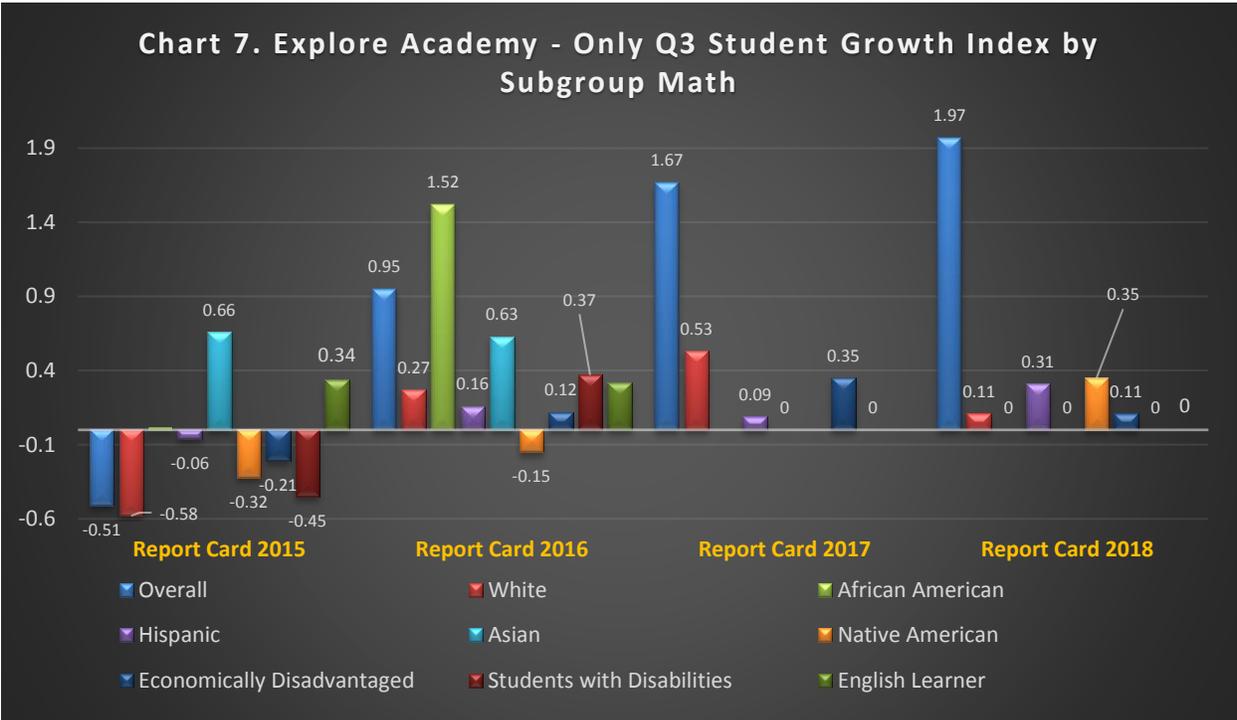


Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	3.33	4.17	7.5
2016	4.61	4.63	9.24
2017	4.33	4.98	9.31
2018	4.90	4.86	9.76

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups (excluding masked data) in most years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. Large growth residuals were observed during the last 3 years. In math, all subgroups in most years met expected growth with overall student growth being met in 3 of 4 years. Large growth residuals during the last 2 years were observed.





Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups (excluding masked data) in most years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. Large growth residuals were observed during the last 3 years. In math, all subgroups in most years met expected growth with overall student growth being met in 3 of 4 years.

Chart 8. Explore Academy - Only Q1 Student Growth Index by Subgroup Reading

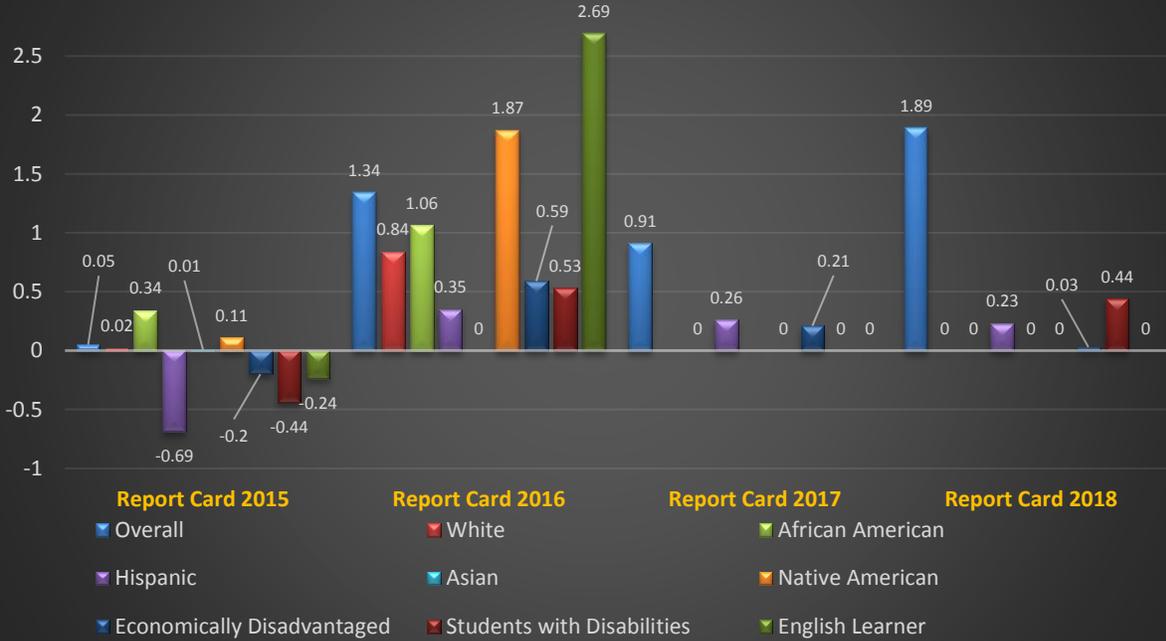
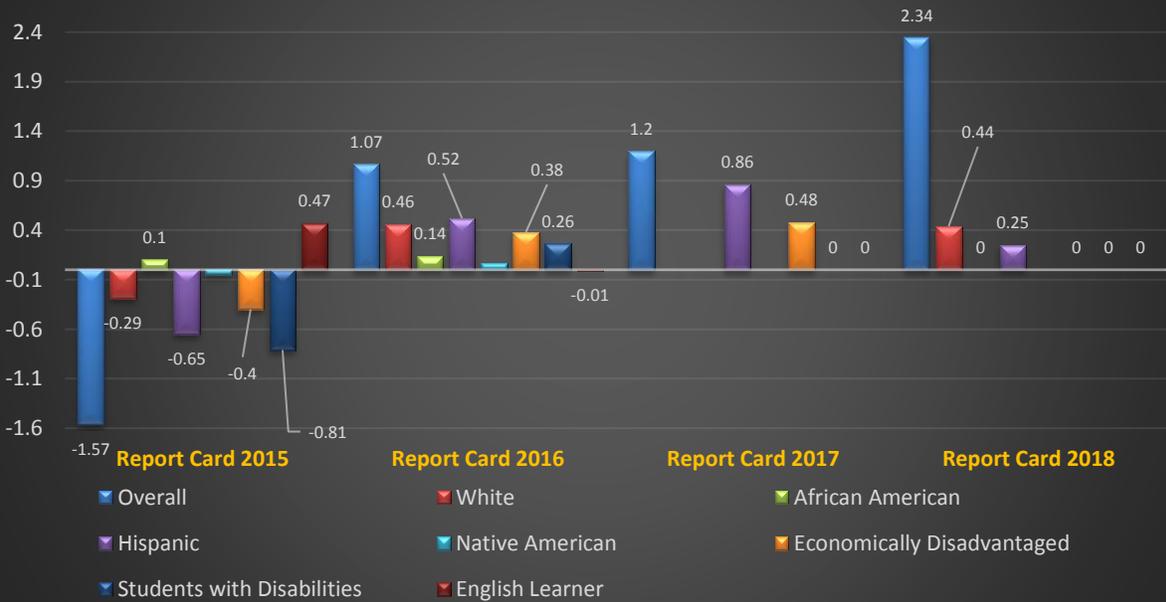
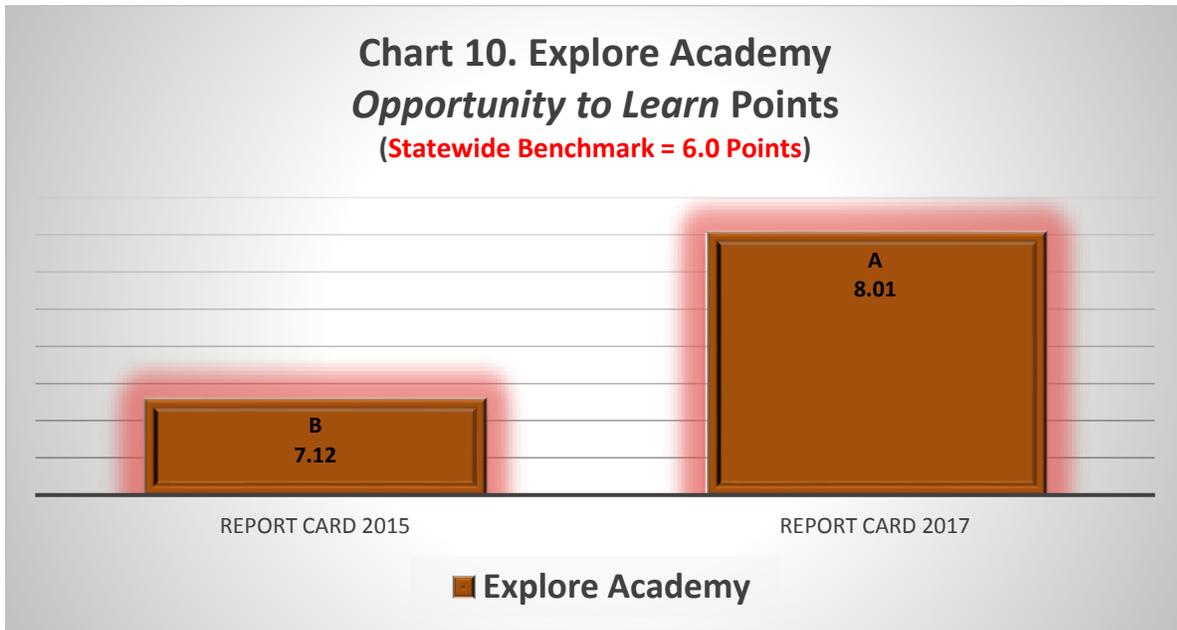


Chart 9. Explore Academy - Only Q1 Student Growth Index by Subgroup Math



Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide)⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Explore Academy has performed well since 2015 exceeding the statewide benchmark in all years applicable that a letter grade was assigned to the category (2 of 2). The school earned letter grades of “B” in 2015 and “A” in 2017. Only attendance was assessed in 2016 and 2018 in which letter grades were not assigned.



High School Graduation. No data available to date.

Graduation Data by Subgroup (2017). No data available to date.

College & Career Readiness (CCR). No data available to date.

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

1b. Specific Charter Goals

This section includes analysis of Explore Academy's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2016-2017 (the renewal application kit will be updated with data from the 2017-2018 school year once it is made available). In 2 of 3 years the school met or exceeded standard in all goals except for reading during 2016-2017.

Charter Specific Goals

1.A EXIT EXAMS: *The School average exit exam score will measure at proficiency by the end of the school year. The average measured rate of proficiency will be at or above 85%. This average value will be calculated based on student exit exam scores for a Full Academic Year (FAY). Exit exams incorporated in the average will be for those students who spend, or have previously spent the FAY at Explore Academy.*

NOTE: While the PEC typically does not use average scores, given the large number of exams given and the high score needed for each standard, the PEC has accepted the school's proposal to use average scores."

1.B RIVERSIDE INTERIM ASSESSMENT:

Based on the school's chosen short cycle assessment, Riverside Interim Assessment, 75% of students will either:

- Measure at proficiency or above in the area of reading OR
- Demonstrate one year's growth in the area of reading

Explore Academy will utilize Riverside Interim Assessments (Houghton Mifflin Harcourt) for its short cycle assessment tool. The definition of "proficiency" is based on Riverside's cut score standards set forth below. "One year's growth" is based on the movement from one proficiency benchmark to the same range within the next highest benchmark. For example: a student moving from the "High" range of the Needs Improvement benchmark to the "High" range of the Approaching Proficiency benchmark would demonstrate one year's growth.

Students whose data will be included in the goal above will be those students who attend Explore Academy for the entire eight terms of the school year."

Figure 2. Progress towards Charter Specific Goals.⁵

Goal	Description	2015				2016 ⁶				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
1.A	Exit Exams			X		-	-	-	-	X			
1.B	Interim Assessments	-	-	-	-	-	-	-	-				X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
1.A	Exit Exams		X		
1.B	Interim Assessments	N/A ⁷	-	-	-

Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

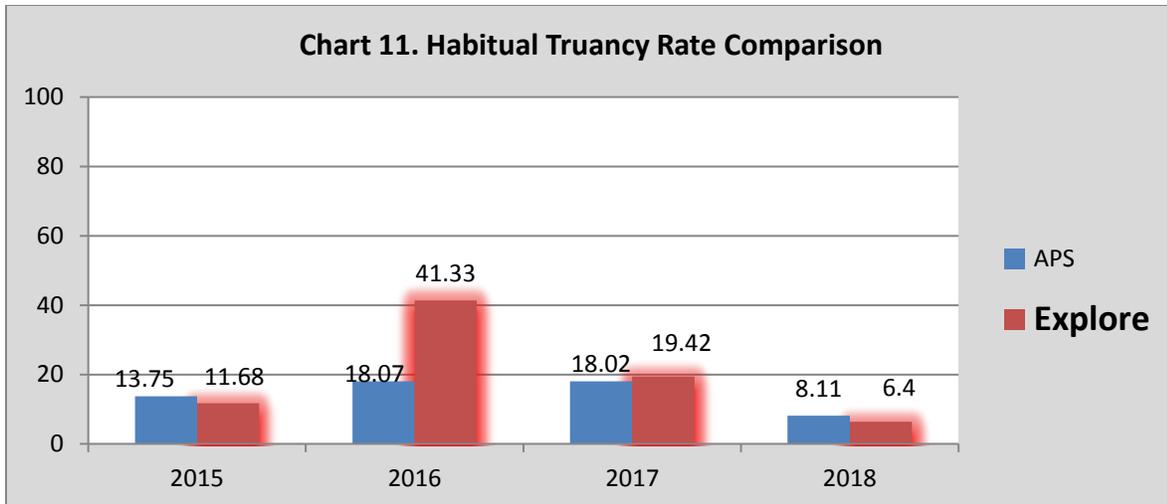
Habitual Truancy

The chart (next page) reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Explore Academy’s habitual truancy rate was similar or lower than the local school district each year with the exception of the 2015-2016 school year. The school’s truancy rate decreased from 2016-2017 to 2017-2018 by more than 13 percentage points. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.

⁵ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

⁶ The goals as documented in the web-EPSS report for 2015-2016 were not rated.

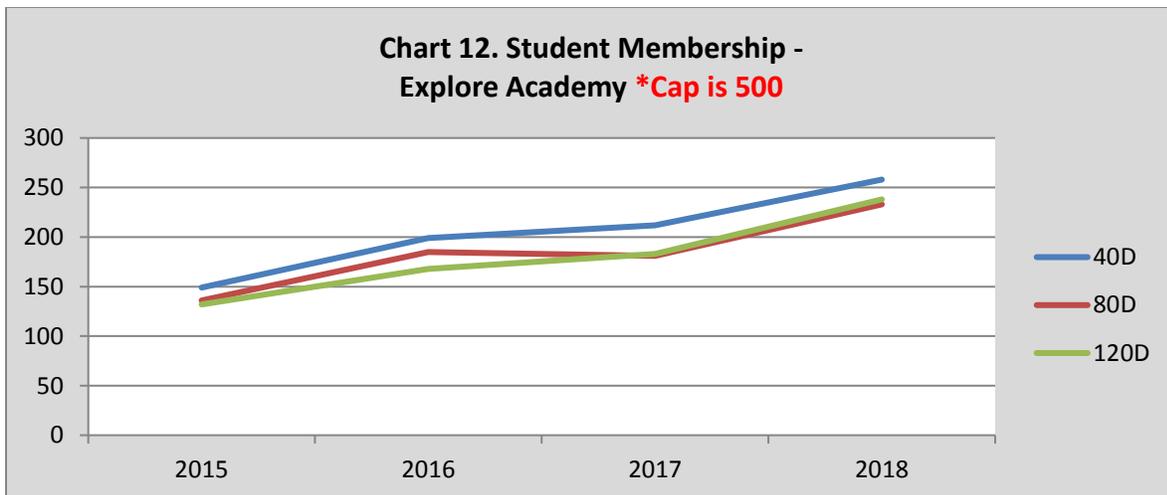
⁷ The school received approval to amend one of its charter goals to replace Riverside short-cycle assessment with PARCC.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District

Student Membership (Enrollment)

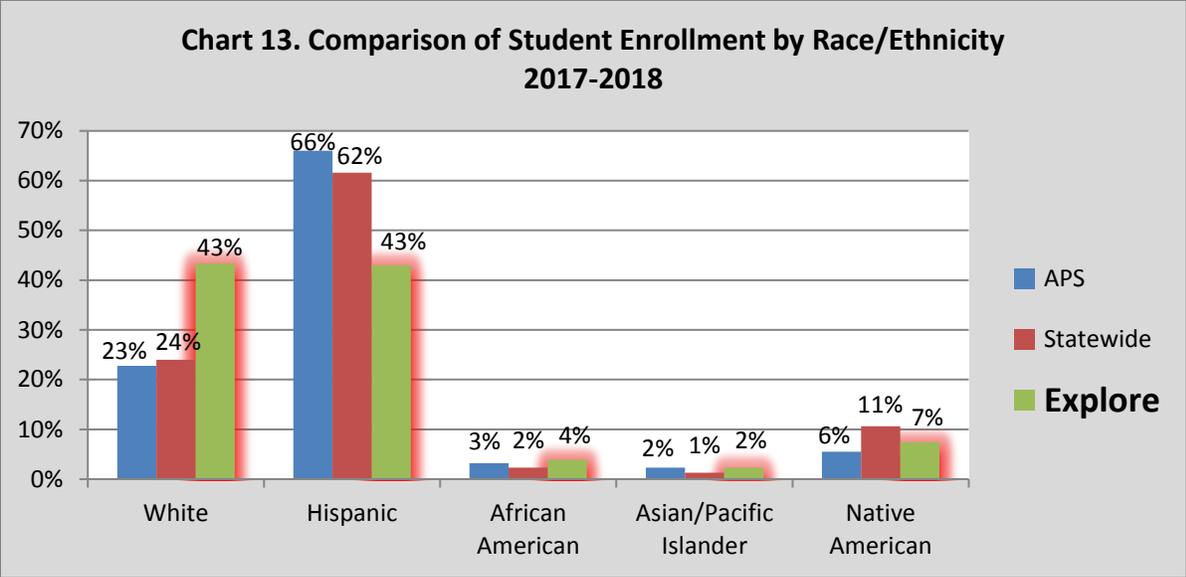
The chart below shows the school’s student membership for each of the years in operation in which a steady growth was observed during the contract term. As of 2017-2018, the school had not reached its enrollment cap of 500. The student enrollment shows that the school is operating at nearly 48% of its approved capacity.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

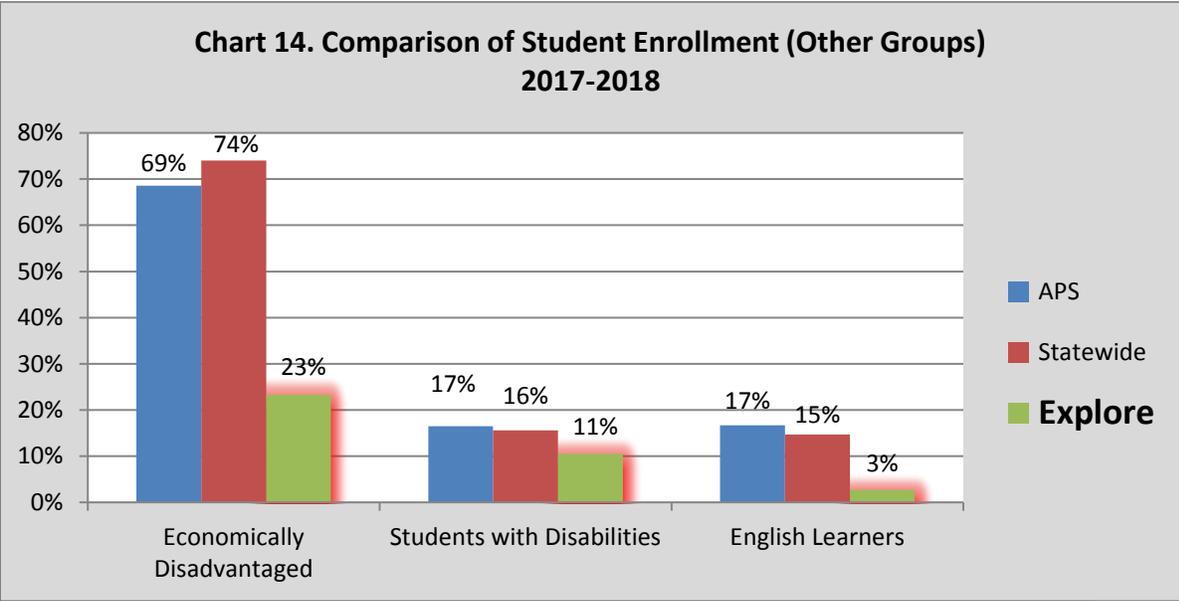
The school’s student demographic data illustrates that it serves a *lower* Hispanic population when compared to the surrounding district. Regarding the remaining subgroups, Explore Academy has similar or slightly above the district rates.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students, students with disabilities, and English Language Learners w and the state with those in the economically disadvantaged group having the largest discrepancy when compared to APS and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

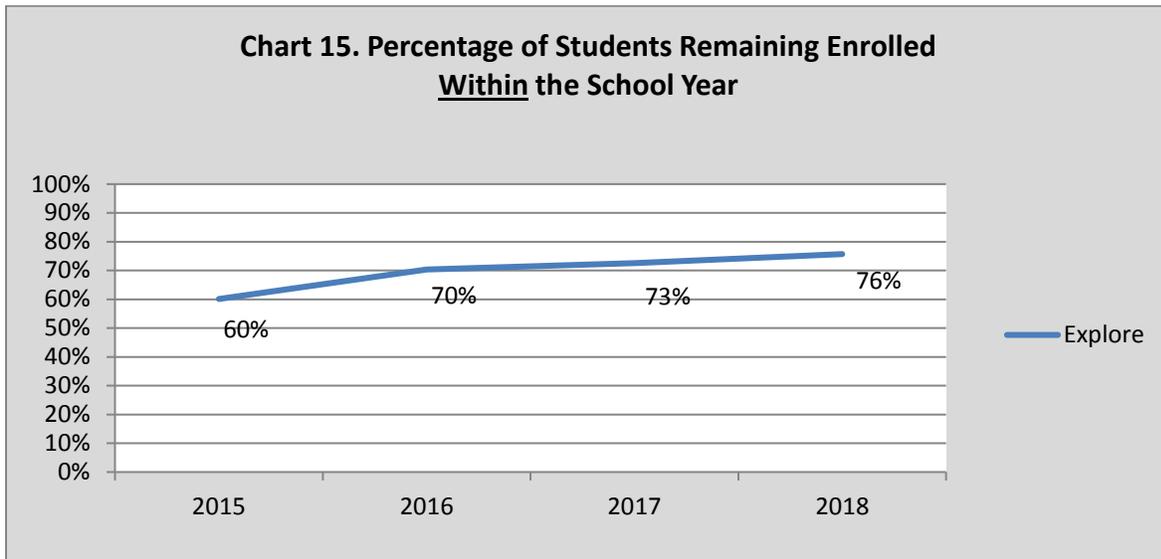
Retention and Recurring Enrollment

In its Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is

calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

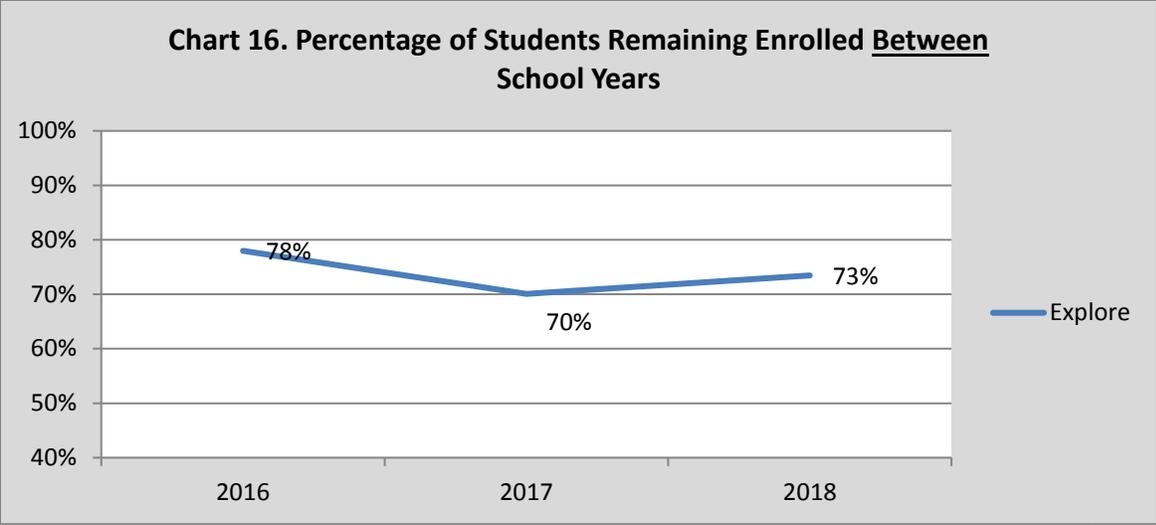
The student enrollment data (below) shows that nearly 24% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. Withdrawals have decreased steadily since 2015. In 2017-2018, 76% of the students remained enrolled until the end of the school year, as compared to only 60% in 2014-2015.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart (next page) shows recurrent enrollment at the school. Student enrollment data indicates that 78% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. 73% of the students that completed the 2016-2017 school year returned to Explore Academy in 2017-2018. Returning student rate (from one year to the next) had decreased from 2016 to 2018.

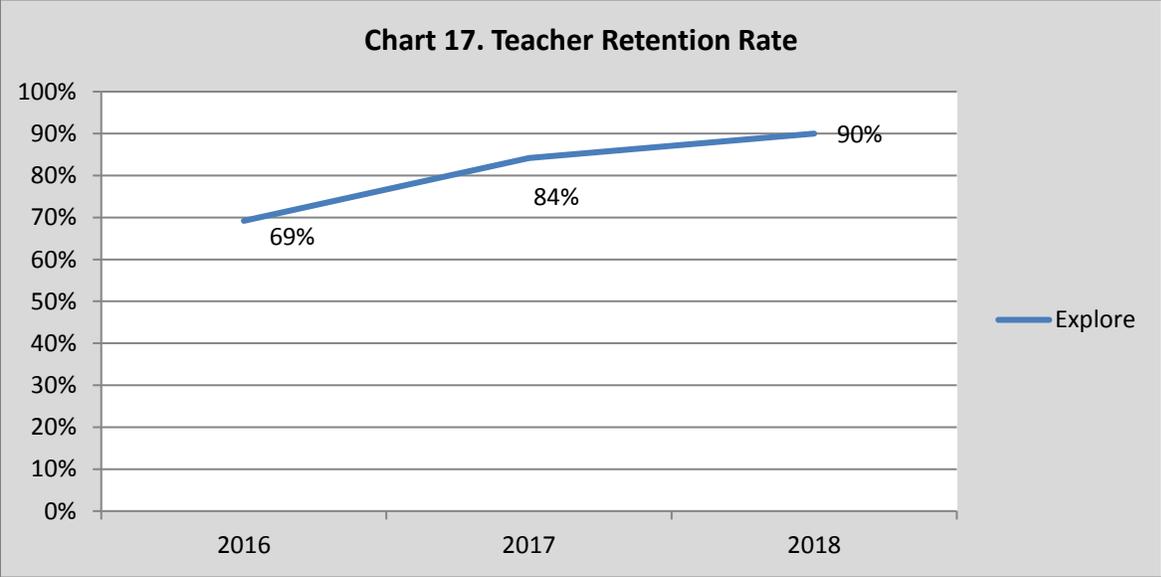


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The chart below demonstrates the school’s teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d. The chart shows that the school’s teacher retention rate increased over the years: Sixty-nine percent for the 2015-2016 school year, 84% for the 2016-2017 school year and 90% for the 2017-2018 school year. Explore Academy met the teacher retention rate of at least 80% in the last two school years that was established by the PEC.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	1	0
FY16	5	0	0
FY15	3	0	1

Summary of Fiscal Reports

In **FY17**, the school received **1 finding of other matter** related to personnel files.

- **2016-001 Personnel Files Other Matter Repeated and Modified (not noted)**

Condition: We tested 25 payroll transactions and noted the following:

- Three I-9 forms could not be located.
- Two I-9 forms were in the personnel file, but section 2 was not completed.
- Three W-4 forms could not be located.
- Five personnel action forms could not be located.
- One background check could not be located.

Auditor’s Note: The Schools has not been able to locate the missing information for the files, nor have they requested new ones.

In **FY16**, the school received **3 findings of other matters** related to: (1) review and approval of purchases, (2) personnel files, (3) educational retirement board and retiree health care payroll deductions and **2 findings of non-compliance** related to (1) travel and per diem and (2) timely deposits.

- **2015-002 Review and Approval of Purchases Other Matter**

Condition: During our cash disbursement testwork we tested forty-two purchases and noted the following:

- Six items tested, totaling \$6,527, did not have proper approval in the form of purchase requisition and purchase order before the purchase was made.
- We also noted one item where the purchase order was \$1,837 more than the purchase requisition.
- We noted an additional item where the invoice was \$11 more than the purchase order.
- In four cases, we were not provided with the purchase requisition; these items amounted to \$3,459.
- There were also two purchases for which we were not provided any supporting documentation totaling \$141.

- **2016-001 Personnel Files Other Matter**

Condition: While all forty personnel files we tested included an I-9 form, sixteen of them were not fully completed, four of them did not include proper copies of applicable documents and thirteen were not signed by School personnel.

- **2016-002 Educational Retirement Board (ERB) and Retiree Health Care (RHC) Payroll Deductions Other Matter**

Condition: We tested forty employee paychecks and noted four cases where the employee's contribution to the Educational Retirement Board (ERB) was calculated using an incorrect rate.

- **2016-003 Travel and Per-Diem Non-compliance**

Condition: During fiscal year 2016, the Explore Academy used the IRS standard rate for mileage reimbursements. We reviewed two mileage reimbursements for an employee's private vehicle and the reimbursements were not paid at the IRS standard rate.

- **2016-004 Timely Deposits Non-compliance**

Condition: We tested 15 cash receipts and noted one in the amount of \$920 that was not deposited within 24 hours of being received.

In **FY15**, the school received **1 finding of significant deficiency** related to lack of support for payroll salary calculations and **2 findings of other matters** related to (1) review and approval of purchases and (2) expenditure exceeds budget.

- **2015-001 Lack of Support For Payroll Salary Calculations Significant Deficiency**

Condition: Through our payroll testwork we noted the following:

- We were unable to determine how the pay was calculated for three out the 25 payroll transactions tested.
- Management was unable to provide support for two out of 25 raises granted to employees.
- Support for raises could not be provided for one out of the 16 payroll registers tested.
- Explore Academy stated they adopted and utilized the Rio Rancho Public School's Salary Schedule; however, the approved board minutes stated Albuquerque Public School's Salary Schedule was to be adopted.

- **2015-002 Review and Approval of Purchases Other Matters**

Condition: During our cash disbursement testwork we noted four out of 25 items totaling \$23,415 in which the purchase order and purchase requisition were created and approved after the purchase had been made. One of these four purchases in the amount of \$21,791 related to a prior purchase order that had been created prior to the fiscal year; however, the approved purchase order could not be provided by management.

- **2015-003 Expenditure Exceed Budget Other Matters**

Condition: The Explore Academy has expenditures where actual expenditures exceeded budgetary authority: Fund – Operational 11000 - Operation of Non-Instructional Services; Excess of Expenditures over Appropriations \$(17,497)

2b. Board of Finance

The governing council of Explore Academy's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

Per its mission, Explore Academy will offer shorter learning modules (seminars) through which students will receive concentrated instruction over a smaller subset of academic standards. At the conclusion of each term, students will take an exit exam in each seminar to determine whether students have reached the required proficiency levels for each standard assessed for that seminar.

The school's choice-based philosophy of education provides students the freedom to choose from a set of seminar-versions. Since each seminar will be offered in three versions, taught by three different teachers, students will have the choice in the specific theme through which they will receive the instruction over the content of that seminar. Thus, the three versions through which each seminar is offered will be unique in their focus and instructional approach, thus allowing students to choose how they want to learn the content through a set of discrete options. This extends across all core and elective (PE, art) content areas, as well as into the school's unique upper division seminars where students will eventually focus their academics beginning in their 11th grade year (not offered in School Year 1).

Student – Focused Term(s).

Explore Academy students will have two academic flex periods during the day, allowing them to complete homework, collaborate, attend tutoring, pursue credit recovery, attend school meetings, visit teachers (and case managers in the case of special education students), and complete make-up work as needed. Students will register for this flex time as they would for their academic classes. The school's dean of students oversees flex time and will track student attendance.

The school is committed to provide its students this time to supplement their learning. As the school grows in its first three years, the tutoring program will become a significant component of this flex time (as part of the school's academic service requirement, upperclassmen will function as tutors for underclassmen).

Teacher – Focused Term(s).

The school's staff will be provided with time for professional collaboration, such as in professional learning communities, to function as a forum for the sharing of best practices/instructional

strategies, data analysis from seminar/exit exams, creation/modification of future exit exams, analysis of student satisfaction data, creation/modification of future seminars, etc.

This collaborative component will be essential in allowing teachers to work together, share their experiences, and streamline their efforts as they work to implement this innovative form of education.

Parent – Focused Term(s).

The school encourages parent involvement in all areas of its operation. To this end, the school is promoting the formation of a parent council for parents to provide input in areas both academic and operational. It is through this council that parents will be encouraged to voice input, although parents may bring their concerns directly to the school’s leadership and governance councils if appropriate.

The school is encouraging parent volunteerism, both in areas of instruction and general operation. This may include assistance with school lunch delivery, support of extracurricular activities, parent speakers, creation of/assistance with school-related functions, etc.

Parent data will be tracked through visitor/volunteer logs and parent committee minutes/logs.

The school will communicate with parents through its website and a monthly newsletter for the dissemination of general information, and as needed via phone and/or email for individual student cases (academic, behavioral, etc.). Parents will have the ability to monitor student progress through the parent portal component of the school’s student information system.

3b. Organizational Performance Framework

The school received two (2) “Falls Far Below Standard” ratings in 2017-2018 and two (2) “Falls Far Below Standard” ratings in 2016-2017

Figure 4. 2017-2018 organizational framework ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	2	2

Figure 5. 2016-2017 organizational framework ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
9	6	2

Summary of “Falls Far Below” Ratings

- **Business Management and Oversight.** The school did not provide evidence of implementation of their financial corrective action plan or remedies instituted that resulted in compliance or

sufficient movement toward compliance for the school’s five audit findings (compliance), four single year audit findings and one repeated audit finding. Also, the school had a repeat finding.

- **Health and Safety.** The school did not provide evidence that it requires all visitors to sign-in and wear a visitor badge. The school did not provide evidence of an approved Safe School Plan [6.12.6.8(7) NMAC]. Also, the school’s Safe Schools Plan (SSP) is overdue by at least 10 months and to date has not been approved by the Coordinated School Health & Wellness Bureau.

3c. Governing Body Performance

According to the last reporting from this school, Explore Academy has six members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Explore Academy’s Governing Board:

Figure 6. Current governing council members.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Jesse Pickard	President	January 2014	Continuing	Incomplete
David Kulb	Member	July 10, 2017	Continuing	Complete
Ray Barton III	Member	July 10, 2017	Continuing	Incomplete
Ralph Montano	Member	January 2016	Continuing	Complete
John Garletts	Member	November 14, 2017	New	Complete
Shane Mulligan	Member	June 2016	Continuing	Incomplete

According to PED records, the school had not yet completed all training for FY18. Mr. Pickard lacks 8 hours, Mr. Barton III lacks 1 hour (academic), and Mr. Mulligan lacks 8 hours. The school had five members complete the required training in FY17. The school submitted no training in FY16. The school had five members complete the required training in FY15.

Mr. Garletts did not complete the Introductory training prior to voting as required per 6.80.5.8.B NMAC. This training has now been completed.

Gloria Lueras-Kidd, who left the board in October 2017, has not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Lueras-Kidd has completed no training this year.

Kyle Hunt is the current business manager of Explore Academy. Michael Vigil is listed as the current CPO of Explore Academy. Mr. Vigil is a contracted employee and is ineligible to serve as CPO as per 1.4.1.94.D(2)(a).

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the last year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the last year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to expand to serve grades 6-7 (in 2017-18) and grade 8 (in 2018-19).	Denied	01/13/2017	School had not demonstrated sustained academic achievement; school

			earned a letter grade of D in 2015-16.
Amendment request to change move permanent location of the school.	Approved	08/31/2017	N/A
Amendment request to expand to serve grades 6-7 (in 2018-19) and grade 8 (in 2019-20) and enrollment increase to serve 500 students.	Approved	09/01/2017	N/A



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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

La Academia Dolores Huerta
September 4, 2018

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SCHOOL SUMMARY

School Name:	La Academia Dolores Huerta
School Address:	1480 North Main Street Las Cruces, NM 88001
Head Administrator:	Melissa Miranda
Business Manager:	Juliette Sanchez
Authorized Grade Levels:	6-8
Authorized Enrollment:	300
Contract Term:	July 1, 2014 – June 30, 2019
Mission:	<i>“La Academia Dolores Huerta’s mission is to create an engaging culturally diverse educational program of the arts and languages that enable LADH middle school students to achieve high personal growth and strong social-cultural identity that leads to academic success.” (Contract, p. 32)</i>

Preliminary Recommendation

This report serves as notice to the Governing Council of **La Academia Dolores Huerta** (LADH) of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation of **non-renewal** because the school has not made substantial progress towards meeting the Department’s standards for excellence (NMSA 1978 § 22-8B-12[K][2]). In addition, the school only met 1 of 5 school-specific goals during the past 2 years (NMSA 1978 § 22-8B-12[K][2]).

In regards to failure to meet or show substantial progress towards standards of excellence: Since 2015 LADH has had a marked decline in student achievement, as evidenced by earning increasingly fewer overall points, even with the inclusion of bonus points, earned on the A-F School Grading Report, thus resulting in a letter grade of “F” during 3 of the past 4 years (see p. 6 of this report). In 4 of 5 categories (*current standing, school improvement, improvement of higher-performing students [Q1], and improvement of lowest-performing students [Q1]*) the school earned below the statewide benchmark in each category receiving a letter grade of “F” in each one 3 years in a row with the exception of Q1 in 2016 when the school earned a “D” in the category. Overall points earned on the School Grading Report has decreased by -35.81 points over a 4-year period. The school met 1 of 5 school specific goals in 2018 and 0 of 5 in 2017, which was an improvement. Note: The school did meet the majority of its goals during the first 2 years of its current contract (see pp. 11-12 of this report).

The school has had 6 financial audit findings during the last 3 years; 2 of which were at the significant deficiency category (see pp. 17-18 of this report). During the 2017-2018 school year, the school met or is working to meet 17 of 17 indicators in the organizational framework (zero ‘Falls Far Below Standard’ ratings). The prior year in 2016-2017 the school met 15 of 17 indicators (2 ‘Falls Far Below Standard’ ratings). Compliance concerns that received “Falls Far Below Standard” ratings that year ranged from lack of documentation for required instructional hours to proper identification procedures of English Learners and proper identification of homeless students.

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating <small>(PED will complete upon completion of renewal site visit)</small>
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978). Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

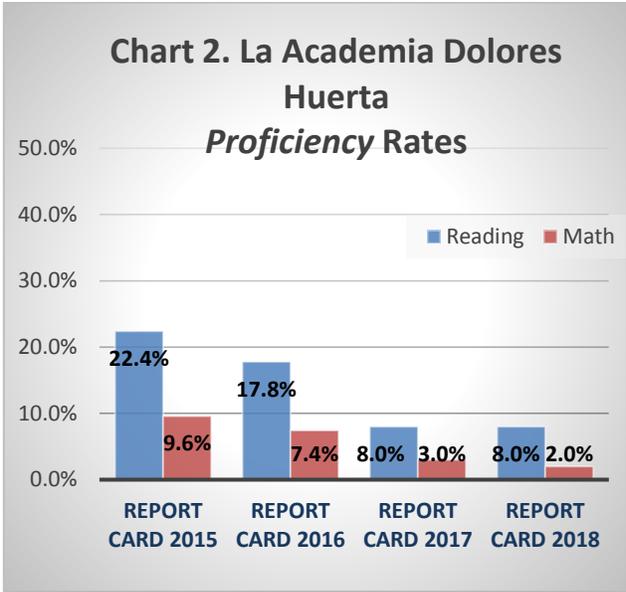
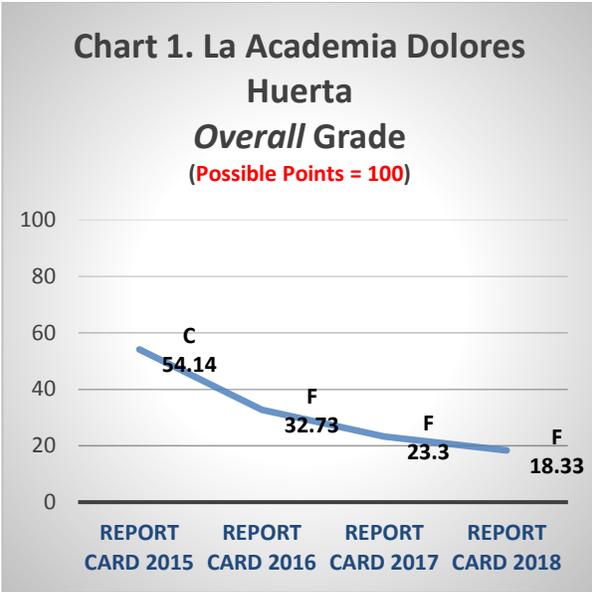
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

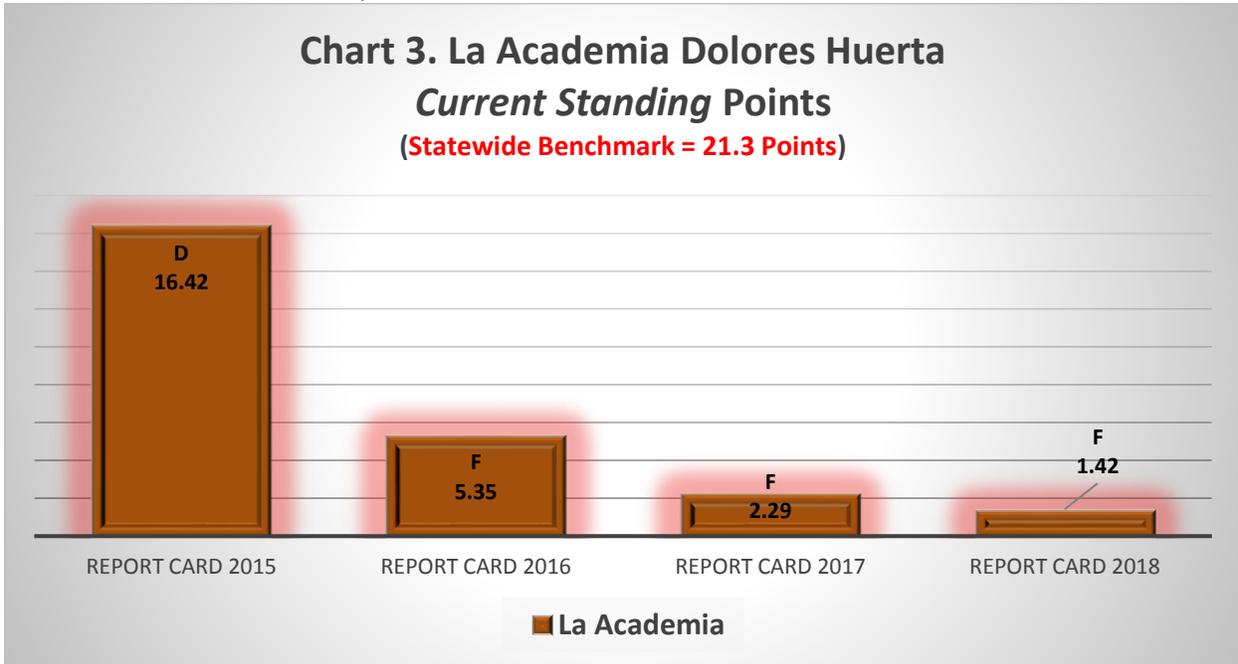
Overall Standing. Chart 1 illustrates LADH's overall school grade in each of the last 4 years (2015-2018). The school earned 3 “F's” and 1 “C” during the past 4 years. LADH earned less than half of the possible points in 3 of 4 years with a high of 54.14 points in 2015 and a low of 18.33 in 2018. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. LADH met standard according to the A-F School Grading System during 2015, but *overall standing* presented a negative trend since then during the time period. Proficiency rates over time in both reading and math also presents a negative trend during the contract term.

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

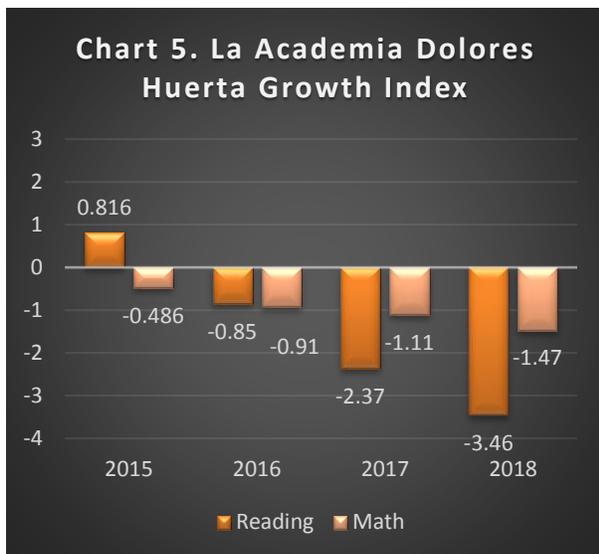
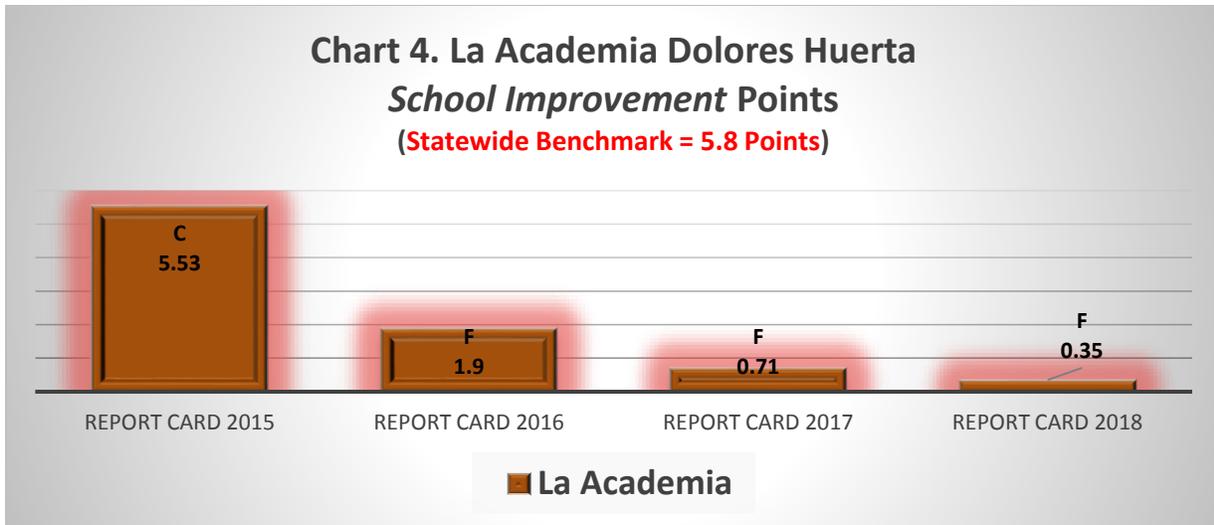


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 1.42 points out of 40 possible points in this category during 2018, which was below the statewide benchmark (established in 2012) of 21.3 points. The school has earned an “F” in the category in 3 of 4 years and has never met benchmark in all 4 years.



School Improvement. The school improvement performance (formerly known as School Growth) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance

is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between .35 – 5.53 points during the past 4 years earning a letter grade of “F” in the category in 3 of 4 years. One (1) of 4 years approached the statewide benchmark earning the school a “C” in the category in 2015.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

While a positive school growth index in reading was observed in 2015 negative school growth indices in reading and math were observed during the next 3 years. A negative decrease was observed from one year to the next during the time period.

Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	3.96	1.57	5.53
2016	.99	.91	1.9
2017	.04	.66	.71
2018	.00	.35	.35

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups (excluding masked data) in most years did not meet expected growth in reading with overall student growth being met in 1 of 4 years. A negative growth trend was observed since 2015. Similarly in math, although the majority of subgroups met expected growth in at least 1 of 4 years overall student growth was not met during any year. A negative growth trend was observed since 2015. No subgroup met expected growth in both reading and math during the last 2 years.

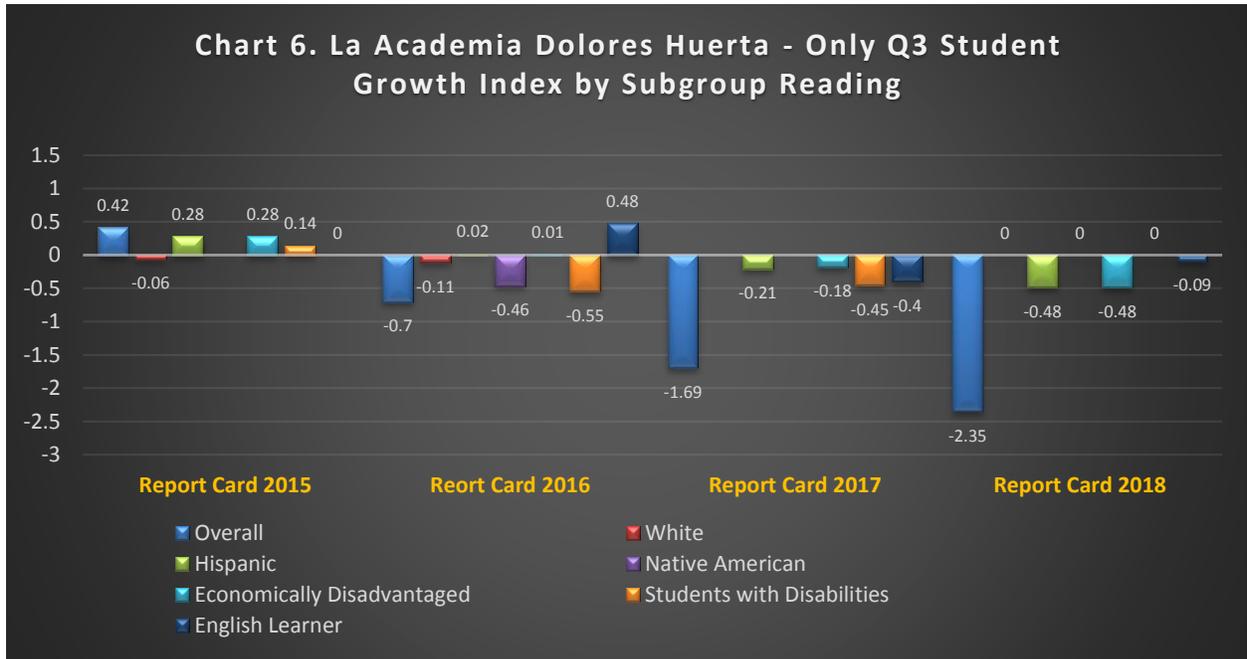
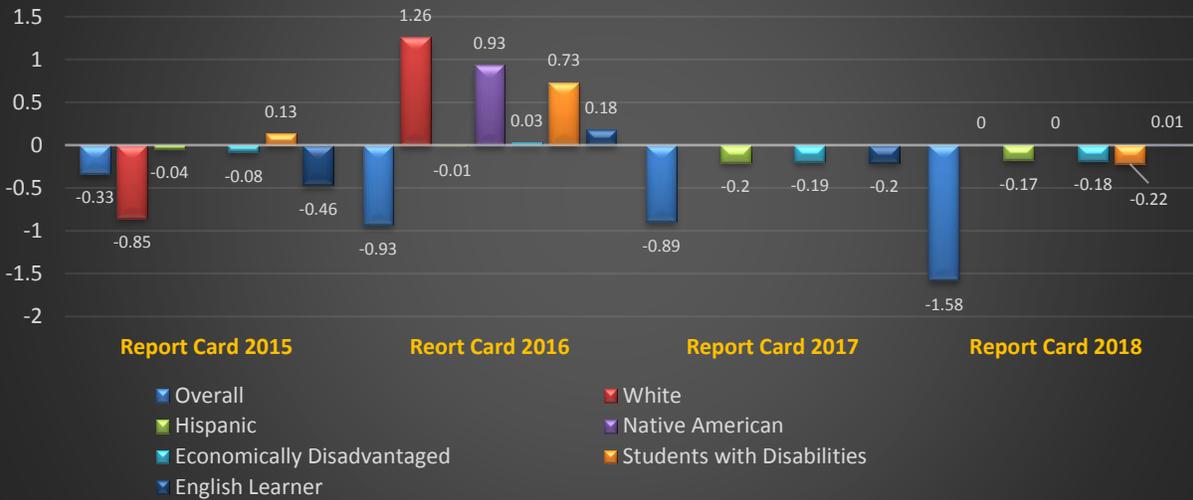
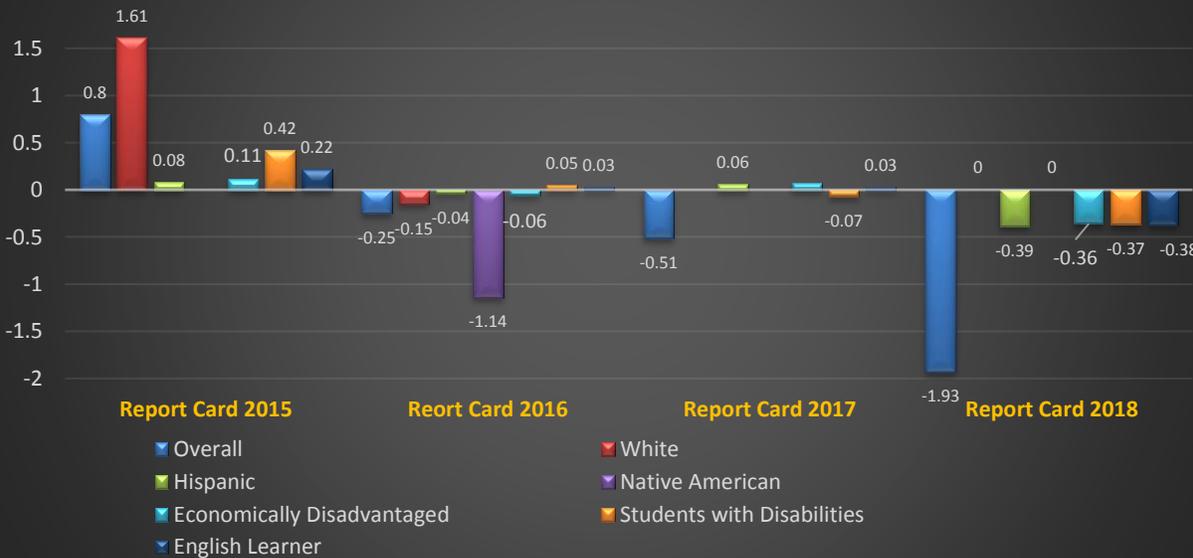


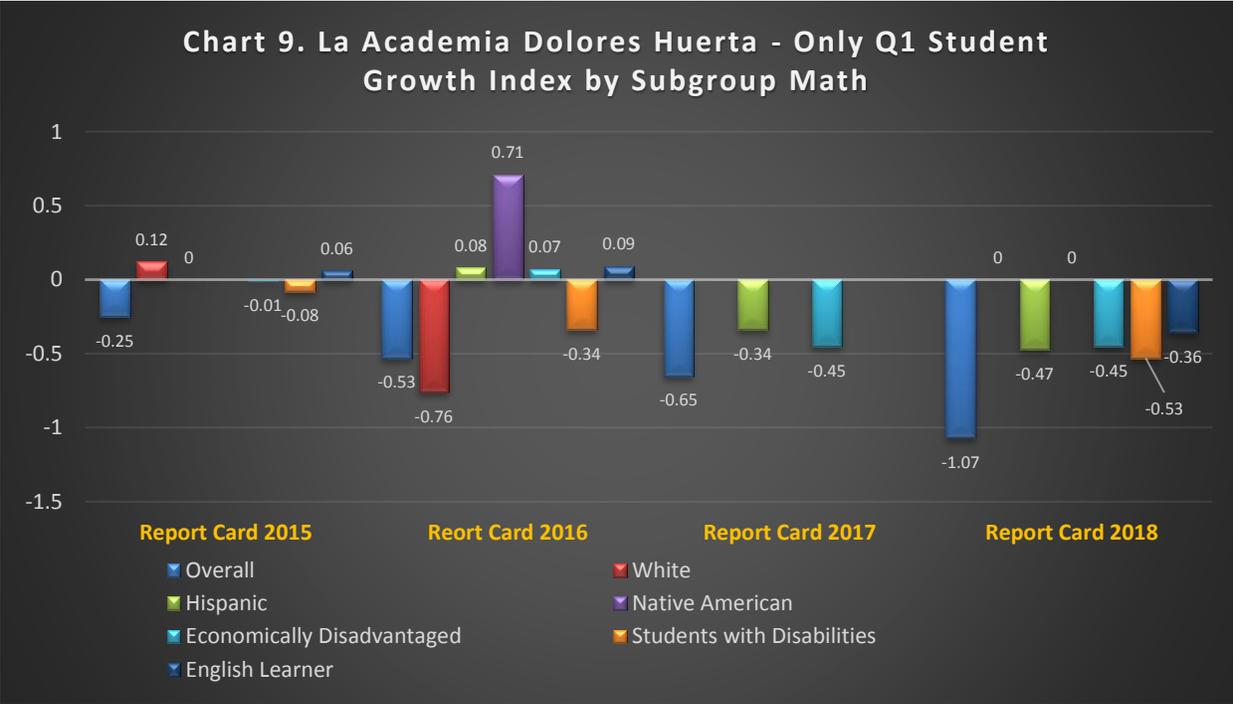
Chart 7. La Academia Dolores Huerta - Only Q3 Student Growth Index by Subgroup Math



Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (top 25%). All subgroups (excluding masked data) met expected growth in reading in 2015 while none met expected growth in 2018. Similarly in math, some subgroups met expected growth during the first 2 years and none met expected growth during the last 2 years.

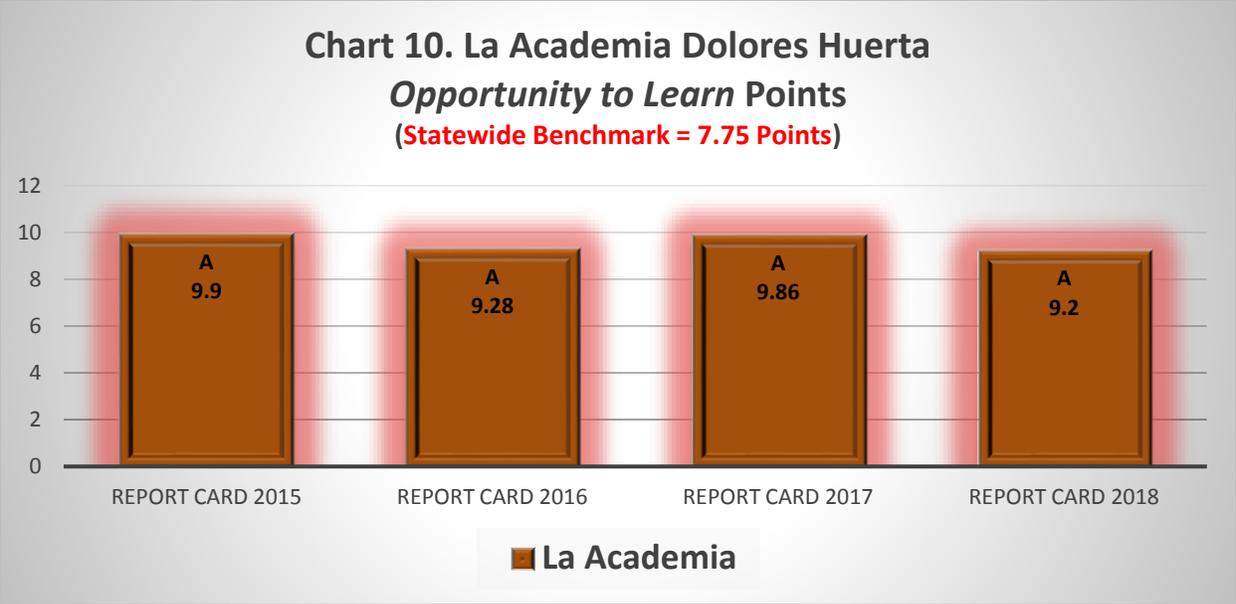
Chart 8. La Academia Dolores Huerta - Only Q1 Student Growth Index by Subgroup Reading





Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide)³. This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. LADH performed well since 2015 and exceeded the statewide benchmark during the past 4 years earning the majority of points as well as earning a letter grade of “A” in the category during each of these years. In 2018, the school had an attendance rate of 100% which along with survey results earned the school 9.2 points and a letter grade of “A” for the category.

³ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.



1b. Specific Charter Goals

This section includes analysis of LADH’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2017-2018. The majority of goals were rated “*Falls Far Below Standard*” in 2015-2016, 2016-2017, and 2017-2018. One (1) goals was rated “*Exceeds Standard*” in 2016-2017 and none during the other years.

Charter Specific Goals

“**Goal A—PD:** By the 40th day, develop professional development plans/strategies that will address training staff on how to access the Discovery Education short cycle assessment data. The plan will also address how data will be analyzed and used by both individual instructors (to improve differentiated instruction) and how it will be used to inform school-wide instructional programming.”

“**Goal B—Reading:** Short Cycle Assessment data will be used to measure academic growth in Reading of students who have attended La Academic Dolores Huerta (LADH) two semesters or more prior to their first short cycle assessment. (Note: “One year’s growth” will be defined by Discovery Education, in their technical manual).”

“**Goal C—Math:** Short Cycle Assessment data will be used to measure academic growth in Mathematics of students who have attended La Academic Dolores Huerta (LADH) two semesters or more prior to their first short cycle assessment. (Note: “One year’s growth” will be defined by Discovery Education, in their technical manual).”

“**Goal A—Spanish Language Proficiency:** The IDEA Language Proficiency Test (IPT) assessment will be used to demonstrate academic growth in the mastery of the Spanish language of monolingual, English speaking students at La Academia Dolores Huerta.”

“**Goal B—English Language Proficiency:** The WIDA/ACCESS assessment will be used to demonstrate an increased proficiency of the English language over previous year’s scores of monolingual, Spanish speaking students at La Academia Dolores Huerta who have attended two or more semesters prior to taking the assessment.”

Figure 2. Progress towards Charter Specific Goals.⁴

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet ⁵	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
1	Professional Development	-	-	-	-				X				X
2	Reading		X ⁶						X				X
3	Math		X Ibid						X				X
4	Spanish language proficiency		X Ibid				X ⁷						X
5	English Learner ACCESS proficiency		X Ibid			X Ibid							X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
1	Professional Development			X	
2	Reading				X
3	Math				X
4	Spanish language proficiency				X
5	English Learner ACCESS proficiency		X		

⁴ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Supplemental Indicators” in the school’s contract and performance framework.

⁵ Also “Working to Meet Standard.”

⁶ The Charter Schools Division annual report (see web-EPSS 2014-2015) indicated a “Meets Standard” and provided the following statement: “[t]he school has provided graphic data and narrative, in the all documents section, which thoroughly illustrates the progress made in each of the 4 indicators.”

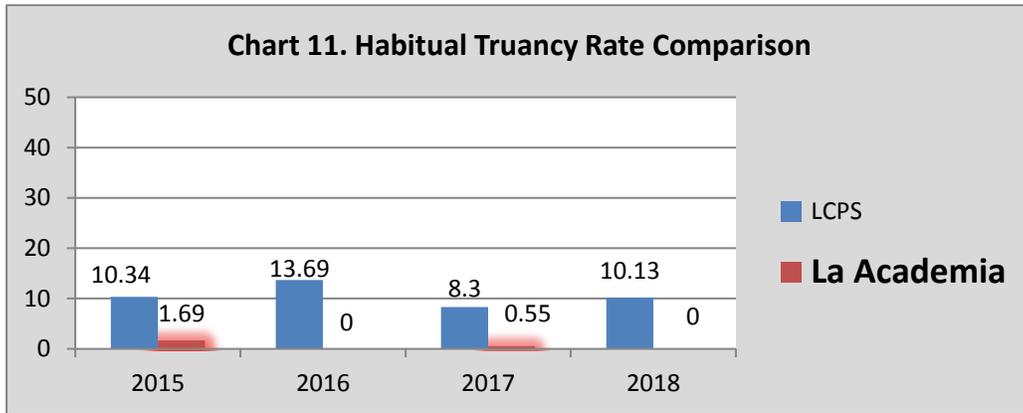
⁷ The Charter Schools Division annual report (see web-EPSS 2015-2016) indicated a “Meets Standard” (or above) and provided the following statement: “CSD cannot verify this rating because no supporting data was provided.”

Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

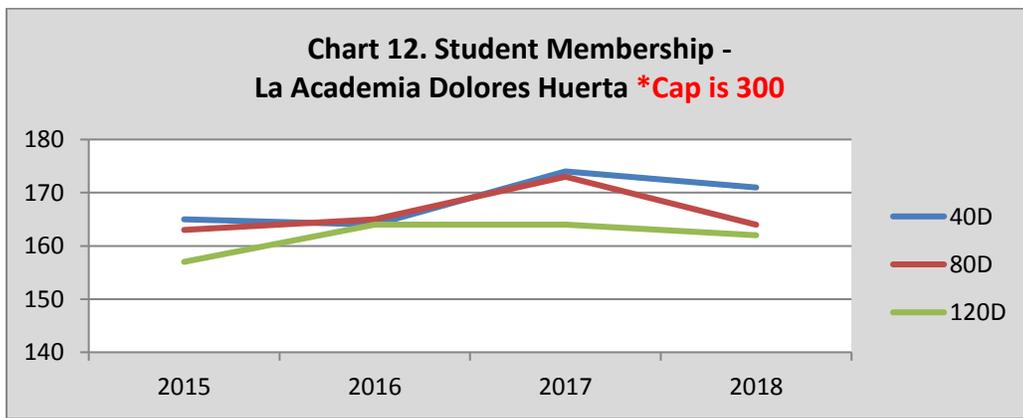
The chart below reflects the school’s habitual truancy rate compared to the local district, Las Cruces Public Schools (LCPS). La Academia Dolores Huerta’s habitual truancy rate is extremely low, below 2%, each year. The school’s truancy rate was at 0% in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District

Student Membership (Enrollment)

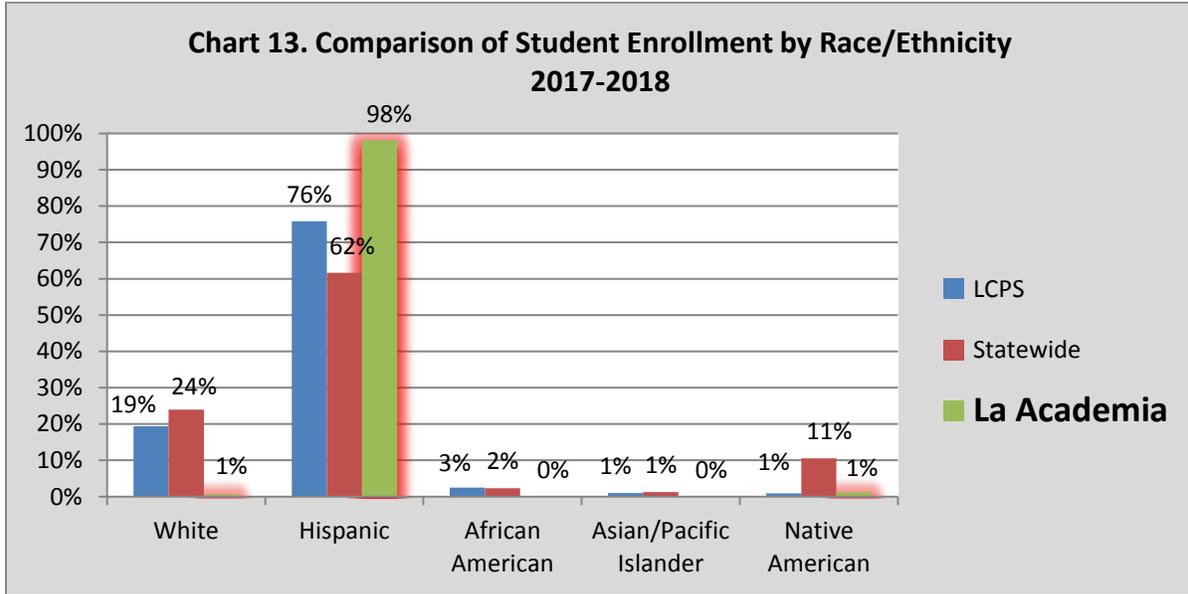
The chart below demonstrates the school’s student membership for each of the years in operation during the current contract term. The school’s enrollment at 40D has fluctuated with an overall incline. The 80D numbers show a dip in enrollment with a significant decline from the 40D in the last two years. As of 2017-2018, the school has not reached its enrollment cap of 300. The student enrollment indicates the school is operating at about 54% of its approved capacity.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

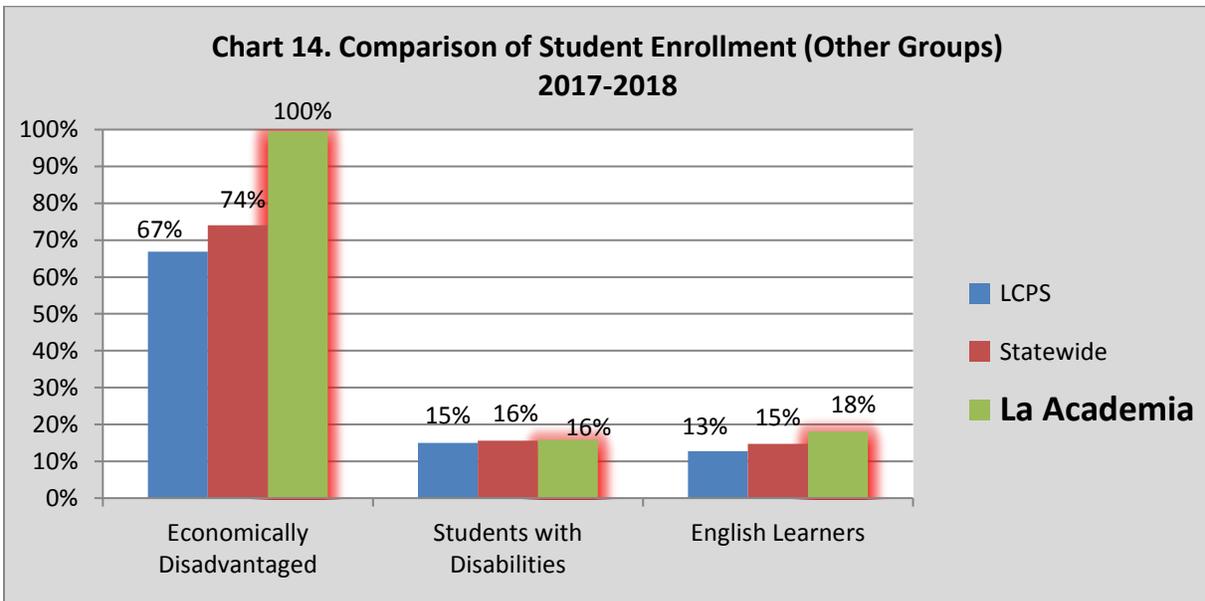
The school's student demographic data illustrates that it serves a *higher* Hispanic population and a *lower* White population when compared to the surrounding district. The differences in the other subgroups listed are rather insignificant as the school has a less than 3% difference in those groups as compared to the local district percentages.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school also has a significantly *higher* population of economically disadvantaged students (100%) than both the local district (67%) and the state (74%). The school serves a *similar* percentage of students with disabilities (16% vs 15%) and a slightly *higher* percentage of English Learners (18% vs 13%), as compared to Las Cruces Public Schools.



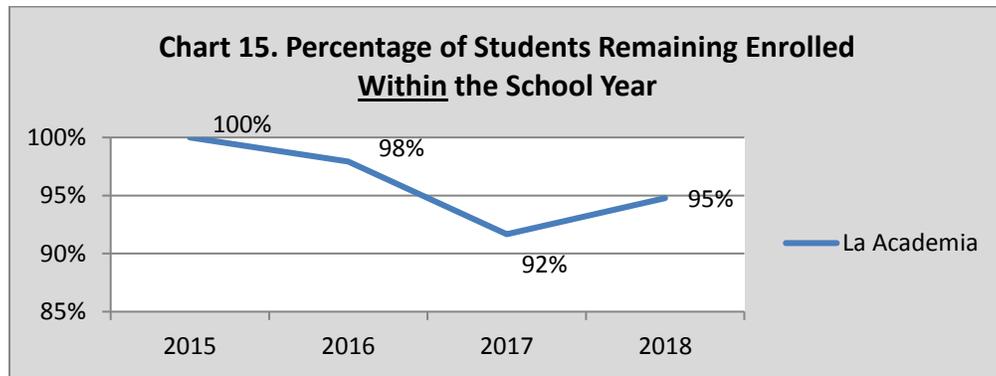
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In the school's Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

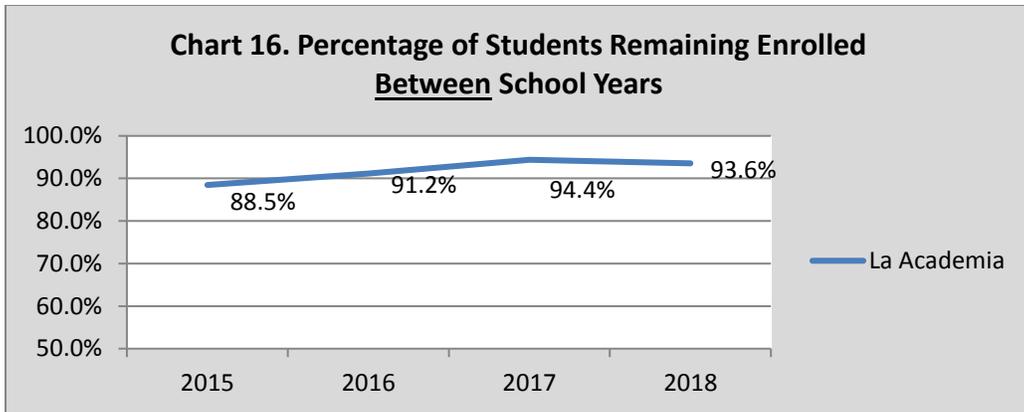
The student enrollment data in chart 17 (below) demonstrates that fewer than 10% of students enrolled during any given school year withdrew before the end of the school year. The percentage of students remaining enrolled has been consistently over 90%. In 2017-2018, 95% of the students remained enrolled until the end of the school year.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The next chart illustrates recurrent enrollment at the school. Student enrollment data indicates that 88.5% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. 93.6% of the students that completed the 2016-2017 school year returned to La Academia Dolores Huerta in 2017-2018. This indicates that, in addition to students remaining enrolled throughout the school year, the number who finish the year and return the following year is increasing and has always been over the goal of 85%.

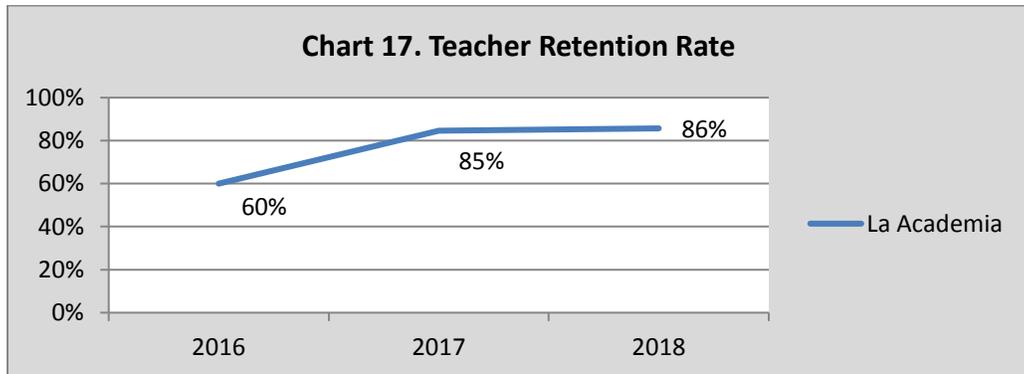


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The chart below demonstrates the school's teacher retention rate over the last three school years. The school's teacher turnover rate was 40% for the 2015-2016 school year, 15% for the 2016-2017 school year and 14% for the 2017-2018 school year. La Academia Dolores Huerta attained the expected teacher retention rates of at least 80% in both 2017 and 2018.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	0	0
FY16	0	0	0
FY15	5	0	2

Summary of Fiscal Reports

In **FY17**, the school received **1 finding of other matter** related to mileage reimbursements.

- **2017-001 Mileage Reimbursements Non-compliance**

Condition: For the year ended June 30, 2017, auditor noted that the School reimbursed employees for mileage at a rate of forty-four to fifty-four cents per mile. Of the 26 travel items tested that included mileage reimbursements, 100% reimbursed a rate higher than the current statutory rate.

In **FY16**, the school received **0 audit findings**.

In **FY15**, the school received **2 finding of significant deficiency** related to (1) journal entries and (2) cash report and bank reconciliations, and **3 findings of non-compliance** related to (1) Form 1099-MISC, (2) inventory and capital assets, and (3) personnel files.

- **2015-001 Journal Entries Significant Deficiency**

Condition: For two of five journal entries selected for testing, in the amounts of \$6,353.68 and \$2,192.80, the school was not able to provide supporting documentation and proof of approval.

- **2015-002 Form 1099-MISC Non-compliance**

Condition: The school did not maintain copies of the Form1099 - MISC that were distributed for calendar year 2014. The auditors were unable to determine if the forms were distributed to the proper recipients and for the proper amounts.

- **2015-003 Inventory and Capital Assets Non-compliance**

Condition: During our testing of inventory and capital assets we noted the following:

- The school maintains a listing technology assets, but does not conduct an annual inventory of these items.
- The listing also does not include historical costs on these items.
- School personnel were unable to locate the school’s listing of capital assets and the associated depreciation schedule.

- **2015-004 PED Cash Reports and Bank Reconciliations Significant Deficiency**

Condition: The following items were noted during our testing of cash:

- At June 30, 2015 the general ledger reports a cash balance of \$275,587.93.
- At June 30, 2015 the bank reconciliations report a cash balance of \$273,021.06.
- At June 30, 2015 the PED Cash Report shows a balance of \$277,208.34.

- **2015-005 Personnel Files Non-compliance**

Condition: In a payroll test of nine personnel files, one personnel file was missing the Form I-9.

2b. Board of Finance

The governing council of La Academia Dolores Huerta’s Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School’s mission statement is as follows:

La Academia Dolores Huerta’s mission is to create an engaging culturally diverse educational program of the arts and languages that enable LADH middle school students to achieve high personal growth and strong social-cultural identity that leads to academic success.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

La Academia Dolores Huerta’s educational approach to maximizing each student’s language acquisition and fluency in English and Spanish is to provide a dual language approach utilizing empirically validated instructional frameworks and/or strategies.

Student – Focused Term(s).

- *All La Academia Dolores Huerta’s students will participate in dual language classes in all subject areas.*
- *All La Academia Dolores Huerta’s students who have been identified as English Language Learners will participate in the WIDA/ACCESS assessments and the IPT.*
- *All La Academia Dolores Huerta’s students who have been identified as non-English Language Learners will participate in the Spanish IPT.*

Teacher – Focused Term(s).

- *All La Academia Dolores Huerta’s instructional staff will pursue or hold a bilingual endorsement/certification or TESOL endorsement/certification.*

- All La Academia Dolores Huerta’s instructional staff will receive professional development in the areas of empirically validated dual language approaches and instructional frameworks/strategies.
- All La Academia Dolores Huerta’s instructional staff will receive professional development in the areas of promoting cultural diversity and non-violence principles in order to align the school’s curriculum with the NM Common Core State Standards and NM Standards and Benchmarks.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the past 2 years, La Academia Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	4	0

Figure 5. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
10	4	3

Summary of “Falls Far Below” Ratings Over 2-Year Period

- **Instructional Hours.** The school did not provide evidence it ensures all students receive the statutorily and contractually required instructional hours [6.29.1.9(J)(6) NMAC].
- **McKinney-Vento Dispute Resolution Policy.** The school did not provide evidence of a dispute resolution policy, approved by the governing board [6.10.3.9(D)(2) NMAC].
- **English Language Learners.** The school did not provide evidence of properly obtaining the LUS (language usage survey) or identifying and screening eligible English Language Learner [6.29.5.11.E NMAC].

3c. Governing Body Performance

According to the last reporting from the school, La Academia Dolores Huerta has seven members serving on the Governing Body. Based on the information provided to the PED, the following members are currently serving on La Academia Dolores Huerta’s Governing Board:

Figure 6. Current governing council members.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Patty Montoya	President	February 21, 2018	New	Complete
Robert Palacios	Member	February 21, 2018	New	Incomplete
Yolanda Silva	Member	February 21, 2018	New	Complete
Adrian Gaytan	Member	February 21, 2018	New	Complete
Michael Sena	Member	February 21, 2018	New	Complete
Michael Gutierrez	Member	N/A	Continuing	Incomplete
Elaine Palma	Member	September 7, 2017	New	Incomplete

According to PED records, the school had not yet completed all training for FY18. Mr. Palacio lacks 2 hours (elective), Mr. Gutierrez lacs 2 hours (academic and fiscal), and Ms. Palma lacks 1 hour (ethics). The school had eight members complete the required training in FY17. The school had eight members complete the required training in FY16. The school had nine members complete the required training in FY15.

Ms. Montoya, Mr. Palacios, Ms. Silva, Mr. Gaytan, Mr. Sena, and Ms. Palma did not complete Introductory training prior to voting as required per 6.80.5.8.B NMAC.

Spencer Herrera, whose term expired in September 2017, had not completed the prorated required training for this year as per 6.80.5.9.F NMAC. As per PED records, Mr. Herrera had completed no training this year.

Elena Hinderlich, whose term expired in September 2017, had not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Hinderlich has completed no training this year.

Sarah Luz Ramos, who left the board in January 2018, has not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Luz Ramos has completed no training this year.

Juliette Sanchez-Rivera is the current business manager and CPO for La Academia Dolores Huerta.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public

school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the original Mission Statement.	Approved	05/09/2014	N/A
Amendment request to increase the student enrollment capacity.	Approved	06/13/2014	N/A



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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

New Mexico School for the Arts
September 4, 2018

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SCHOOL SUMMARY

School Name:	New Mexico School for the Arts
School Address:	275 E. Alameda Street, Santa Fe NM 87501
Head Administrator:	Eric Crites
Business Manager:	Elizabeth Romero
Authorized Grade Levels:	9-12
Authorized Enrollment:	300
Contract Term:	July 1, 2014 – June 30, 2019
Mission:	<i>“NMSA provides access to a rigorous mastery arts and academic high school education for youth with passion and aptitude in the arts, leading to post-secondary learning, careers in the arts, and lives that contribute to society.”</i> (Contract, p. 35)

Preliminary Recommendation

This report serves as notice to the Governing Council of **New Mexico School for the Arts** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew its charter for a term of 5 years with defined goal for governance** (6.80.5 NMAC) because the school demonstrated substantial progress towards the Department’s standards for excellence (NMSA 1978 § 22-8B-12[K][2]) during each year of its contract, but with a noted area of concern.

Academic. The school performed well in all categories of the A-F School Grading Report since 2015. The school received “*Exceeds Standard*” in 2 of 3 school specific goals during the past 3 years, but received a “*Falls Far Below Standard*” in one goal (related to PARCC math achievement). It met all goals in 2015.

Financial. The school had 6 audit findings during the last 3 years. No findings were repeats and none were at the significant deficiency or material weakness classification. The school decreased the number of findings from one year to the next resulting in 1 finding during the FY17 audit.

Organizational. In 2017-2018 and 2016-2017 the school received no “*Falls Far Below Standard*” rating for any indicator. One of 5 governing council members completed required trainings during FY18.

5-Year Renewal Condition. Below is a proposed condition for charter renewal:

- 100% of governing council members will complete required trainings during FY19 (see p. 21 for more detail).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating <small>(PED will complete upon completion of renewal site visit)</small>
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

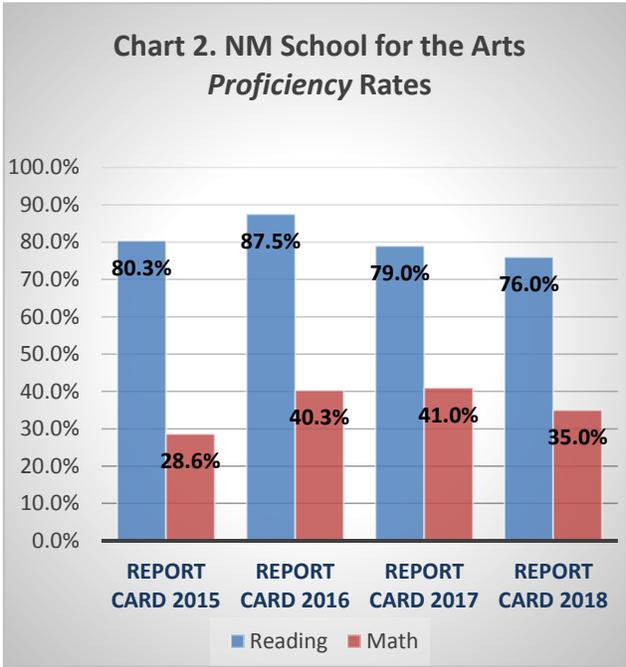
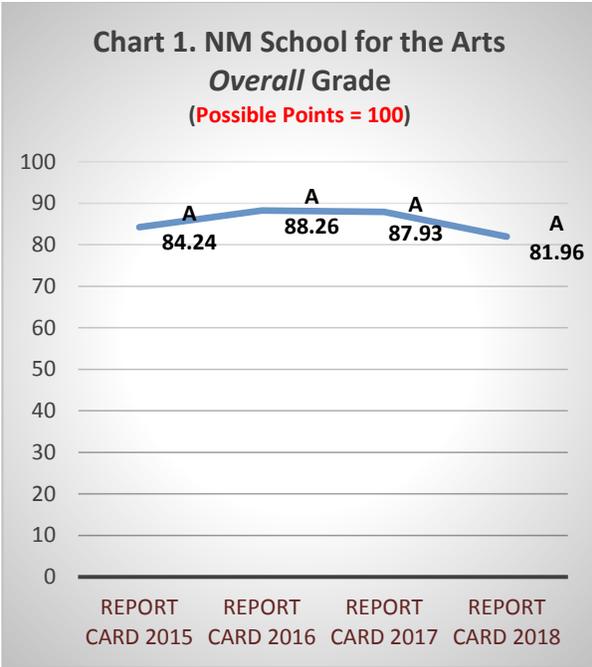
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates New Mexico School for the Art's overall school grade in each of the last 4 years (2015-2018). The school earned an “A” each year along with bonus points. The school's letter grades would remain the same if bonus points were excluded. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³ Overall points earned ranged from 81.96 to 88.26 during this four (4) year period with proficiency rates in reading and math showing a slight downward trend since 2016.

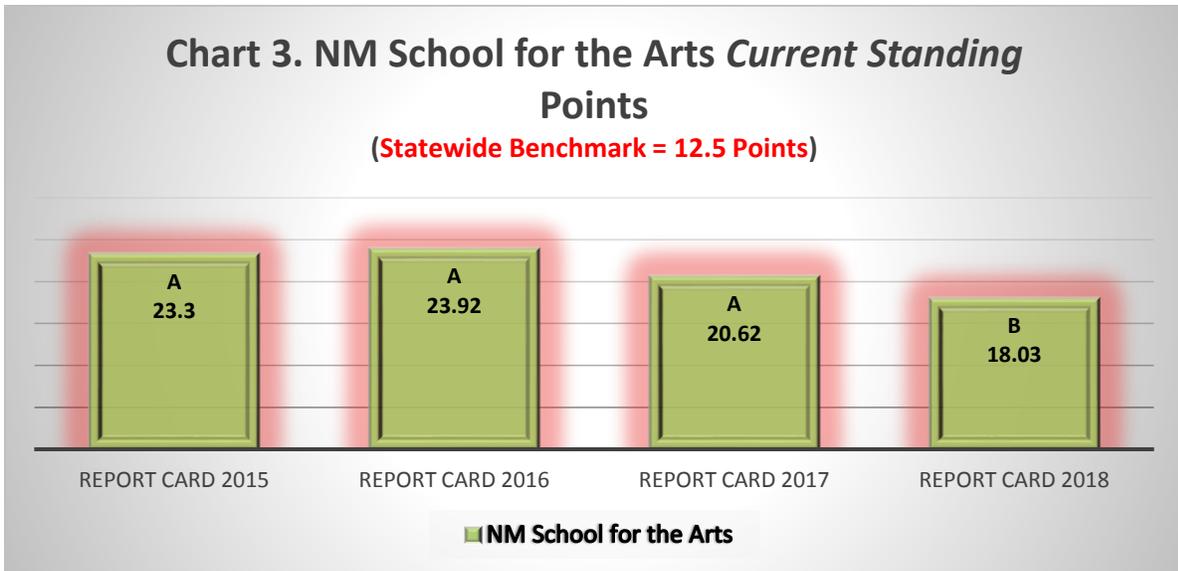
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>

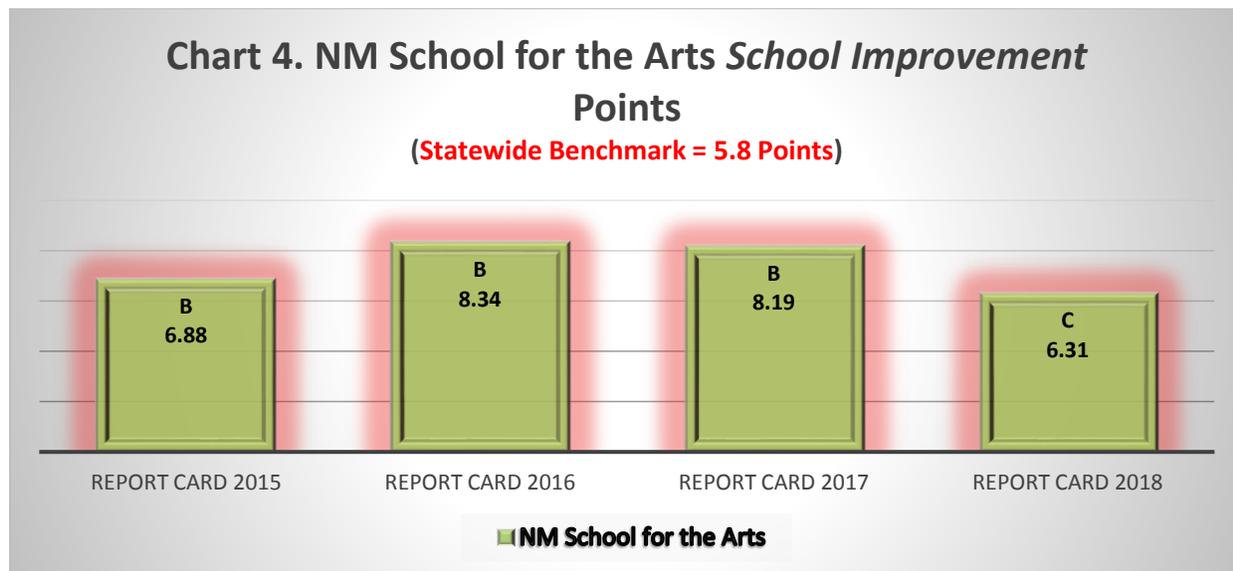


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. The school has earned 3 “A’s” and 1 “B” during the contract years. All scores were above the statewide benchmark of 12.5 points.

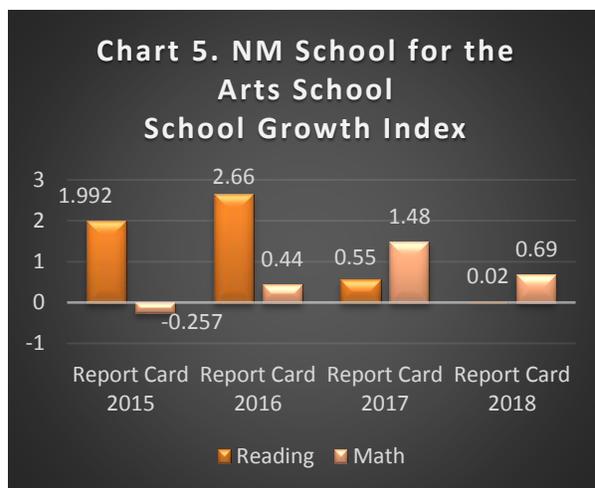


School Improvement. The school improvement performance (formerly known as School Growth) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 6.31 – 8.34 points consistently earning 3 “B’s” and

1 “C” in the category during the contract years. All scores were above the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented (see chart 5, right). A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.



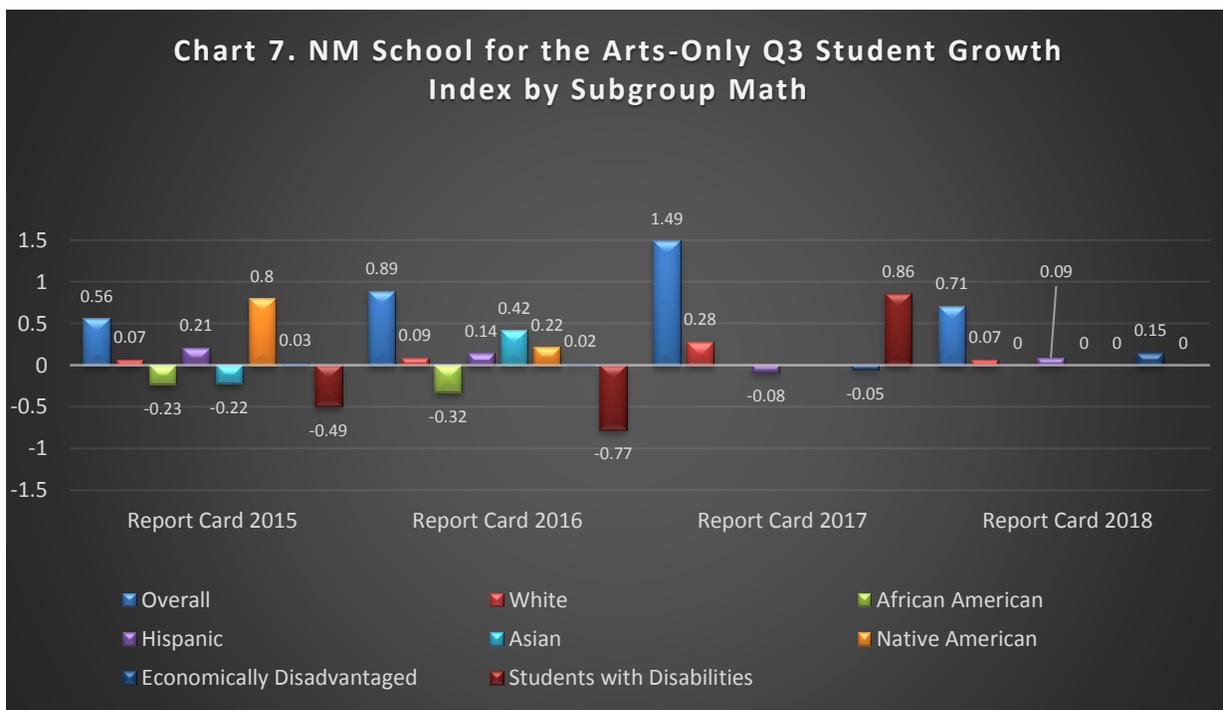
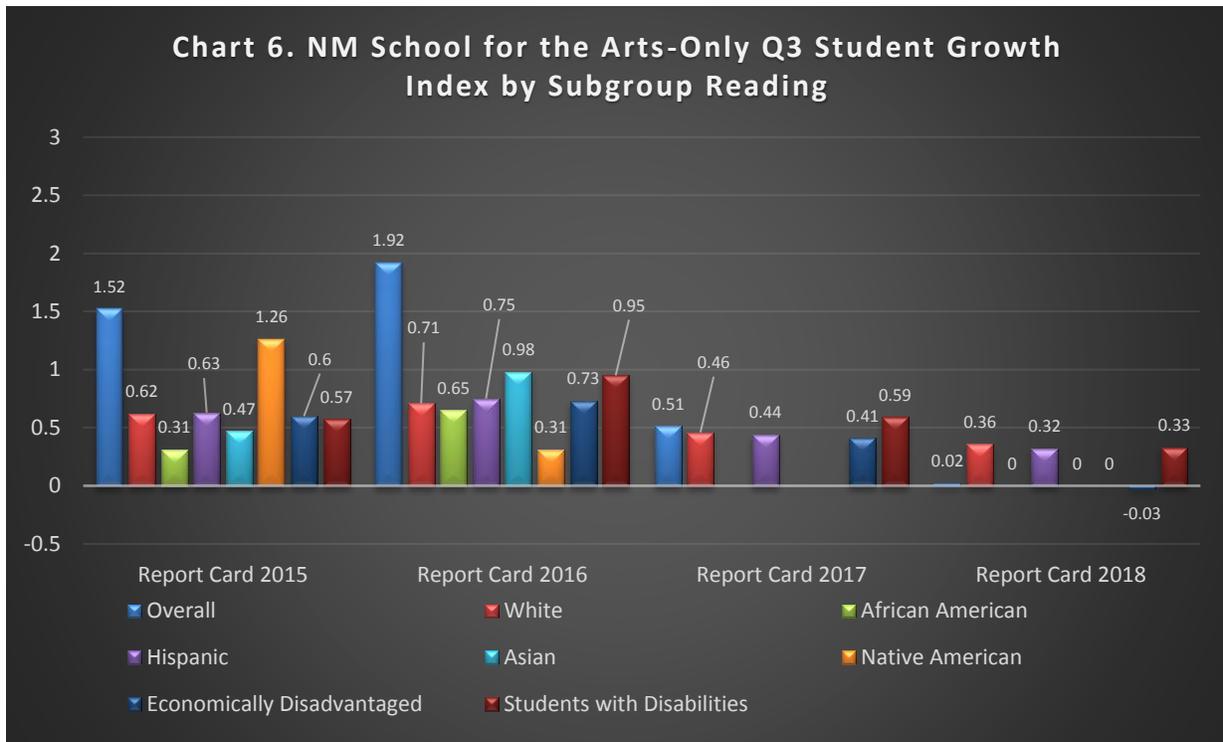
In almost all years (except for 2015-math) a positive growth index was observed in both reading and math.

Figure 1. Points earned in School Improvement section (10 total points possible).

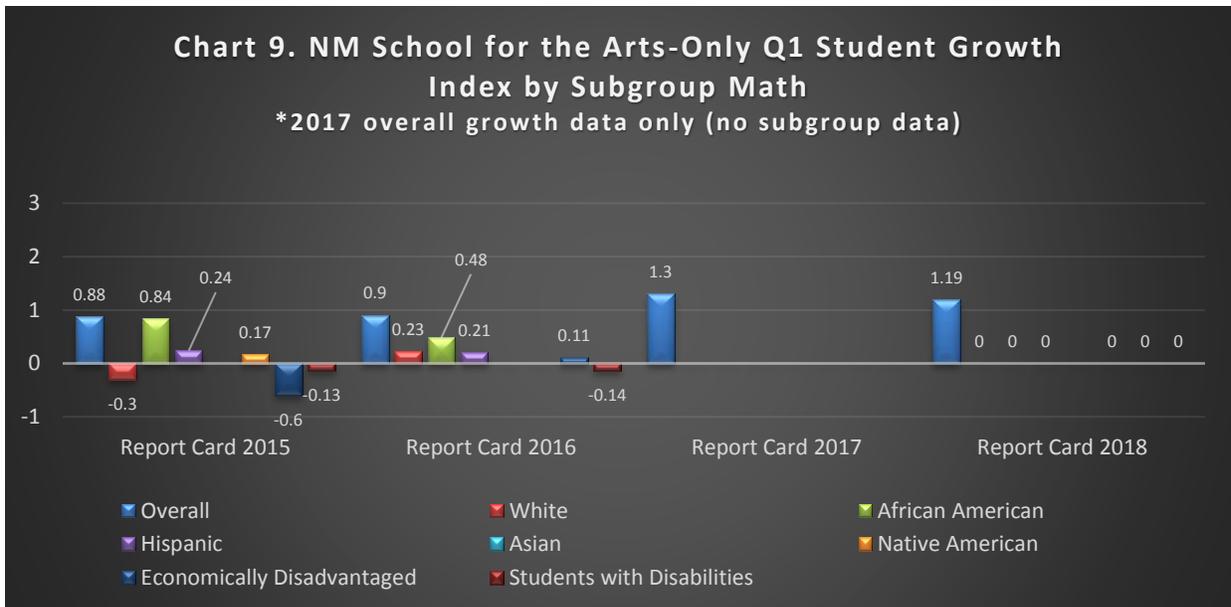
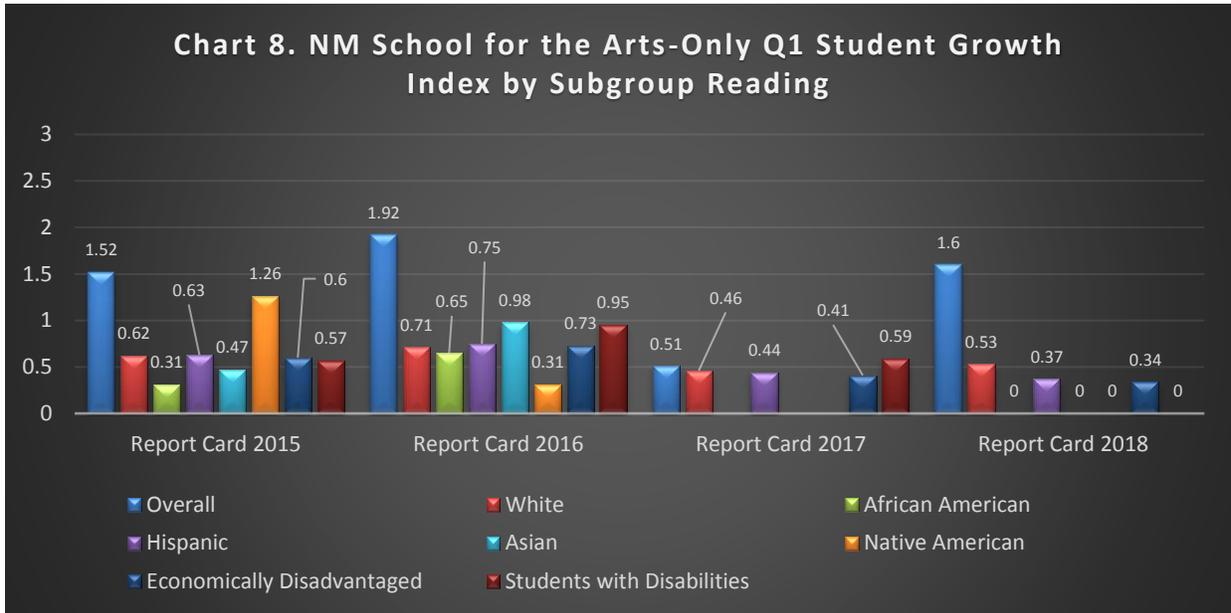
	Points Earned in Reading	Points Earned in Math	TOTAL <small>*Possible 10 points</small>
2015	4.88	1.99	6.88
2016	4.98	3.36	8.34
2017	3.54	4.66	8.19
2018	2.54	3.77	6.31

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups

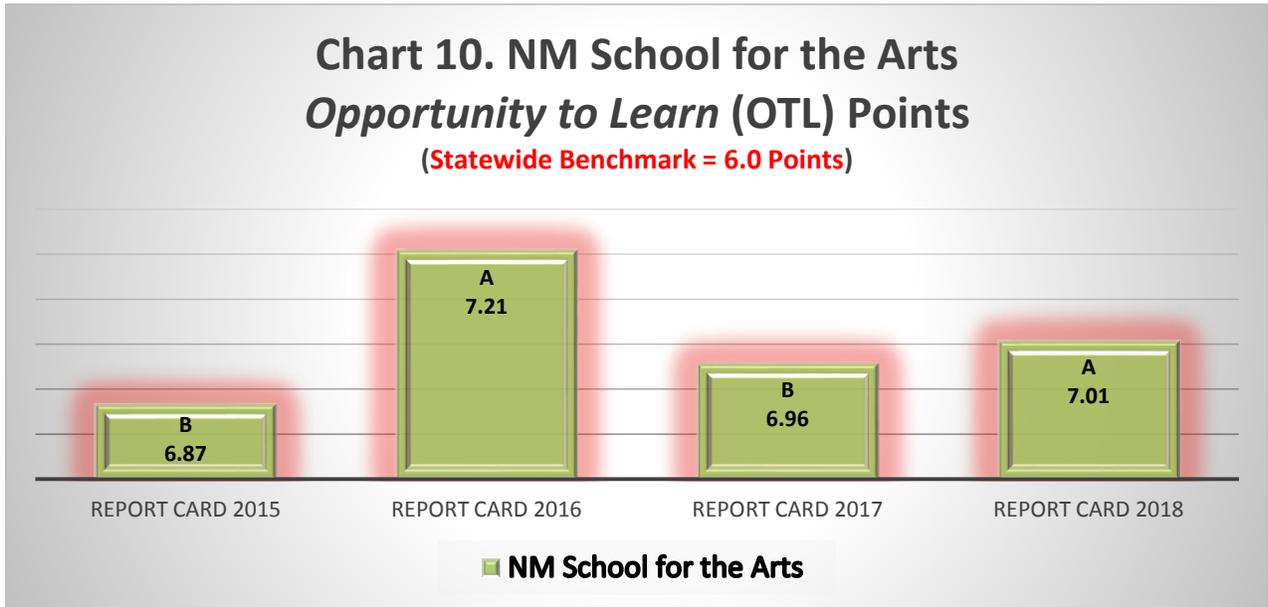
(excluding masked data) during most years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in most years met expected growth with overall student growth being met in 4 of 4 years.



Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups (excluding masked data) during all 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups during most years met expected growth with overall student growth being met in 4 of 4 years.



Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. New Mexico School for the Arts has performed well since 2015 exceeding the statewide benchmark in each of the past 4 and earning 2 “B’s” and 2 “A’s” in the category during this period.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohort of 2014 to 2017 surpassed the statewide goal of 90% during the past 2 years. New Mexico School for the Arts had a 95% (2016) and a 96.2% (2017). The school exceeded the statewide benchmark in each year of its contract earning 3 “A’s” and 1 “C” in the category. The school also surpassed the state average in all 4 years.

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

Chart 11. NM School for the Arts Graduation Points

(Statewide Benchmark = 12.8 Points)

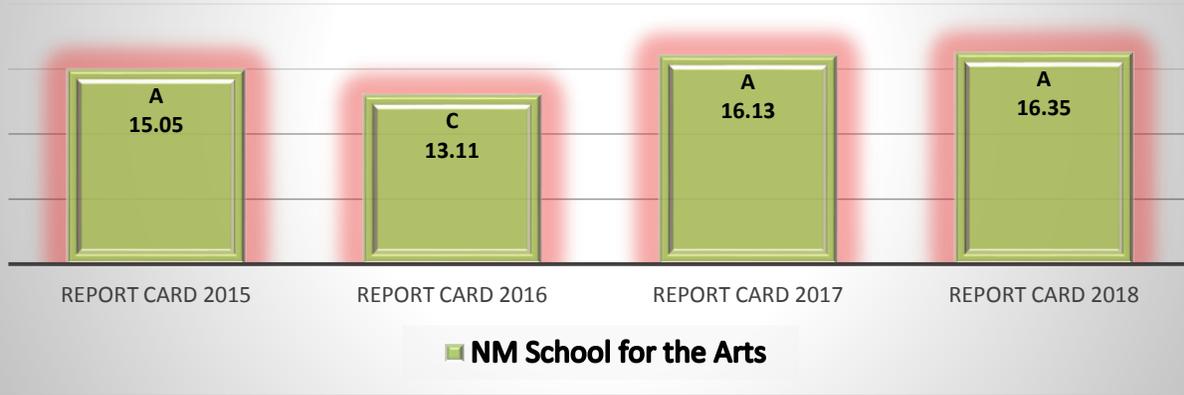
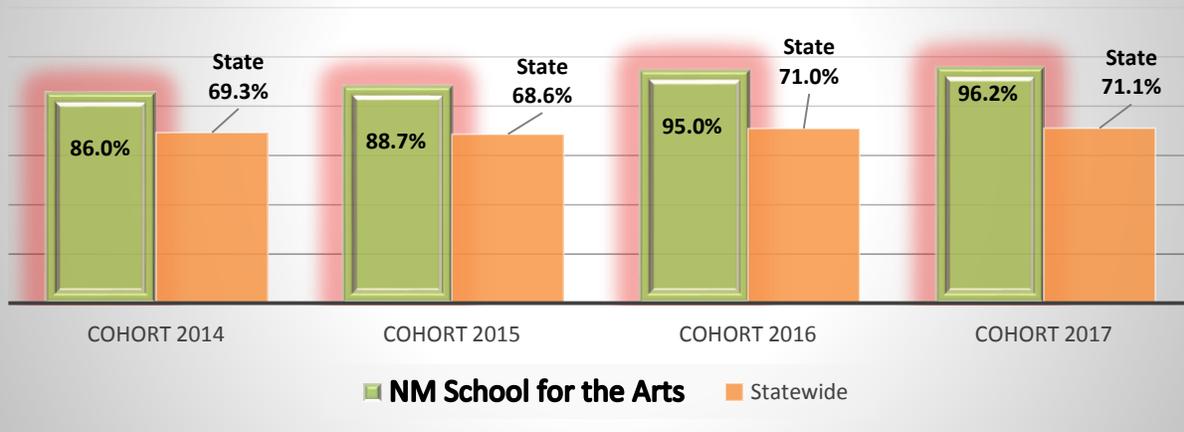


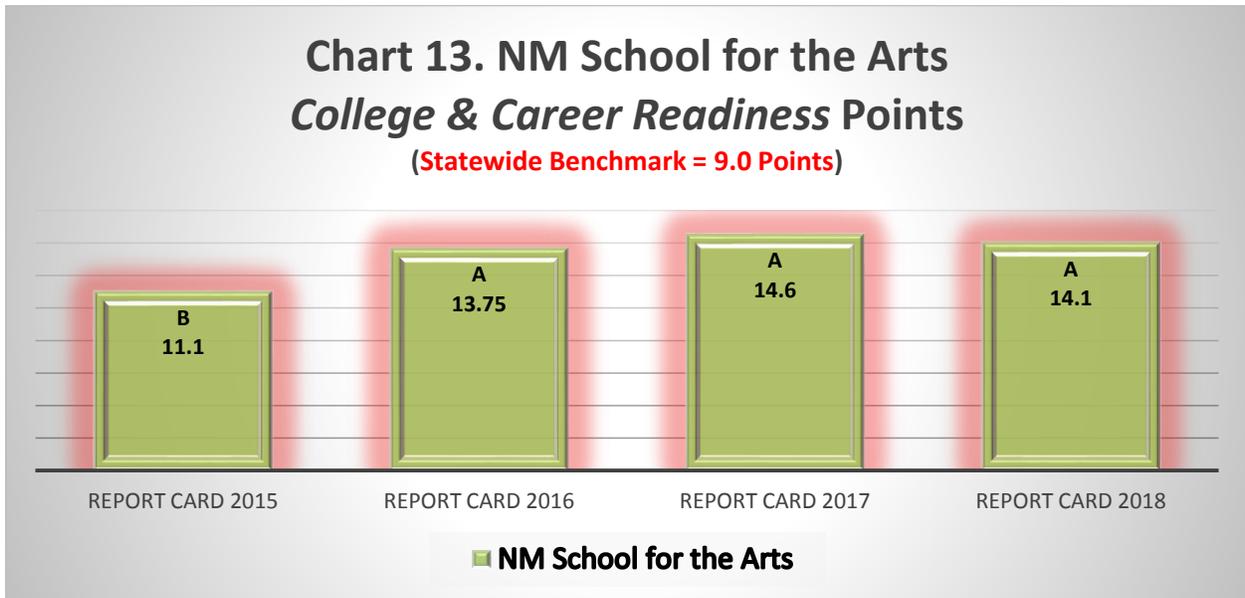
Chart 12. NM School for the Arts-Only 4-Year Graduation Rate (Multi-Year)



College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 14 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. NM School for the Arts did well, surpassing the statewide benchmark in all years earning a letter grade of “A” in the category since 2015. In 2018, the school report card data indicated that $\geq 95\%$ of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 4.90 points out of 5 for this portion of the category. Out of the $\geq 95\%$ of NM School for the Arts students who participated in *College and Career Readiness* opportunities in 2018, 92% were successful resulting in an additional 9.2 points earned (10 possible) for this portion of the category. This was the highest number of points earned by the school since 2015.



1b. Specific Charter Goals

This section includes analysis of New Mexico School for the Arts' progress towards meeting its Specific Charter Goals (mission-specific and optional academic performance indicators) through 2017-2018. The school met or exceeded 2 of 3 goals during the past 2 years and all goals in 2015. The goals that were not met related to annual math proficiency on the state-mandated assessment (PARCC).

Charter Specific Goals

“Goal 1: New Mexico School for the Arts students will achieve academic proficiency in reading as measured by the annual NM Standards Based Assessment.

Note: The cohort identified below is not determined by NMSA for this indicator. The Assessment Bureau of NMPED determines this cohort [see Performance Framework indicator metric, p. 3].”

“Goal 2: New Mexico School for the Arts students will achieve academic proficiency in math as measured by the annual NM Standards Based Assessment.

Note: The cohort identified below is not determined by NMSA for this indicator. The Assessment Bureau of NMPED determines the cohort [see Performance Framework indicator metric, p. 4].”

“Goal 3: All students who have attended New Mexico School for the Arts (NMSA) for six or more consecutive semesters will demonstrate proficiency as measured by individual department rubrics for a creative collaborative department project that illustrates competency in their discipline, personal-expression through their art form, and the ability to produce and carry out a comprehensive project.”

Figure 2. Progress towards Charter Specific Goals.⁶

Goal	Description	2015				2016 ⁷				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
1	Reading on SBA/ PARCC		X			X				X			
2	Math on SBA/PARCC		X						X				X
3	Comprehensive projects		X			X				X			

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
1	Reading on SBA/ PARCC	X			
2	Math on SBA/PARCC				X
3	Comprehensive projects	X			

⁶ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

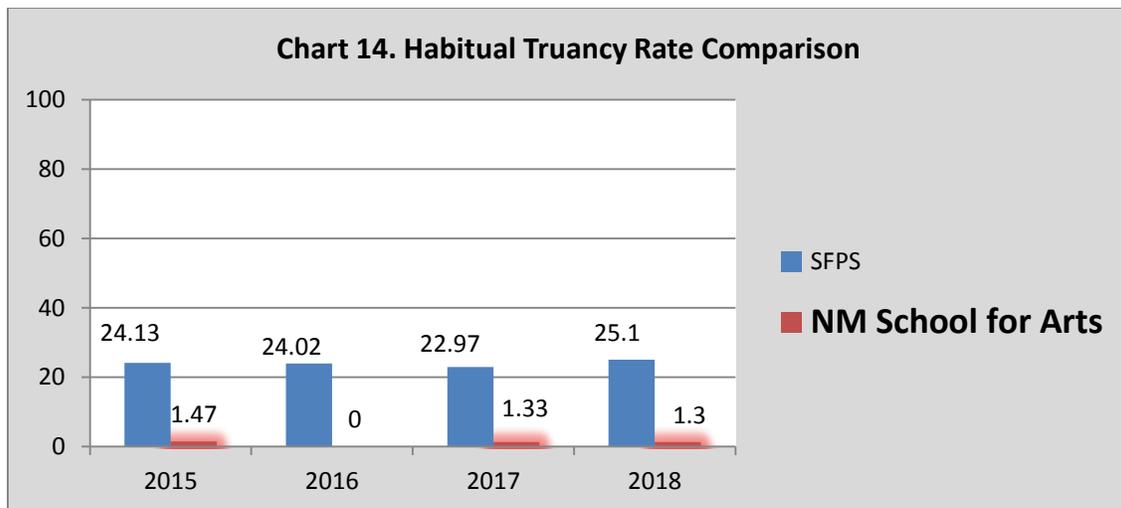
⁷ The goals as documented in the web-EPSS report for 2015-2016 did not appear to have been rated.

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The chart below shows the school's habitual truancy rate compared to the local district, Santa Fe Public Schools (SFPS). New Mexico School for the Arts' habitual truancy rate is lower than the surrounding district, which was below 2% each year. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.

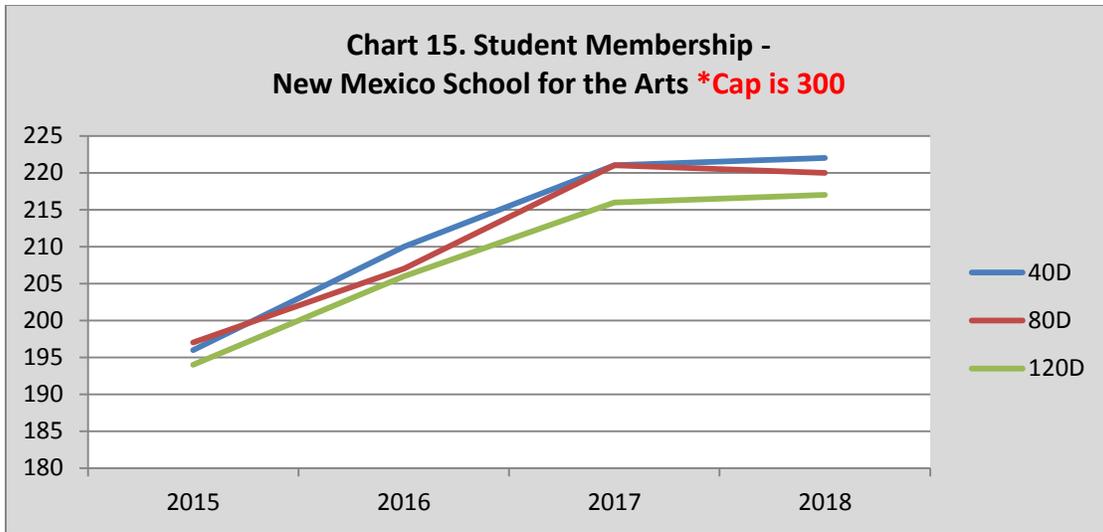


Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District

Student Membership (Enrollment)

The chart (next page) demonstrates the school's student membership for each of the years in operation during the current contract term. All reporting periods have remained on the same path, increasing enrollment and maintaining that enrollment during the three years.

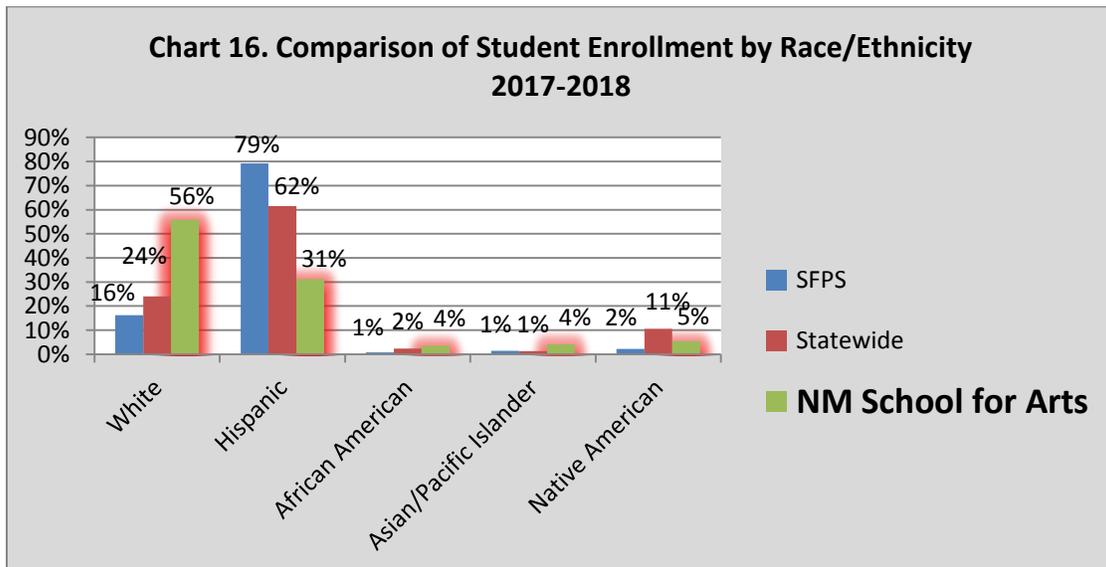
As of 2017-2018, the school had not reached its enrollment cap of 300. The student enrollment indicates the school is operating at about 72% of its approved capacity.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

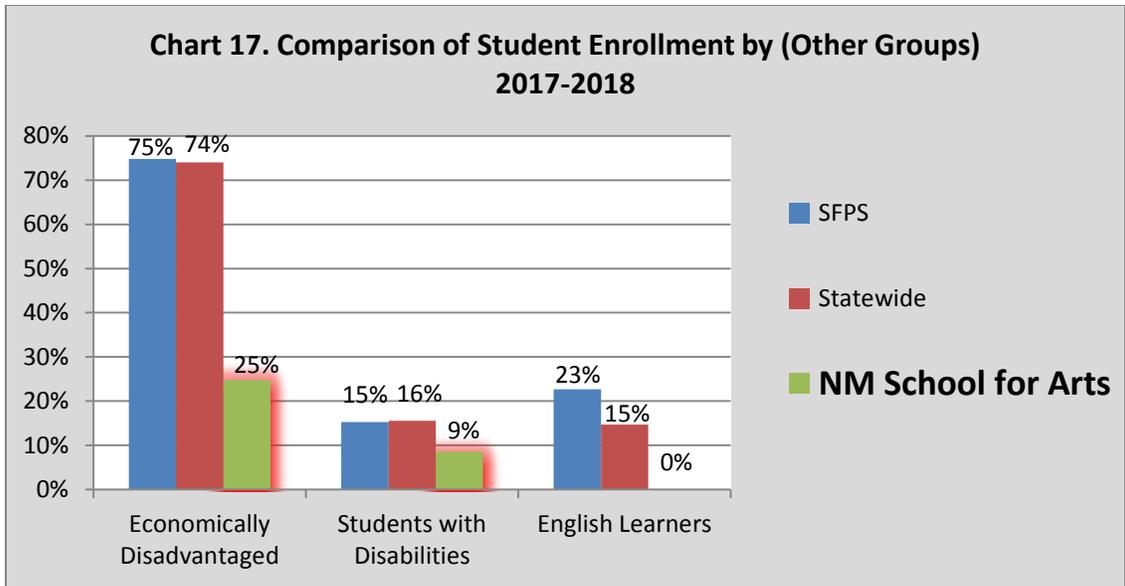
The school’s student demographic data shows that it serves a *higher* White population *and a lower* Hispanic population when compared to the surrounding district and state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state (over 50 percentage points fewer). The school serves a *lower* number of English Learners with 0% of the student population compared to 23% in Santa Fe Public Schools. The school also has a *lower* percentage of students with disabilities (9% vs 15%).



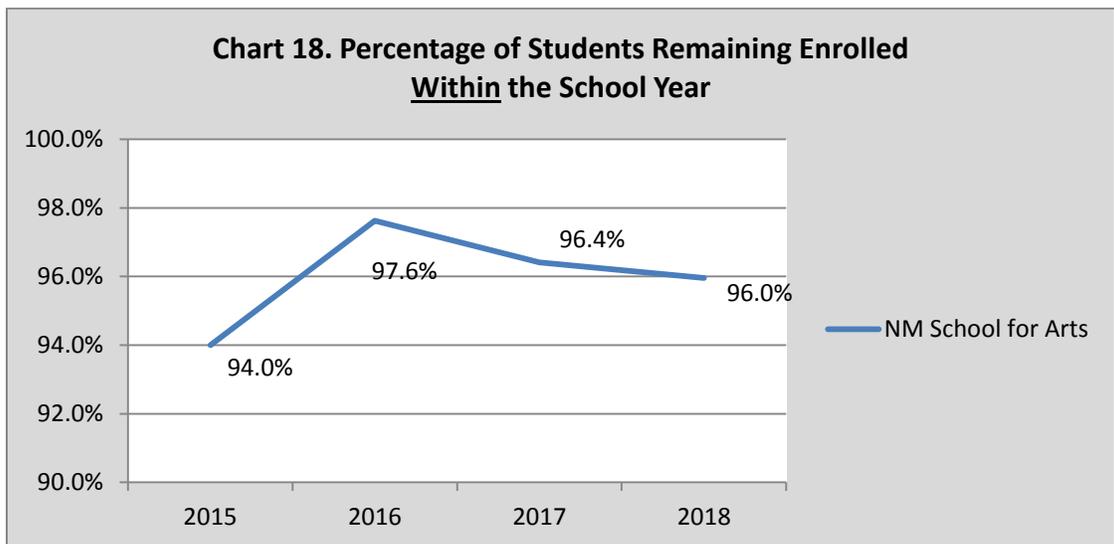
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In its Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

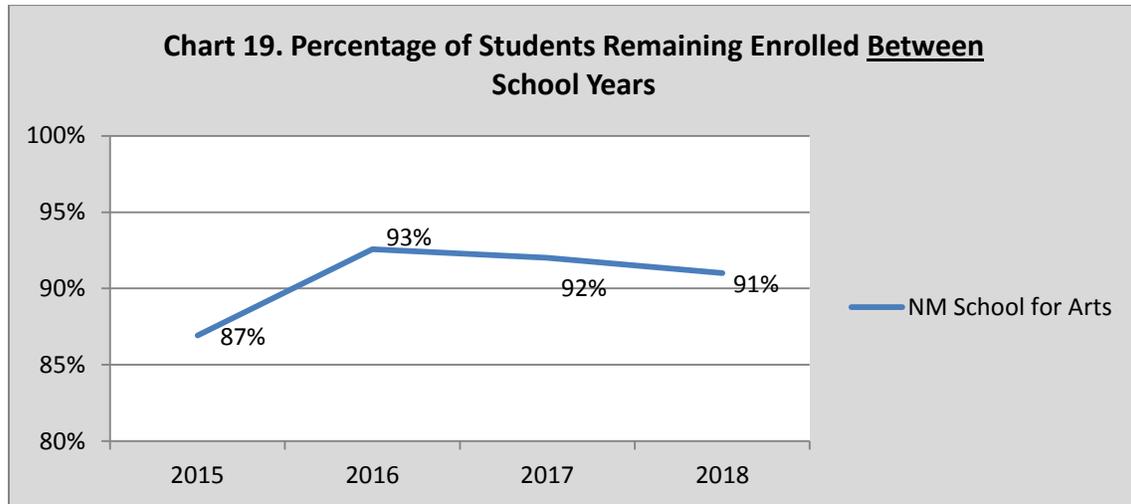
The student enrollment data below shows that over 94% of students enrolled during the school year remained enrolled through the end of the school year.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart (below) shows recurrent enrollment at the school. Student enrollment data indicates that 87% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. 91% of the students that completed the 2016-2017 school year returned to NM School for the Arts in 2017-2018. The school exceeded the goal of 85% recurrent enrollment each year.

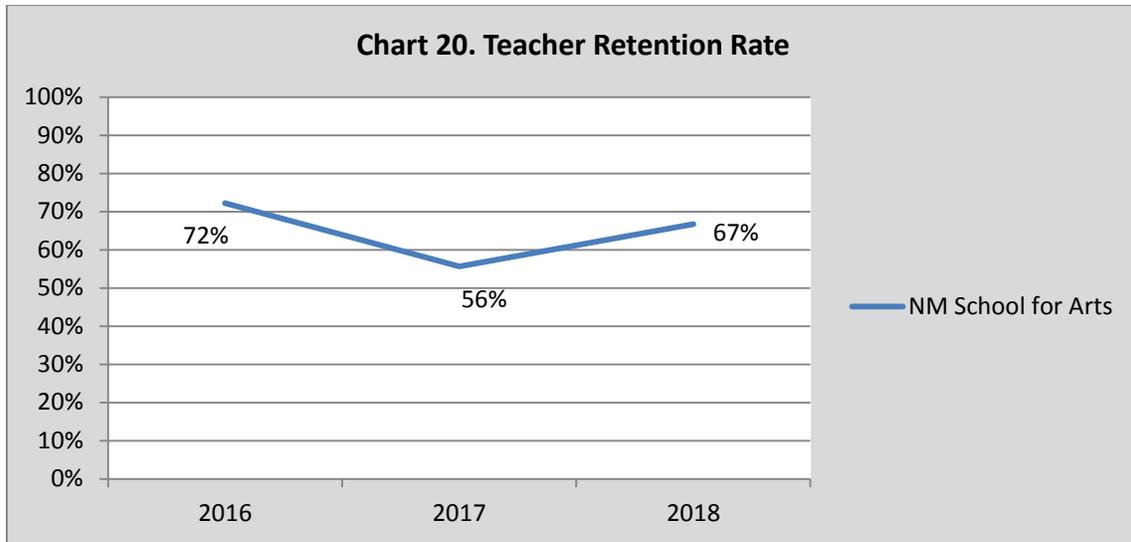


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The chart (next page) shows teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d. The chart below demonstrates the school's teacher turnover rate over the last three school years. The school's teacher turnover rate was 27.8% for the 2015-2016 school year, 44.4% for the 2016-2017 school year and 33.3% for the 2017-2018 school year. New Mexico School for the Arts did not meet the expected teacher retention rate of at least 80% during the past 3 years.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 2. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	0	0
FY16	2	0	0
FY15	3	0	0

Summary of Fiscal Reports

In **FY17**, the school received **finding of other non-compliance** related to retiree health care contributions.

- **2017-001 Retiree Health Care Contributions Other Non-compliance**

Condition: For June 2017, the monthly Retiree Health Care (RHC) contribution was made after the tenth day of the subsequent month.

In **FY16**, the school received **2 findings of non-compliance** related to: (1) payroll transactions and (2) timely deposits.

- **2016-001 Payroll Transactions Non-compliance**

Condition: During our testwork of payroll and payroll related liabilities, we noted one individual on long-term leave whose insurance benefits were continually being paid by the School. We reviewed

the School's internal policies and procedures and noted the following in regards to extended leave. "Employees on unpaid leave of more than one month of consecutive work-days may continue group insurance by timely payment of the full premium, with no NMSA High School contribution."

- **2016-002 Timely Deposits Non-compliance**

Condition: During our cash receipts testwork, we noted that a cash receipt in the amount of \$625 was collected and not deposited within twenty-four (24) hours after being received.

In **FY15**, the school received **3 finding of non-compliance** related to (1-2) internal control structure, (3) excess of expenditures over budget.

- **2015-001 Internal Control Structure Non-compliance**

Condition: During our internal control test work over a sample of 25 disbursements and 1 travel expenditures we noted a hotel charge for the amount of \$825.61 that did not have proper documentation to support the charge. The School's finance department paid off an e-mail request from the Instructional Support Specialist.

- **2015-002 Internal Control Structure Non-compliance**

Condition: During our travel test work, we noted that a teacher took a trip with students and paid for various expenses related to the trip. Receipts were turned in for all charges except for two in the amounts of \$51.21 and \$16.31. As a result, the employee submitted the form "Affidavit of Lost or Unavailable Receipt." The form was completed but there was no approval by a member of the administration.

- **2015-003 Excess of Expenditures over Budget Non-compliance**

Condition: The School has an expenditure function where actual expenditures exceeded budgetary authority: Private Direct Grant – Instruction \$796

2b. Board of Finance

The governing council of New Mexico School for the Art's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

"NMSA provides access to a rigorous mastery arts and academic high school education for youth with passion and aptitude in the arts, leading to post-secondary learning, careers in the arts, and lives that contribute to society. Success."

Educational Program of the School.

NMSA is a public/private partnership comprised of the NMSA-Art Institute, a nonprofit art educational institution, and NMSA-Charter School, a New Mexico state charter high school.

The school will maintain admissions criteria designed to admit students who show exceptional promise or aptitude in the arts and a strong desire to pursue a career in the arts. (NMSA admits students based on passion, promise, and aptitude for the arts.) The admissions process will be conducted in a way that provides equal opportunity for admission to each prospective student regardless of that student's exposure to previous artistic training and without regard to the student's ability to pay residential costs.

The board shall ensure, to the greatest extent possible and without jeopardizing admissions standards, that an equal number of students is admitted to the school from each of the state's congressional districts.

The school shall conduct outreach activities throughout the state to acquaint potential students with the programs offered by the school. The outreach activities shall include programs for middle school students and workshops for teachers. There shall be no admissions criteria established for participation in outreach activities.

The school, either through a foundation or other private or public funding sources, shall obtain funding to ensure that the school has adequate revenue to pay for all expenses associated with outreach activities provided for in Section 22-15F-6 NMSA 1978 and for room and board costs for those students who are not able to pay the full cost of room and board as provided in Section 22 -15F-7 NMSA 1978.

The school shall provide an annual report to the PEC in June as required by 22-15F 6. C. that includes:

- a. non-personally identifiable demographic information about both applicants (to the extent available) and students admitted to the school delineated by counties, congressional districts, socioeconomic status, gender and ethnicity; and*

the number of students who requested financial assistance for room and board, the total amount of financial assistance provided, and the amounts distributed delineated by the source of gifts, grants and donations received by the school.

The School, at its option, may provide the information required in the report to PEC or its designees during the Site Visit for the School in lieu of providing a special separate report.

Student – Focused Term(s).

The school will offer intensive pre-professional instruction in the performing and visual arts combined with a strong academic program that leads to high school diploma.

Art disciplines of Dance, Music, Theater and Visual Arts will be offered.

The school will offer a Guest Artist Program that augments students’ technical skills, provides mentors and real-life examples of what can be achieved, expands imaginations as to what can be dreamt, and supports and inspires the regular teaching staff.

A residential program will be available for students who qualify.

Total Student Enrollment.

- 300

3b. Organizational Performance Framework

The school received zero (0) “Falls Far Below Standard” ratings in 2017-2018 and in 2016-2017.

Figure 3. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
16	1	0

Figure 4. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	4	0

3c. Governing Body Performance

According to the last reporting from this school, New Mexico School for the Arts has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on New Mexico School for the Arts:

Figure 5. Governing council composition.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Bill Beacham	Chair	September 12, 2015	Continuing	Incomplete
Michael Kaplan	Vice-Chair	June 13, 2017	Continuing	Complete
Paula Tackett	Secretary	November 6, 2012	Continuing	Incomplete
Greg Hunt	Treasurer	June 14, 2016	Continuing	Incomplete
Doddie Espinosa	Member	December 11, 2016	Continuing	Incomplete

According to PED records, the school had not yet completed all training for FY18. Mr. Beacham lacks 2 hours (ethics and OMA), Ms. Tackett lacks 2 hours (ethics and OMA), Mr. Hunt lacks 2 hours (ethics and OMA), and Ms. Espinosa lacks 1 hour (OMA). The school had seven members complete the required training in FY17. The school had six members complete the required training in FY16. The school had seven members complete the required training in FY15.

Elizabeth Romero is the current business manager for New Mexico School for the Arts. Chelamia Quintana is the current CPO for the school.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 6. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's organizational leadership with separation of duties to create 1) Executive Director position for the non-profit institute and 2) Head of School for the school site.	Approved	10/21/2011	N/A



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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

School of Dreams Academy (SODA)
September 4, 2018

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SCHOOL SUMMARY

School Name:	School of Dreams Academy
School Address:	1800 Main St NE Ste 250 Los Lunas, NM 87031
Head Administrator:	Mike Ogas
Business Manager:	Geri Bennett
Authorized Grade Levels:	7-12
Authorized Enrollment:	525
Contract Term:	July 1, 2014 – June 30, 2019
Mission:	<i>“The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.” (Contract, p. 35)</i>

Preliminary Recommendation

This report serves as notice to the Governing Council of **School of Dreams Academy (SODA)** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew the school’s charter for a term of no more than 4 years with defined goals for school improvement in the academic, organizational, and financial frameworks** because the school has made substantial progress towards meeting the Department’s standards for excellence (NMSA 1978 § 22-8B-12[K][2]) during this period but with noted concerns.

Academic. The school exhibited satisfactory performance in more than half of the categories in the A-F School Grading Report during most years. In most years, unsatisfactory performance was exhibited in: (a) *improvement of lower performing students (Q1)* and (b) *graduation*. Achievement of school specific goals were mixed with some receiving “*Exceeds Standard*” while others received “*Falls Far Below Standard.*” Low ratings were due primarily to lack of verifiable evidence supporting purported progress towards goals. The school met 2 of 3 school specific goals during 2017-2018 and none in 2016-2017.

Financial. The school had a total of 15 audit findings in 3 years with 1 at the significant deficiency level of classification, and 3 that were repeated. The school had the highest number of compliance and other matter findings in FY17 when compared to state-authorized charter schools (see pp. 20-22 for more detail).

Organizational. During the most recent year (2017-2018), the school received nine (9) “*Falls Far Below Standard*” ratings and 11 “*Falls Far Below Standard*” ratings in 2016-2017 that included concerns ranging from insufficient documentation for how it identifies English Learners and lack of policies and procedures for addressing the needs of homeless students to concerns with business management and oversight (see pp. 24-25 for more detail).

4-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan, such as NM DASH, to improve the Q1 *student achievement* category to a letter grade of at least a “C” on the A-F School Grading Report each year of its contract (2019-2020 through 2022-2023).
- Attain an overall rating of “*Meets Standard*” in the organizational framework for each year of its contract (2019-2020 through 2022-2023).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level during the term of its contract (Audit reports for FY20, FY21 and FY22 released during the 2019-2020 through 2022-2023).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating <small>(PED will complete upon completion of renewal site visit)</small>
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-

2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

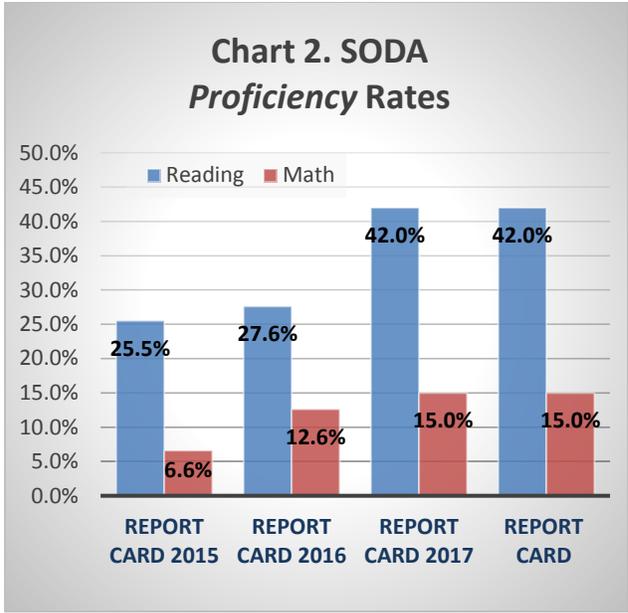
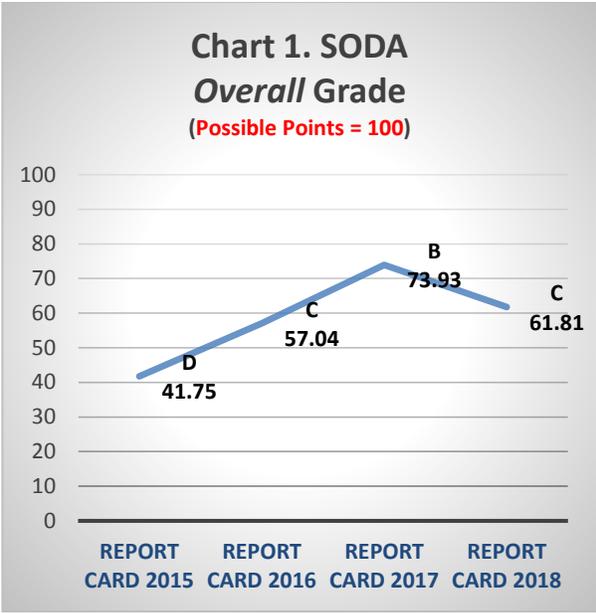
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

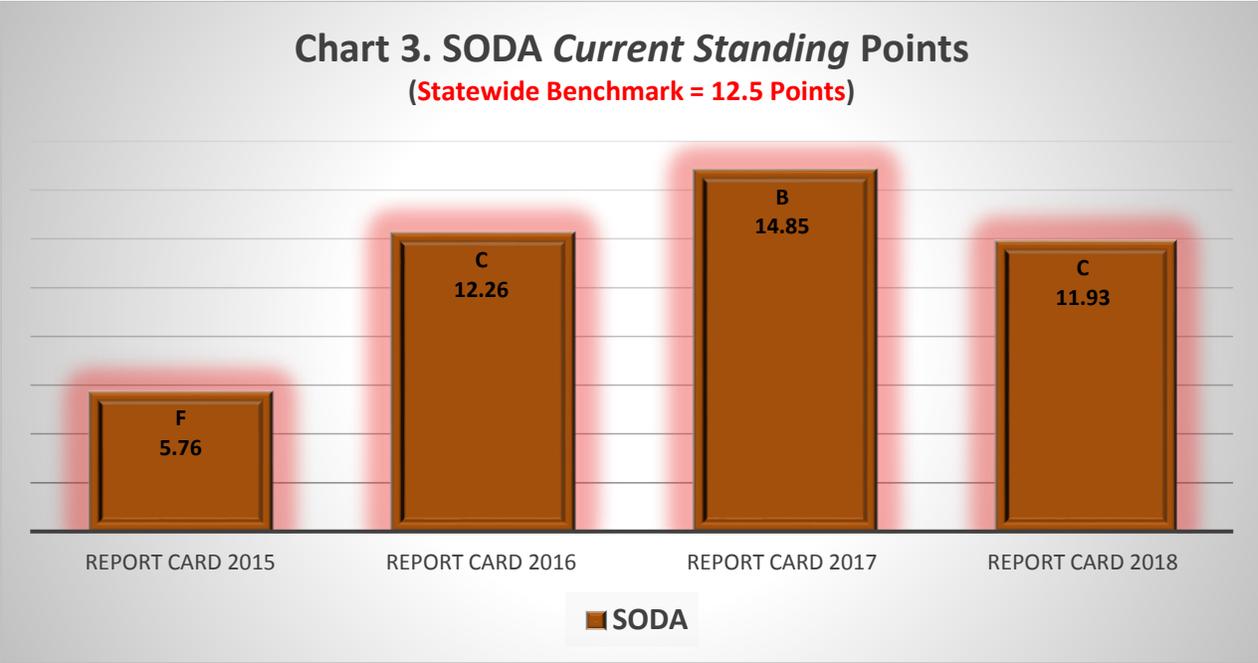
Overall Standing. Chart 1 illustrates SODA's overall school grade in each of the last 4 years (2015-2018). The school earned 2 “C's,” 1 “B,” and 1 “C.” SODA earned over half of the possible points in 3 of 4 years with a high of 73.93 in 2017 and a low of 41.75 in 2015. In addition, the school earned bonus points, which if excluded, would not have resulted in a change of grade during any year. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. SODA has

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

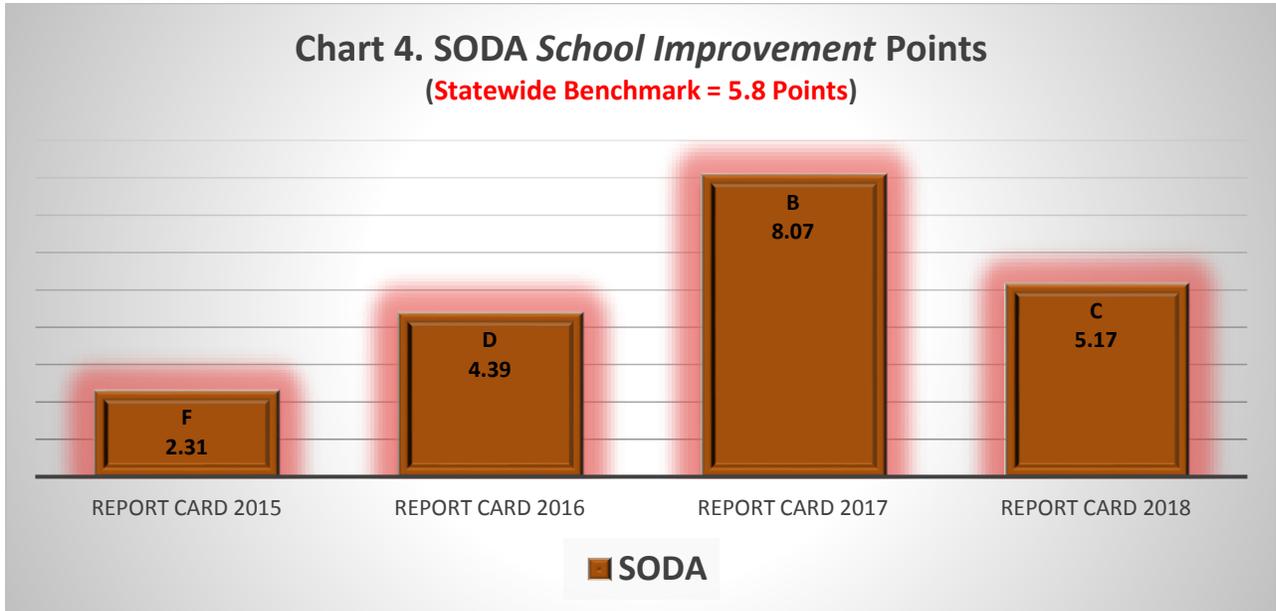


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 11.93 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points. The school earned letter grades ranging from “F” to “B” in the category.



School Improvement. The school improvement performance (formerly known as School Growth) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance

is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 2.31 – 8.07 points during the past 4 years earning letter grades ranging from “F” to “B” in the category. One (1) of 4 years was above the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

Expected growth was met in 2 of 2 years in reading and 1 of 2 years in math.

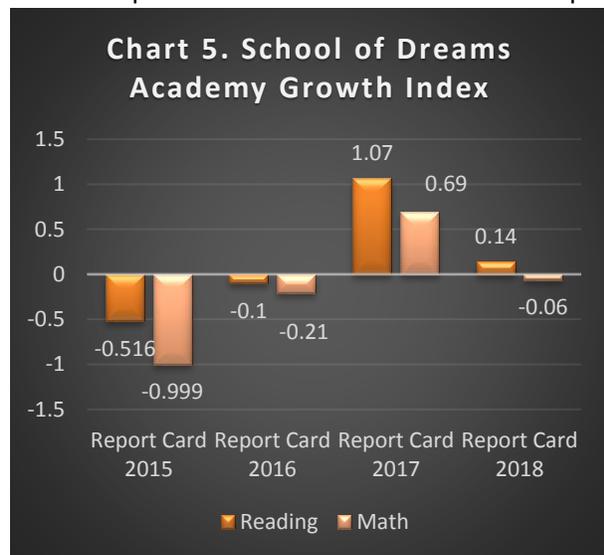
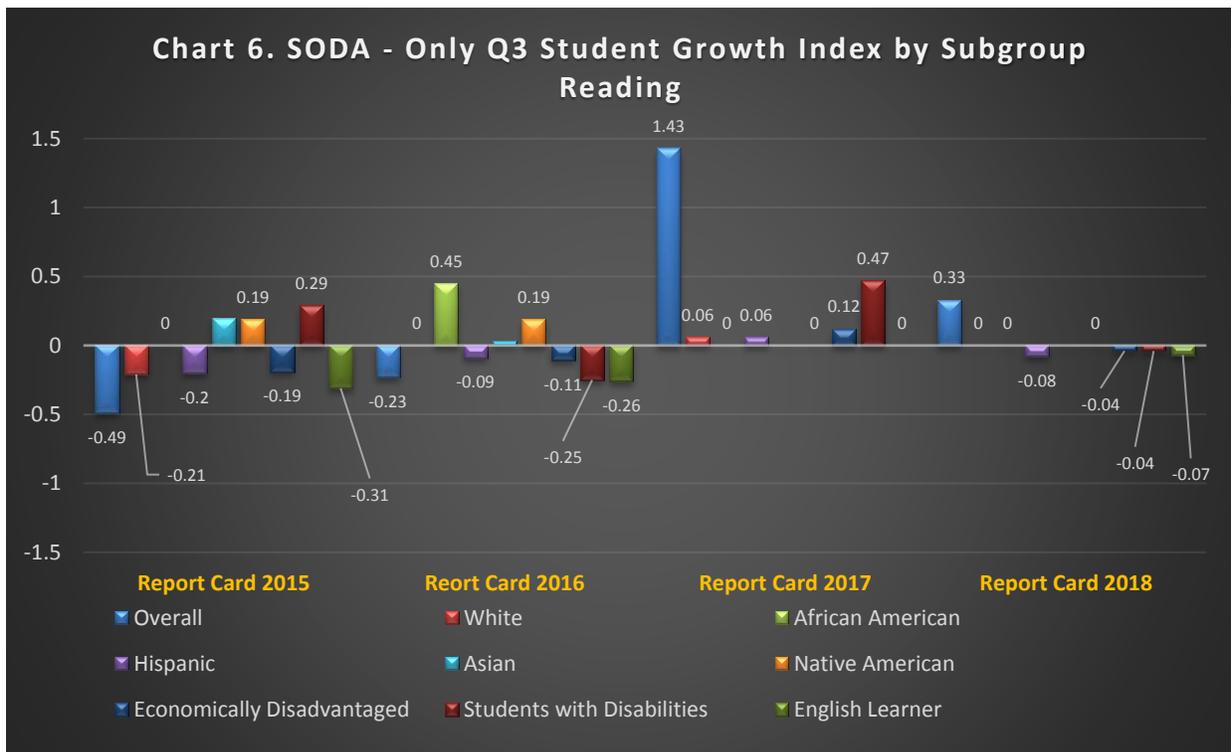
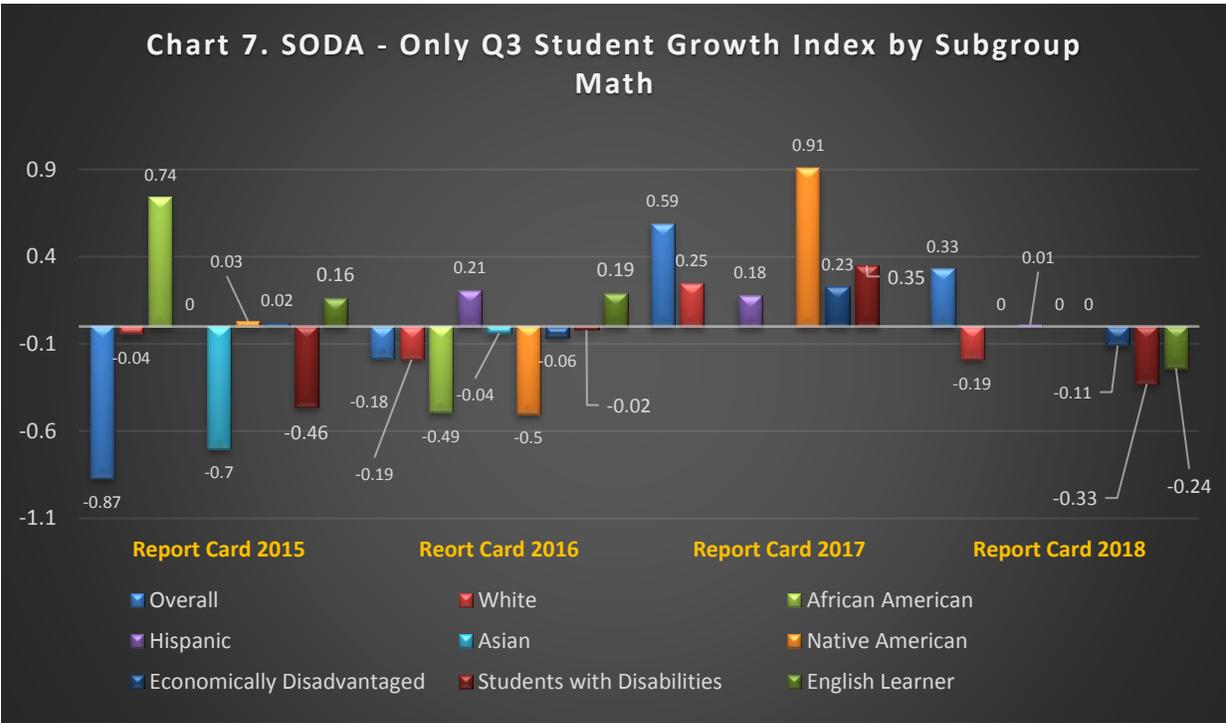


Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	1.51	.79	2.3
2016	2.31	2.08	4.39
2017	4.29	3.78	8.07
2018	2.79	2.38	5.17

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). Most subgroups (excluding masked data) met expected growth in reading in at least 1 of 4 years with overall student growth met in 2 of 4 years. In math, most subgroups met expected growth in at least 1 of 4 years with overall student growth met in 2 of 4 years.





Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (top 25%). All subgroups (excluding masked data) met expected growth in reading in at least 1 of 4 years with overall student growth met in 2 of 4 years. In math, all subgroups met expected growth in at least 1 of 4 years with overall student growth met in 1 of 4 years.

Chart 8. SODA - Only Q1 Student Growth Index by Subgroup Reading

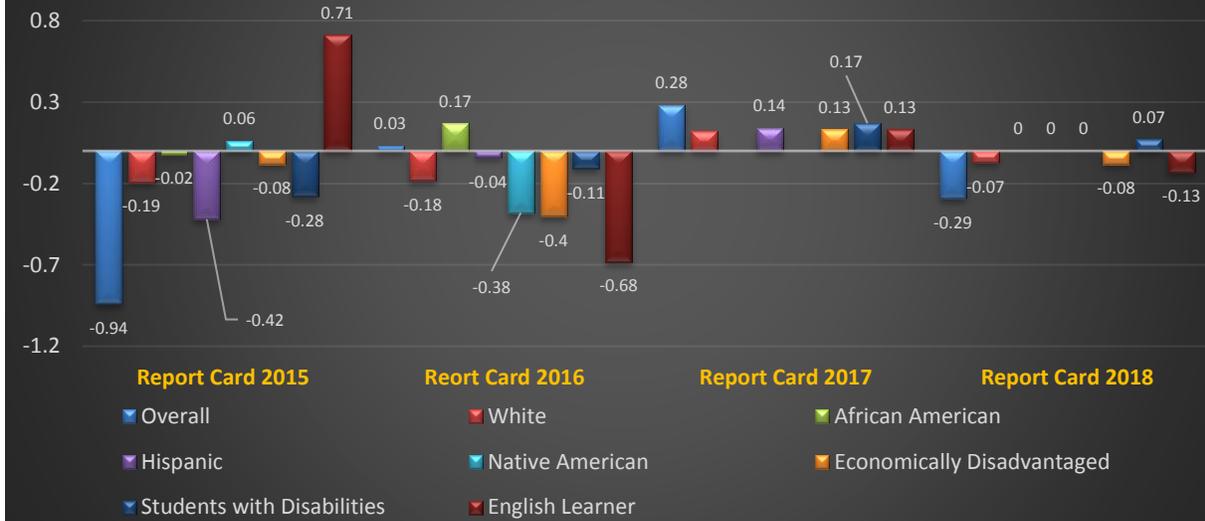
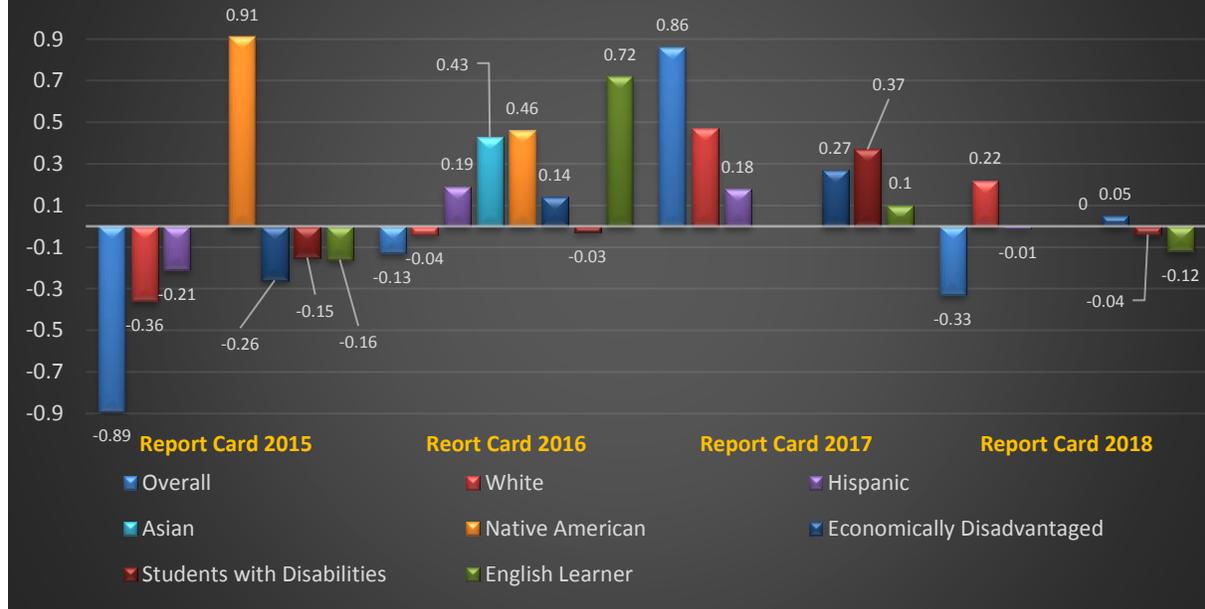
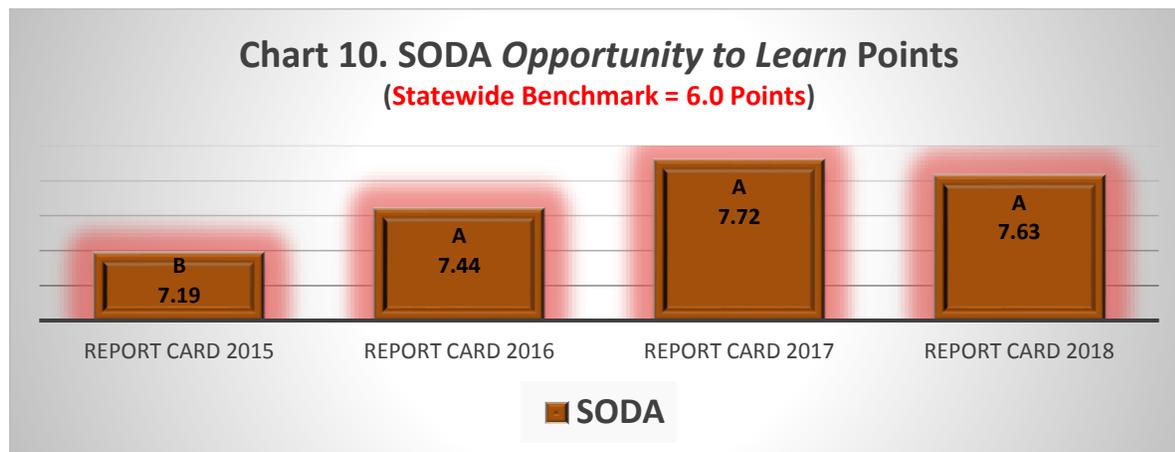


Chart 9. SODA - Only Q1 Student Growth Index by Subgroup Math

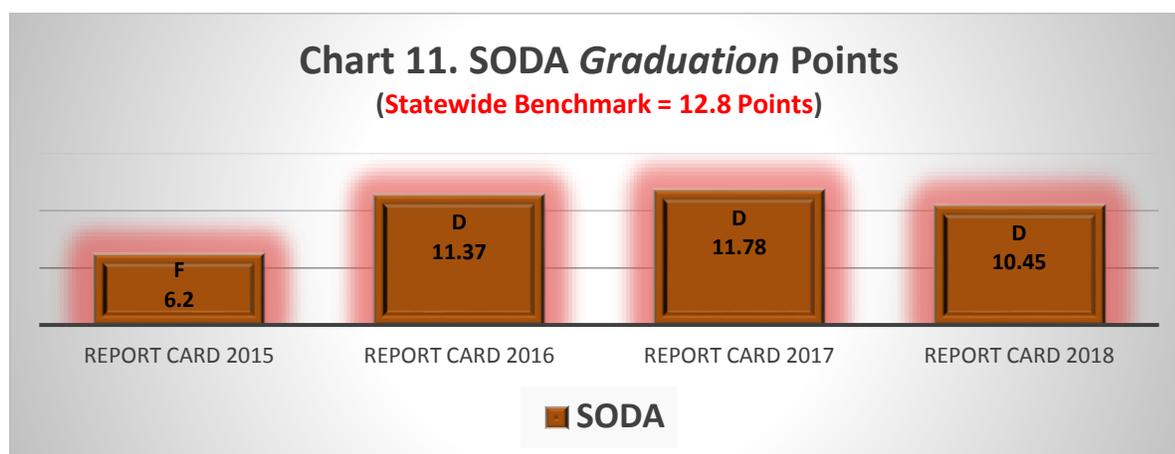


Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide). This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. SODA has performed well since 2015 and exceeded the statewide benchmark during the past 4 years earning the majority of points as well as earning 3 “A’s” and 1 “B” in the category.

In 2018, the school had an attendance rate of 94% which along with survey results earned the school 7.63 points and a letter grade of “A” for the category.

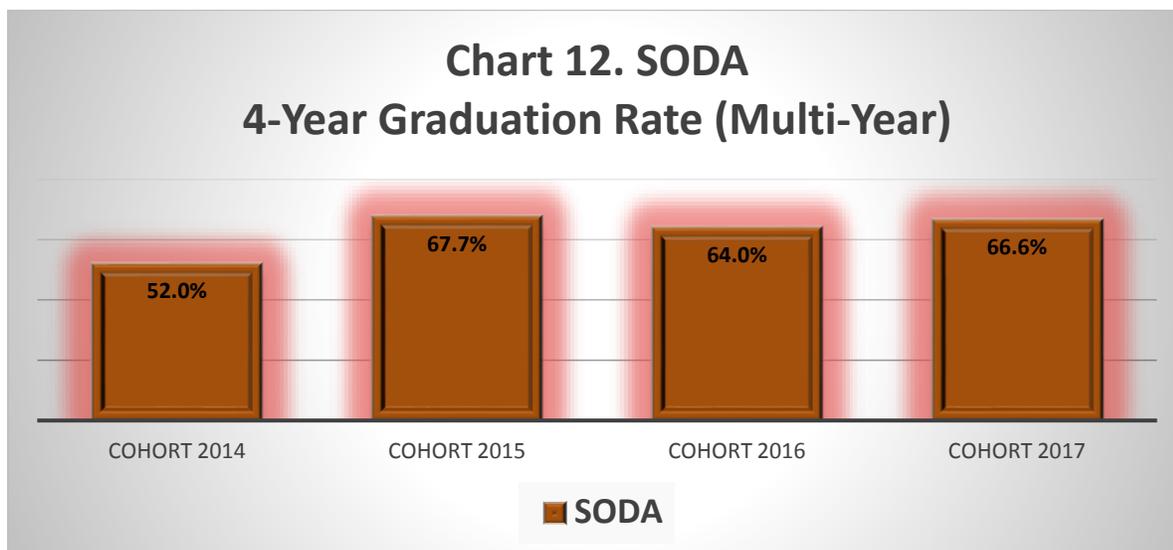


High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any reporting date. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school qualifies for the Supplemental Accountability Measure (SAM) in which “*non-cohort graduation rate augments the 4-year cohort rate to arrive a compiled SAM graduation rate.*”³ This approach provides schools feedback on their success in graduating “*returning dropouts and adults whose cohort is no longer part of the accountability system*” (Ibid). During the term of its contract, the school did not meet the statewide benchmark in terms of points earned receiving 3 “D”s and 1 “F” in the category. Its graduation has remained steady over the past 3 years.



³ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at: <https://aac.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

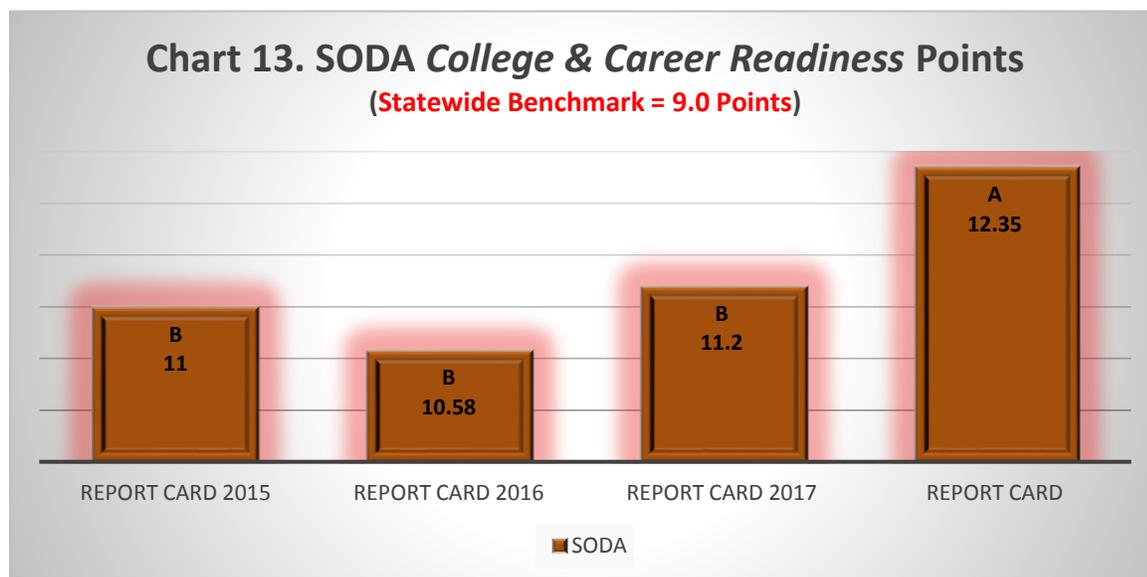
**Chart 12. SODA
4-Year Graduation Rate (Multi-Year)**



College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁴. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

The chart below illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. SODA met the statewide benchmark in all years earning letter grades of 3 "B's" and 1 "A" in the category. In 2018, the school report card data indicated that 61% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 3.05 points out of 5 for this portion of the category. Out of the 61% of SODA students who participated in *College and Career Readiness* opportunities in 2018, 93% were successful resulting in an additional 9.3 points earned (10 possible) for this portion of the category.

⁴ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>



1b. Specific Charter Goals

This section includes analysis of SODA’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2017-2018. The school met 2 of 3 goals in the most recent year, none in 2016-2017 which was due primarily to lack of verifiable evidence supporting purported progress towards goals, and a mix of “Meets Standard” and “Does Not Meet Standard” during the first 2 years of the school’s contract.

Charter Specific Goals

2.a. Mission Specific Indicator - ACADEMIC: As a means of measuring the academic rigor set forth in the STEAM element of our Mission, students in 9-12 grade who have already attended School of Dreams Academy (SODA) for one academic year (July 1 of the previous academic year – June 30) will demonstrate at least one year’s growth in their short cycle assessment scores. (Note: “One year’s growth” will be defined by NWEA’s MAP assessment in their technical manual)."

2.b. College Readiness Mission Specific Indicator: Graduates of SODA who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will demonstrate College and/or Career Readiness as defined by;

- a.) Measures of college readiness established by academic scores earned on any of the following assessments: PSAT®, SAT®, ACT®, ASVAB, KUDER, and COMPASS® and
- b.) Successful completion of dual enrollment, concurrent enrollment or honors courses earned throughout high school (NOTE: Exceptions for students with special instructions recorded in their IEP), and
- c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan and as such are “ready for post-secondary success.”

2.c. GRADUATION:

Track and improve graduation rates for two distinct cohorts.

Cohort 1: Seniors on the 40th day who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Seniors on the 40th day 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.”

Figure 2. Progress towards Charter Specific Goals.⁵

Goal	Description	2015 ⁶				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2a	STEAM NWEA			X				X					X
2b	Demonstrate College & Career Readiness			X		X							X
2c	Graduation for Cohort 1 and Cohort 2	X				-	-	-	-				X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2a	STEAM NWEA			X	
2b	Demonstrate College & Career Readiness		X		
2c	Graduation for Cohort 1 and Cohort 2	X			

Student Attendance and Enrollment

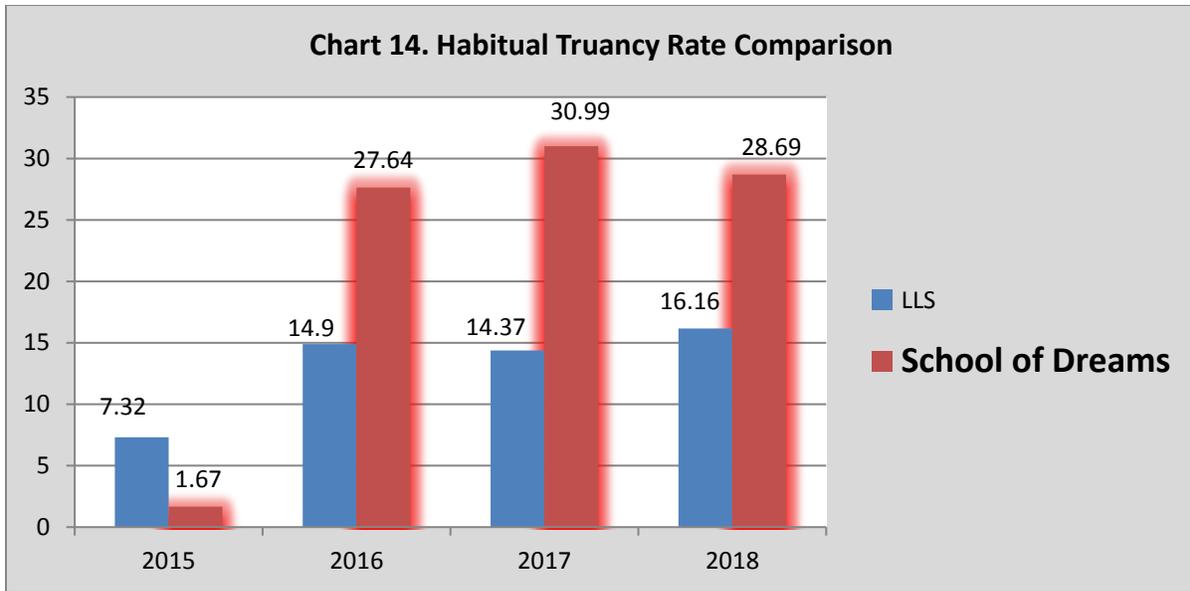
The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The chart (next page) reflects the school’s habitual truancy rate compared to the local district, Los Lunas Schools (LLS). School of Dream Academy’s (SODA) habitual truancy rate is higher than the surrounding district since 2016 by up to 10 percentage points. However, caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.

⁵ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Optional Supplemental Indicators” in the school’s contract and performance framework.

⁶ The Charter Schools Division annual report (see web-EPSS 2014-2015) indicated the following statement: “Data shows evidence of 100% of students in these cohorts graduated.”

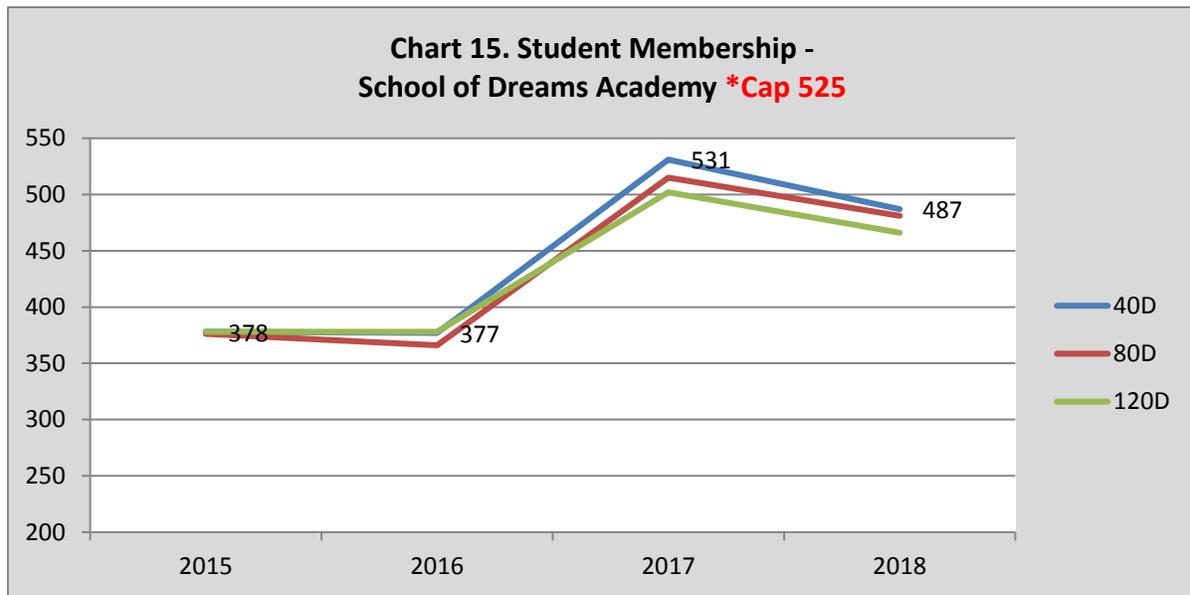


Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

The chart below demonstrates the school’s student membership for each of the years in operation during the current contract term. All reporting periods have remained on the same path, maintaining that enrollment during the year annually. A decline of 44 students (8%) from 2016-2017 to 2017-2018 during the 40D reporting period was observed.

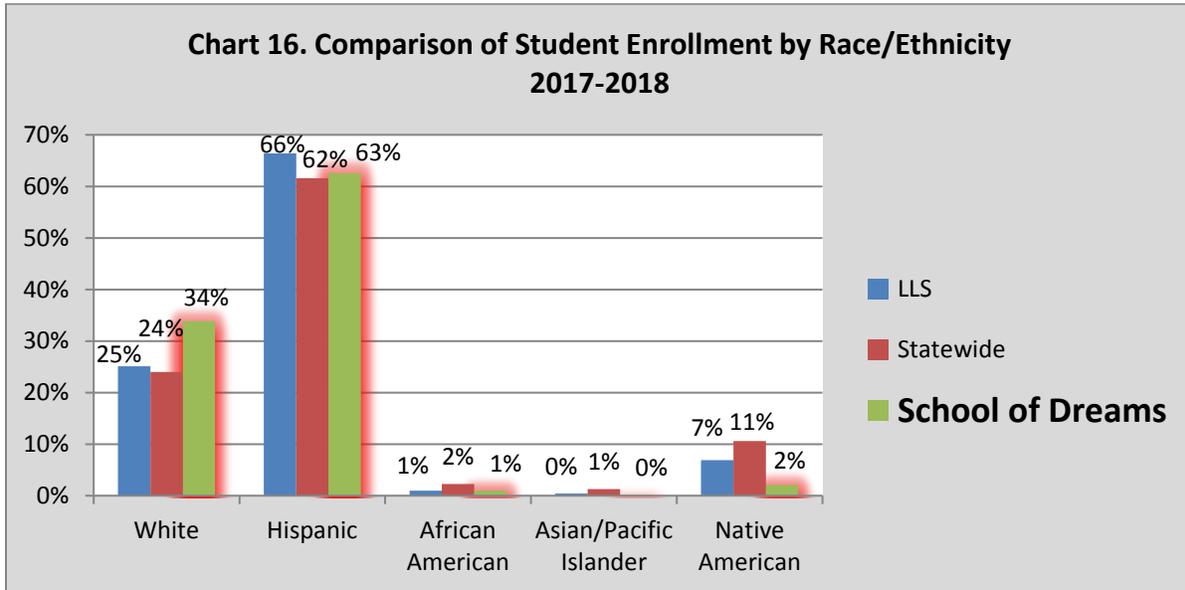
As of 2017-2018, the school had not reached its enrollment cap of 525.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

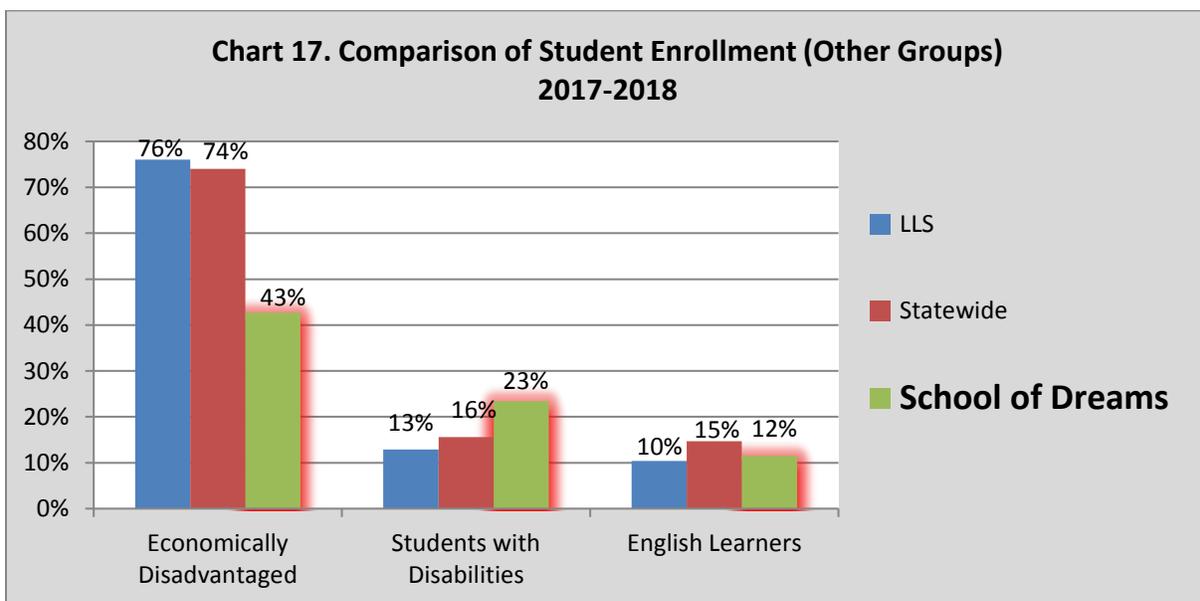
The school's student demographic data (next page) shows that it serves a *higher* White population and a *similar* Hispanic population when compared to the surrounding district and state. The discrepancies in enrollment in the other subgroups was smaller.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a lower population of economically disadvantaged students than both the local district and the state (33 percentage points fewer). The school serves a higher percentage of students with disabilities (23% vs 15%) and a similar number of English Learners (12% vs 10%) compared to Los Lunas Schools.



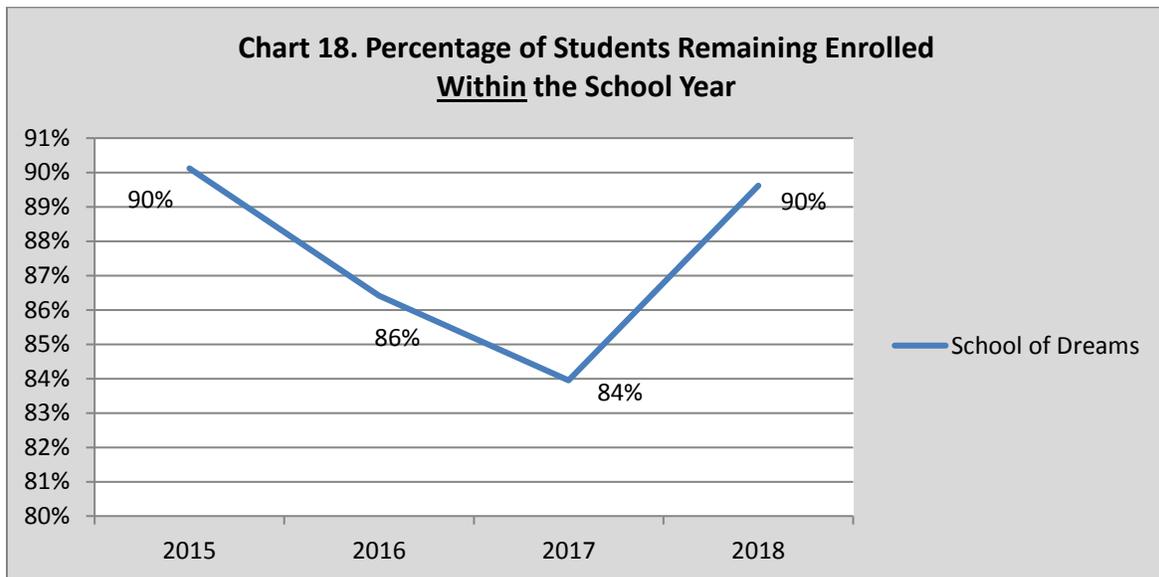
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In the school’s Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

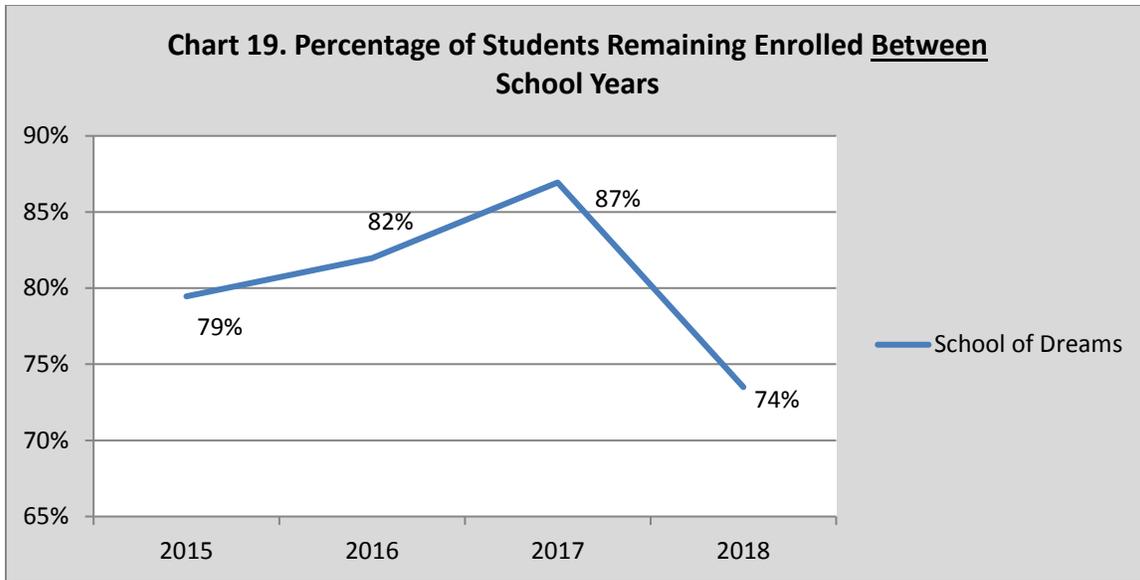
The student enrollment data (below) shows that over 84% of students enrolled during the school year remained enrolled through the end of the school year, with 90% of the students remaining throughout the year in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the school’s control are removed from the data set.

The chart (next page) illustrates recurrent enrollment at the school. Student enrollment data indicates that 79% of the students that completed the school year in 2013-2014 returned to the school in 2015-2016. Seventy-four percent of students that completed the 2016-2017 school year returned to SODA in 2017-2018. The school met the goal of 85% recurrent enrollment in one of the last four years.

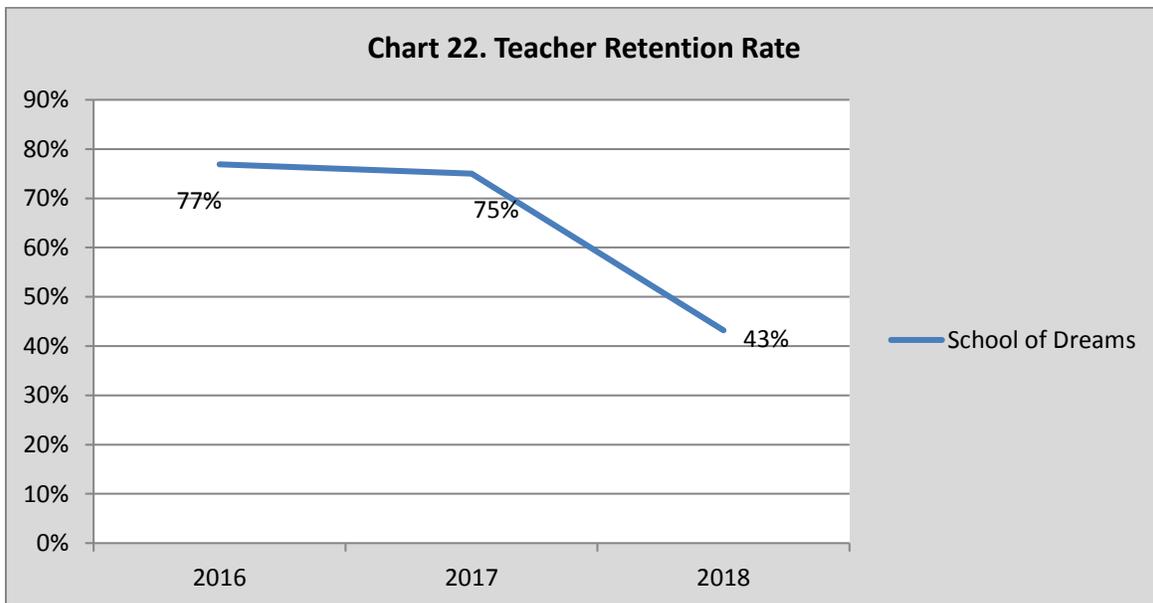


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The chart (below) shows teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The school's teacher turnover rate was 23% for the 2015-2016 school year, 25% for the 2016-2017 school year and 57% for the 2017-2018 school year. The percentage of teachers that remain at the school from one year to the next has decreased by over 30% from 2017 to 2018.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	10	2	1
FY16	2	0	0
FY15	3	1	0

Summary of Fiscal Reports

In **FY17**, the school received **2 finding of other matter** issues related to (1) controls over cash disbursements and (2) expenditures exceed budget; **1 material weakness** regarding financial close and reporting; 7 non-compliance findings consisting of (1) PED cash report, (2) payroll and personnel files, (3) timely deposits. (4) ERB contributions, (5) travel and per diem, (6) journal entries, and (7) bank reconciliations.

- **2015-001 Controls Over Cash Disbursements Other Matter Repeated and Modified**

Condition: Through testing procedures performed, we noted the following:

- In a sample of 25 disbursements tested, we noted an incorrect GL coding for a total disbursement amount of \$570.85.
- In a sample of 3 administrator’s disbursements, we noted one receipt totaled \$115.09, however the school reimbursed \$126.71.
- In a sample of five credit card transactions we noted two instances in which SODA was not able to provide sufficient documentation supporting purchases totaling \$269.15.
- No progress has been made in the current year in regard to this finding.

- **2015-002 Expenditures Exceed Budget Other Matter Repeated and Modified**

Condition: The Charter has expenditure functions where actual expenditures exceeded budgetary authority:

- Title I IASA (24101) Support Services – Students \$(500)
- Early College High School Support Services Instruction \$ (13,038)

Auditor’s Note: No progress has been made in the current year in regards to this finding.

- **2017-001 Financial Close and Reporting Material Weakness**

Condition: During our testwork over the financial close and reporting process it was noted that the Charter has not implemented an effective financial close and reporting process for the year ended June 30, 2017. During our testwork over fund balance, we noted that prior year activity of approximately \$459,686 was incorrectly closed to accounts payable rather than fund balance.

- **2017-002 PED Cash Report Non-compliance and Other Matter**

Condition: During our testwork it was noted that current year activity and ending balances on the fourth quarter cash report does not agree to the trail balance.

- **2017-003 Payroll & Personnel Files Non-compliance**

Condition: During internal control testwork over a sample of 25 payroll transactions, we noted one instance in which the instructor's personnel file was missing a valid teaching certificate

- **2017-004 Timely Deposits Non-compliance**

Condition: During our cash receipts testing, we noted 3 out of 22 deposits tested were not deposited within 24 hours of receipt for a total of \$926.

- **2017-005 ERB Contributions Non-compliance**

Condition: We noted the School did not properly calculate and remit the correct amounts to ERB for employer and employee contributions. We noted one month's contribution in which the Charter underpaid contributions totaling \$79.92.

- **2017-006 Travel & Per Diem Non-compliance**

Condition: During our testwork of disbursements made to administrators, we noted one instance error which the Charter reimbursed an employee \$11.62 for meals without supporting documentation.

- **2017-007 Journal Entries Non-compliance and Other Matters**

Condition: During our testwork over journal entries we noted that journal entries totaling approximately \$206,144 are not being reviewed and approved by an individual other than the preparer of the journal entries.

- **2017-008 Bank Reconciliations Non-compliance and Other Matters**

Condition: We noted during our testing of cash that that two of the three cash reconciliations reviewed were not accurate. In one of the cash reconciliations, we identified a check totaling \$16,420 that was improperly excluded in the outstanding check listing. In the other reconciliation we noted a discrepancy in the actual bank balance per bank statement and the balance reported per the cash reconciliation (variance of \$957.38).

In **FY16**, the school received **2 findings of other matter** related to: (1) controls over cash disbursements and (2) expenditures exceed budget.

- **2015-001 CONTROLS OVER CASH DISBURSEMENTS Other Matter**

Condition: Through testing procedures performed, we noted the following: In a sample of 25 disbursements tested, we noted five instance where the invoice was dated prior to the purchase order for a total of \$7,557.

Auditor's Note: No progress has been made in the current year in regards to this finding.

- **2015-002 Expenditures Exceed Budget Other Matter**

Condition: The Charter has expenditure functions where actual expenditures exceeded budgetary authority: Fund Excess of Expenditures over Appropriations Operational (11000) Instruction \$ (4,506).

Auditor's Note: No progress has been made in the current year in regards to this finding.

In **FY15**, the school received **3 findings of other matter**, including (1) per diem and mileage act, (2) controls over cash reimbursements, and (3) expenditures exceed budget.

- **2014-001 Per Diem and Mileage Act Other Matter Repeated and Modified (not noted)**

Condition: Through testing procedures performed, we identified the following instance of noncompliance:

- In 3 of 10 travel and per-diem reimbursements tested, the employee was reimbursed at the maximum per-diem amount allowable (\$30 in-state, \$45 out-of-state, amounting to total reimbursements of \$285. The employee did not provide receipts for actual meal expenses for reimbursement.
- In 1 of 10 travel and per-diem was reimbursed at the maximum allowable out-of-state rate of \$45 per day, amounting to \$180; however the employee was traveling in- state, and therefore should only have been reimbursed up to \$30 per day. The employee did not provide receipts for actual meal expenses for reimbursement.

Auditor’s Note: Management has demonstrated a lack of progress in implementing the prior year corrective action plan.

- **2015-001 Controls over Cash Reimbursements Other Matter**

Condition: Through testing procedures performed, we noted the following:

- In a sample of 25 disbursements tested, we noted one instance where the invoice was dated prior to the purchase order.

- **2015-002 Expenditures Exceed Budget Other Matter**

Condition: The Charter has expenditure functions where actual expenditures exceeded budgetary authority:

Fund Excess of Expenditures over Appropriations/ Title I IASA (24101)
Support Service – Students \$(500)

Early College High School
Support Services – Instruction \$(13,038)

2b. Board of Finance

The governing council of SODA’s Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School’s mission statement is as follows:

The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

SODA's foundation in curriculum is based on Science, Technology, Engineering, the Arts and Mathematics (STEAM). All students will participate in a STEAM program or course, including dual or concurrent enrollment, as credited during the academic year.

Student – Focused Term(s).

All students will have a daily advisory class in their grade level and receive 1/2 elective credit annually, a portion of this curriculum will be comprised of a service learning projects, either as a class, individual, or whole school format.

All SODA students will be provided and maintain an Individualized Learning Plan (ILP) that will act as his/her roadmap for success.

At a minimum the ILP will include:

- Short cycle assessment scores;*
- Career inventory survey;*
- High School Four Year graduation (Next Step) plan for 9th – 12th graders;*
- Any PSAT®, ASVAB, KUDER, PLAN®, SAT® and/or ACT® results;*
- Summaries and reflections of service learning projects;*
- STEAM Portfolio: Competitions, Contests and Performances attained while at SODA*

For our special populations, we will use an interventionist model as a full inclusion model of instruction with options for individual student support to comply with program requirements and/or IEP's.

Teacher – Focused Term(s).

SODA will provide ongoing professional development to accommodate the integration of Technology and Art programs across the curriculum. Continue professional development via school PLC that corresponds to the AdvancEd standards. Continue having staff trained and participate in AdvancEd Lead and Team Evaluators.

3b. Organizational Performance Framework

Note: Analysis of the school's organizational performance for the current year (2017-2018) will be updated after completion of the annual report by late summer.

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working to Meet Standard," or "Falls Far Below Standard." During the 2016-2017 school year, School of Dreams Academy Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
6	2	9

Figure 5. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
6	0	11

Summary of “Falls Far Below” Ratings Over 2-Year Period

- **Material Terms.** The school did not provide academic evidence it is implementing the material terms of its contract [NMSA § 22-8B-9.1].
- **Instructional Hours.** The school did not provide evidence it ensures all students receive the statutorily and contractually required instructional hours [6.29.1.9(J)(6) NMAC].
- **McKinney-Vento Dispute Resolution Policy.** The school did not provide evidence of a dispute resolution policy, approved by the governing board [6.10.3.9(D)(2) NMAC].
- **Rtl/SAT Process.** The school did not provide evidence of implementation of an Rtl/SAT process for its students [6.29.1.9 NMAC].
- **Students with Disabilities.** The school did not provide evidence of compliance with the Corrective Action Plan instituted by the Special Education Bureau.
- **English Language Learners.** The school did not provide evidence of implementation of the Bilingual Multicultural Education Bureau annual progress report for the school’s state-funded program. The school also did not provide evidence of implementation for the proper use of the Language Usage Survey [6.29.5.11 NMAC].
- **Notice to Parent.** The school did not provide evidence of implementation of a 5-day unexcused attendance letter requesting the parent participation with attendance interventions [6.10.8.8 NMAC].
- **Financial reporting.** The school did not provide evidence of implementation of remedies instituted that resulted in compliance or sufficient movement toward compliance for the school’s internal control audit findings.
- **Evaluation of head administrator.** The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC].
- **Teacher and Staff Credentials.** The school did not provide evidence that:

- a.) All instructors had proper licensure and endorsement(s) for course(s) taught [NMSA § 22-10A-3], and
- b.) Implementation of a compliant mentorship program for novice teachers [6.60.10.8 NMAC].

- **Background check.** The school did not provide evidence of completed background checks for all licensed staff [NMSA § 22-10A-5].
- **Health and safety.** The school did not provide evidence of child abuse and neglect detection training for all licensed staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC].

3c. Governing Body Performance

According to the last reporting from this school, School of Dreams Academy has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on School of Dreams’ Governing Board:

Figure 6. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Kathy Chavez	President	November 2, 2010	Continuing	Complete
Denise Romero	Vice-President	February 2, 2016	Continuing	Incomplete
David Schneider	Secretary	July 7, 2015	Continuing	Incomplete
Kenneth Griego	Member	October 31, 2009	Continuing	Complete
Catherine Smith	Member	June 7, 2016	Continuing	Complete

According to PED records, the school has not yet completed all training for FY18. Ms. Romero lacks 8 hours and Dr. Schneider lacks 5 hours (ethics, academic, OMA, organizational). The school had five members complete the required training in FY17. The school reported no training in FY16. The school had one member complete the required training in FY15.

Geri Bennett is the current business manager for School of Dreams Academy. The current CPO is Priscilla Cabral.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public

and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase student enrollment capacity from 199 to 252 students.	Approved	03/25/2011	N/A
Amendment request to change the original school mission to include STEAM.	Approved	03/28/2014	N/A
Amendment request to move into permanent facility	Approved	04/08/2016	N/A
Amendment request to add an additional Education Program, credit-recovery program for non-traditional students.	Approved	05/13/2016	N/A

Amendment request to expand to serve grades K-2 nd .	Approved	05/13/2016	N/A
Amendment request to expand to serve 3Y4Y Developmentally Disabled Program.	Approved	07/19/2017	N/A
Amendment request to expand to serve 3 rd grade.	Approved	07/19/2017	N/A
Amendment request to expand to serve grades 4 th – 6 th .	Deny	04/13/2018	
Amendment request to expand to serve 4 th grade.	Approved	04/13/2018	N/A



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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Southwest Preparatory Learning Center (SPLC)
September 4, 2018

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SCHOOL SUMMARY

School Name: Southwest Preparatory Learning Center (SPLC)
School Address: 10301 Candelaria Road NE, Albuquerque, NM 87112
Head Administrator: Robert Pasztor
Business Manager: Rebekah Mahape
Authorized Grade Levels: 4-6
Authorized Enrollment: 500
Contract Term: July 1, 2017 – June 30, 2019

Mission:

- i. **The mission of the Southwest Preparatory Learning Center is to sustain a high-performing learning community.**

Preliminary Recommendation

This report serves as notice to the Governing Council of **Southwest Preparatory Learning Center** of the Department's intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew the school's charter for a term of no less than 5 years with defined goals for school improvement in academic and financial frameworks** because the school: (a) demonstrated progress in meeting the Department's standards for excellence and (b) met the conditions set-forth by its authorizer at the outset of the current contract.

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low achievement in *current standing* (specifically overall reading proficiency) and *improvement of lower performing students* (Q1) was observed. The school did not have school-specific goals.

Financial. See conditions section below.

Organizational. During the 2017-2018 school year, the school received two (2) "*Falls Far Below Standard*" ratings in the area of business management and oversight. Note that the school received a formal special education complaint in 2017-2018 in which "*non-compliance have been corrected*" (see case No. C1718-33). The case was closed July 3, 2018.

Conditions. The school met all conditions placed upon it by its authorizer which states that including (a) receiving "*an unmodified audit opinion*" and (b) working with "*CSD to address the concerns about ELL services...*"

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan, such as NM DASH, to improve the Q1 student achievement category to a letter grade of at least a "C" on the A-F School Grading Report each year of its contract (2019-2020 through 2023-2024).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports FY19, FY20, FY21, FY22, and FY23 released during 2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating (PED will complete upon completion of renewal site visit)
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

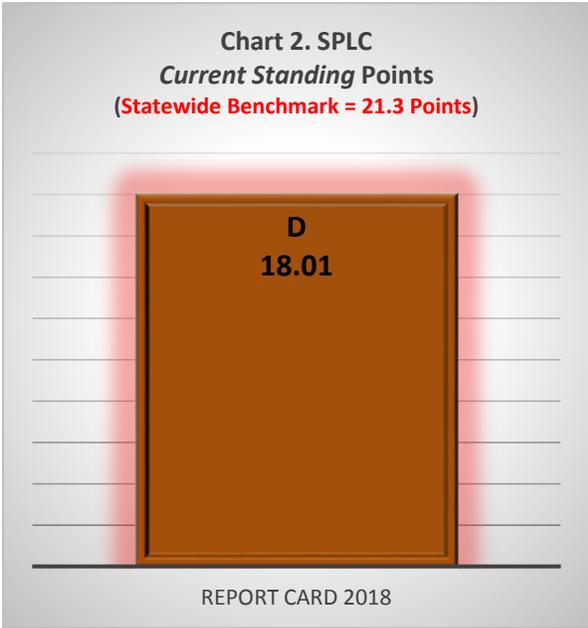
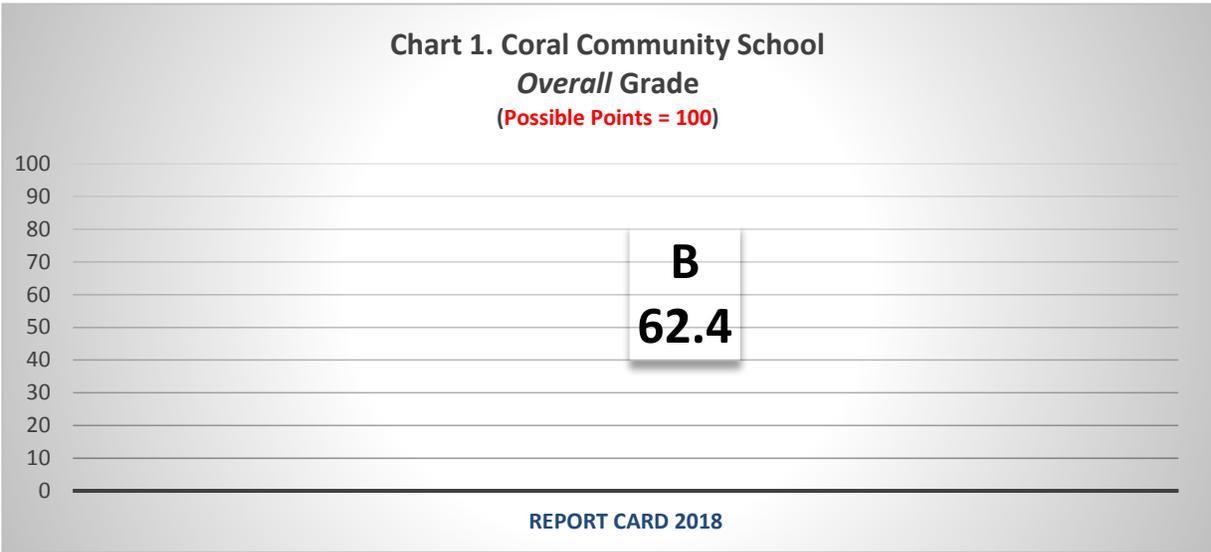
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates SPLC's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned a letter grade of “C” overall. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aee.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

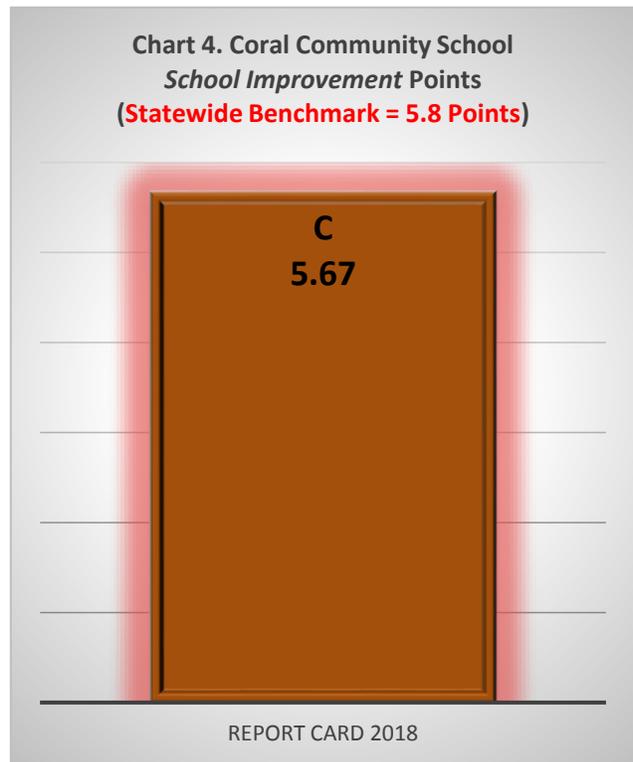
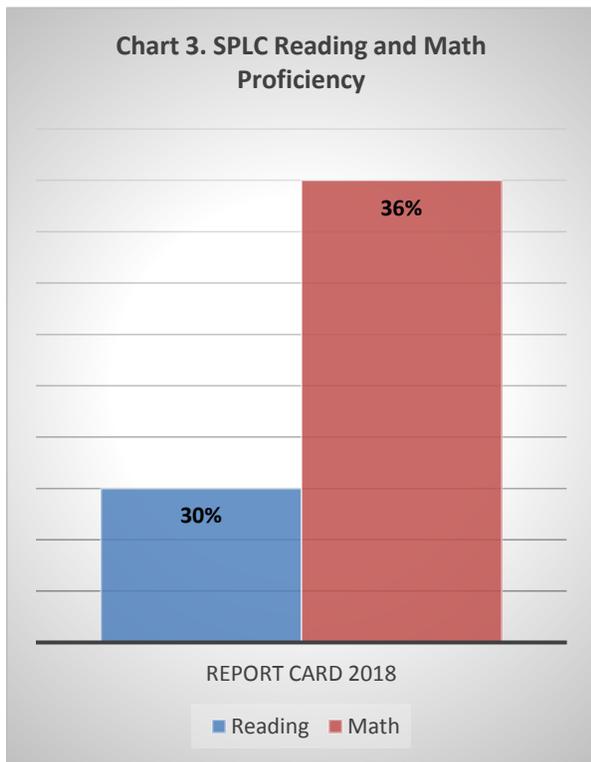
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmsca2017.pdf>



Current Standing Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 2), the school earned 18.01 points out of 40 possible points in this category, which was below the statewide benchmark (established in 2012) of 21.3 points.

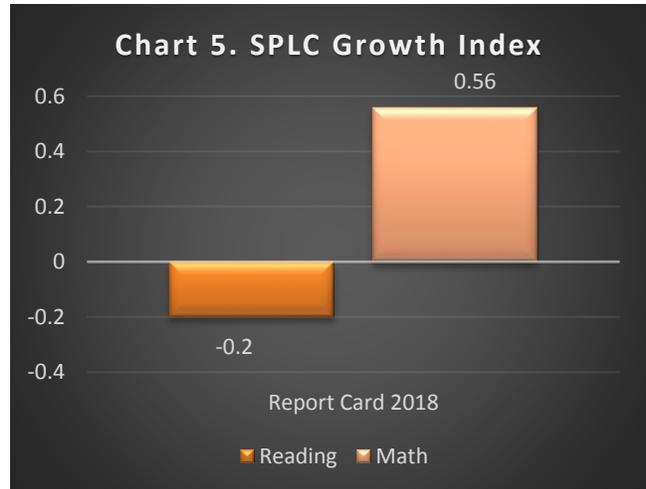
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 5.67 points and received a letter grade of “C” in the category. The score was below the statewide benchmark.

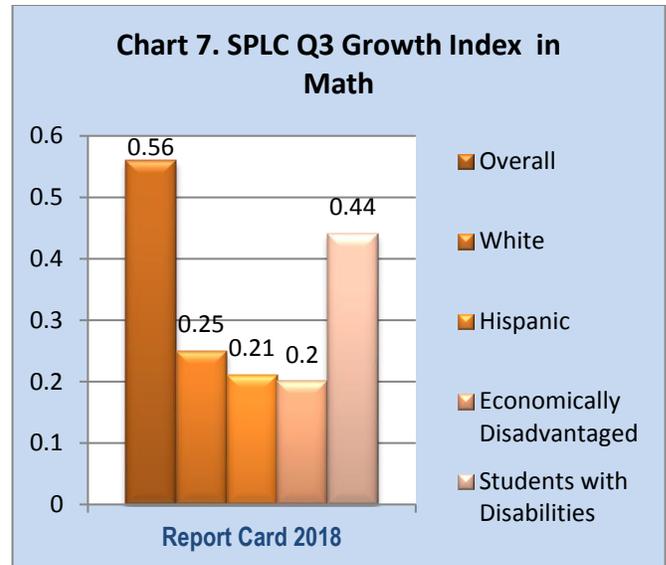
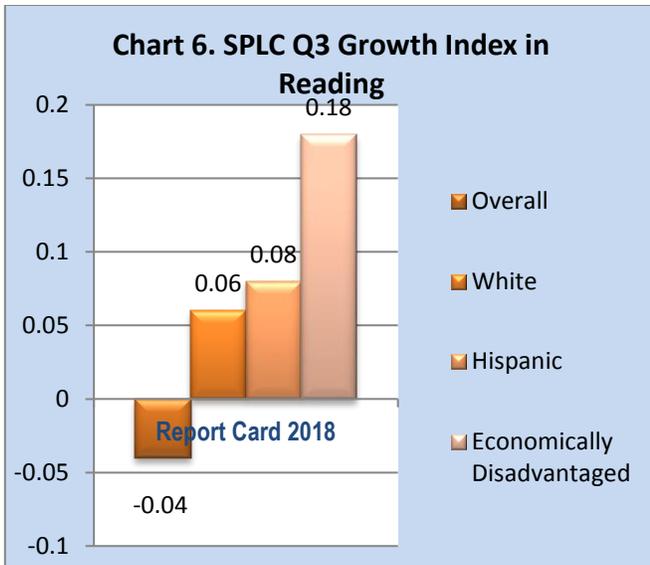


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

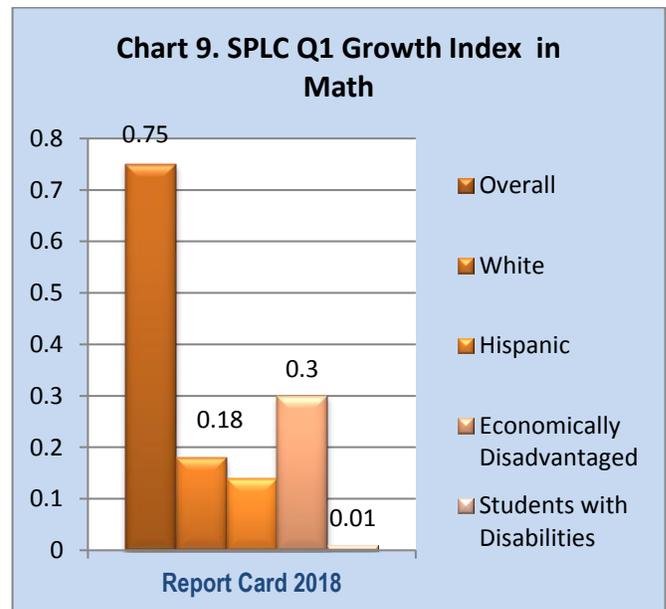
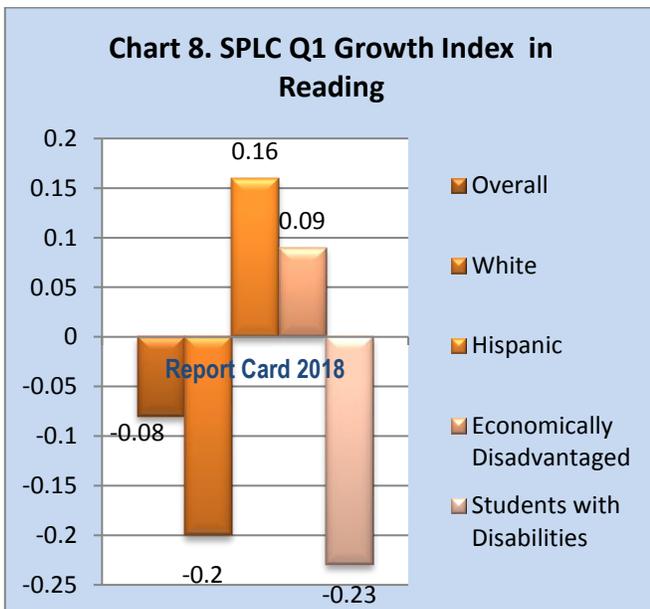
A positive school growth index was observed in math but not in reading.



Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). All subgroups (with unmasked data) met expected growth in reading. However, overall student growth did not meet expected growth. In math all subgroups met expected growth and the overall student growth was met as well.



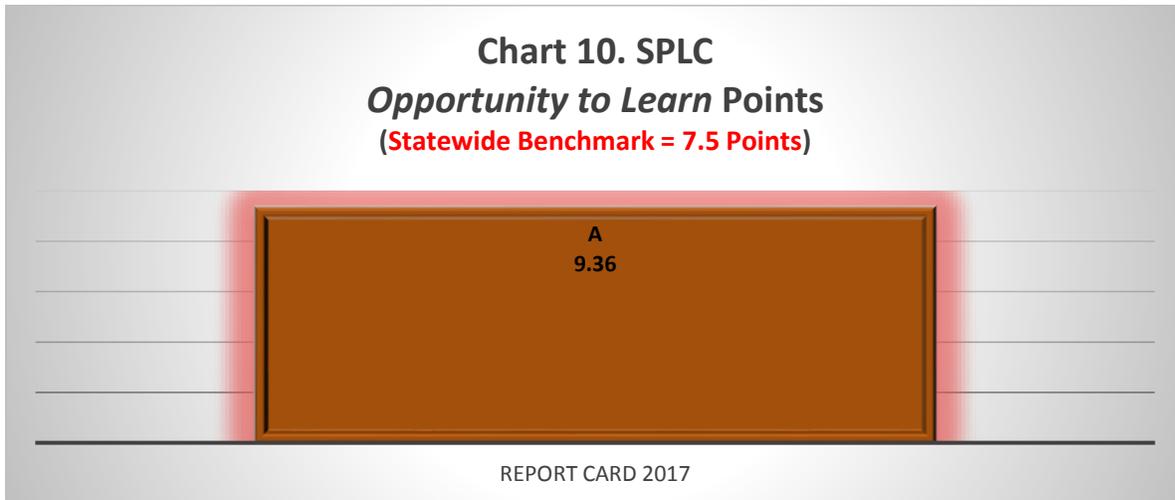
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). Some subgroups met expected growth in reading except for Whites and Students with Disabilities. Overall student growth was not met. In math all subgroups met expected growth and the overall student growth was met as well.



Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. SPLC performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 95% and along with results from the surveys earned 9.36 points, which was above the statewide benchmark. The school earned a letter grade of “A” in the category.



1b. Specific Charter Goals

SPLC’s current contract began July 1, 2017 with the Public Education Commission (PEC) (signed by charter representative on June 5, 2018 and PEC chair on June 6, 2018) under NMSA § 22-8B-9(A). The school does not have charter-specific goals.

Condition(s)

SPLC met the conditions placed upon it by its authorizer which states that:

“...by the end of fiscal year '17, the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings, and requirements that the school regularly report on the corrective actions identified in the renewal responses and that the school affirmatively work with CSD to address the concerns about ELL services and governance requirements...” (PEC meeting transcripts, page 415, December 8, 2016).

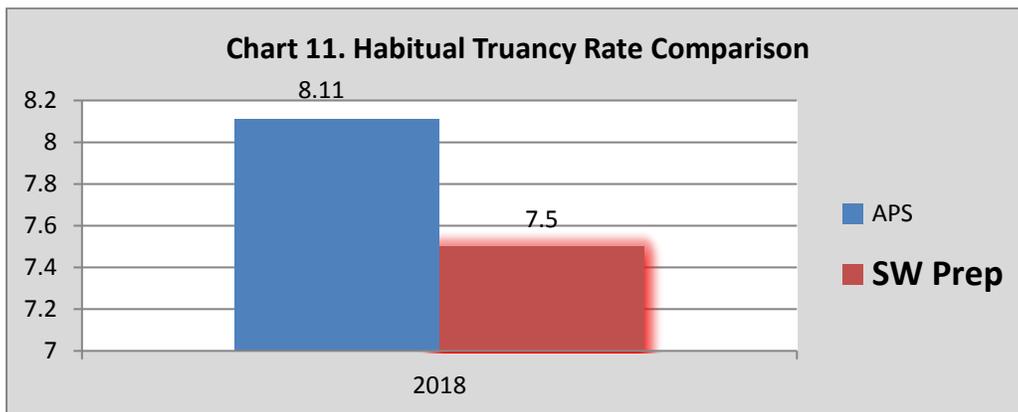
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled “*Financial Compliance*” of this report. The school also provided evidence that it is addressing discrepancies found in the STARS “*ELP Error Report*” (during the 2017-2018 site visits). The “*ELP Error Report*” from STARS flags inconsistencies or discrepancies between how a school codes current students in regards to English Learner status (such as ‘*Initially Fluent English Proficient*’) with how students’ previous schools coded them which may indicate eligibility for Language Acquisition Services (such as having taken the ACCESS administered only to English Learners).

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

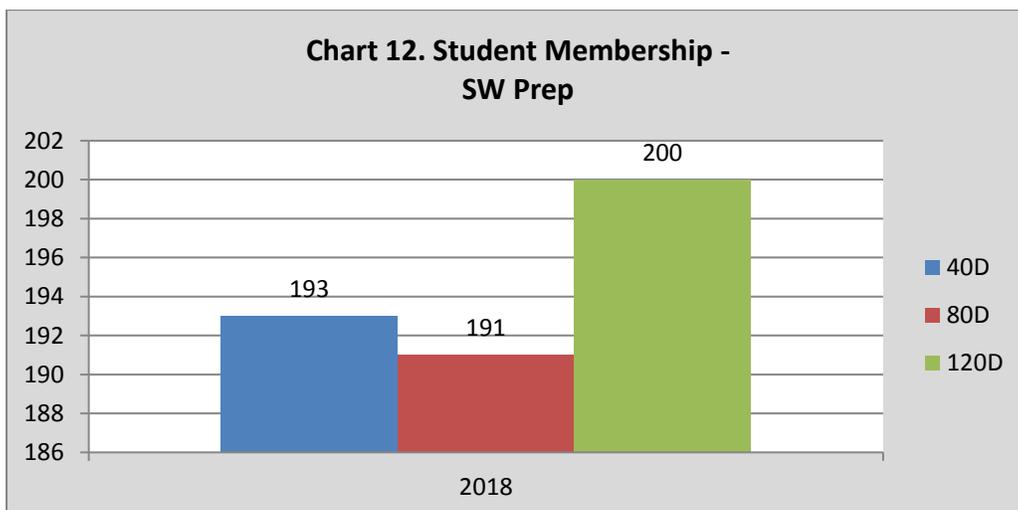
The chart below shows the school's habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Southwest Preparatory Learning Center's (SPLC) habitual truancy rate was lower than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

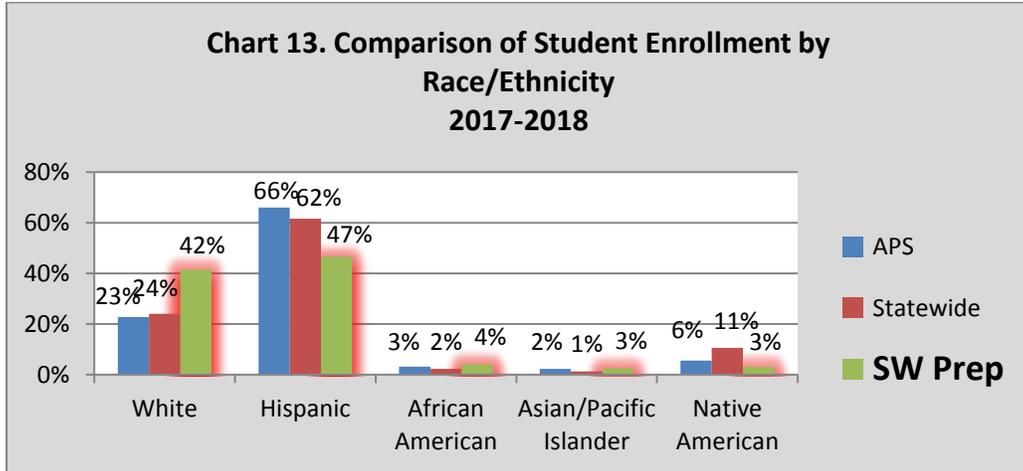
The chart below demonstrates the school's student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

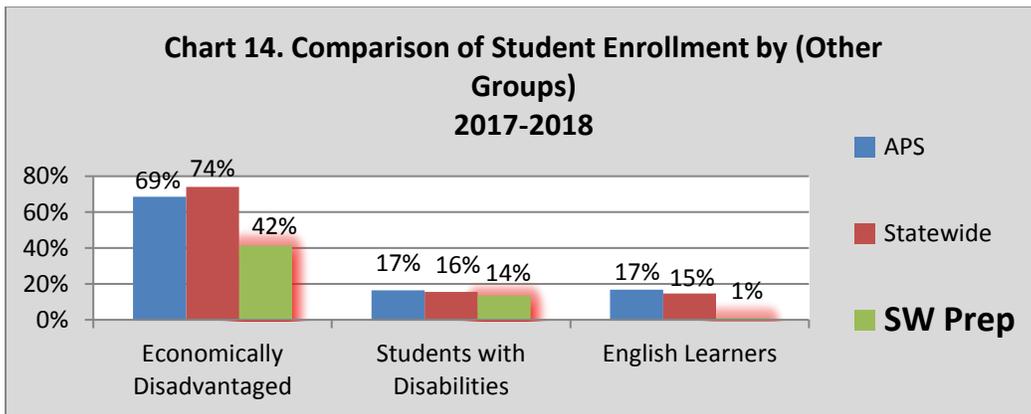
The school’s student demographic data illustrates that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state (over 25 percentage points fewer). The school serves a *lower* number of English Learners with 1% of the student population identified, as compared to 17% in Albuquerque Public Schools.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

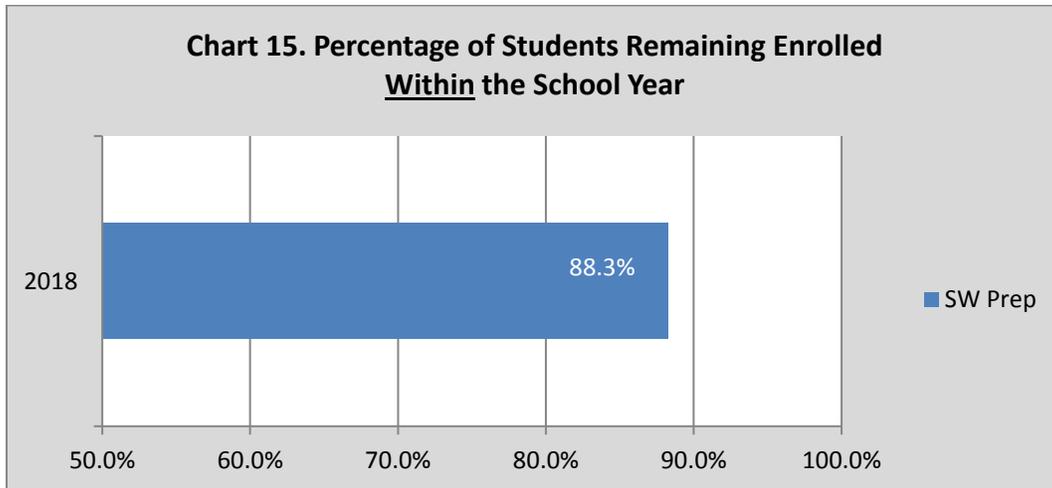
Retention and Recurring Enrollment

This section provides the school and its authorizer information on student retention and enrollment within and between school years.

The PED (next page) calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then

evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

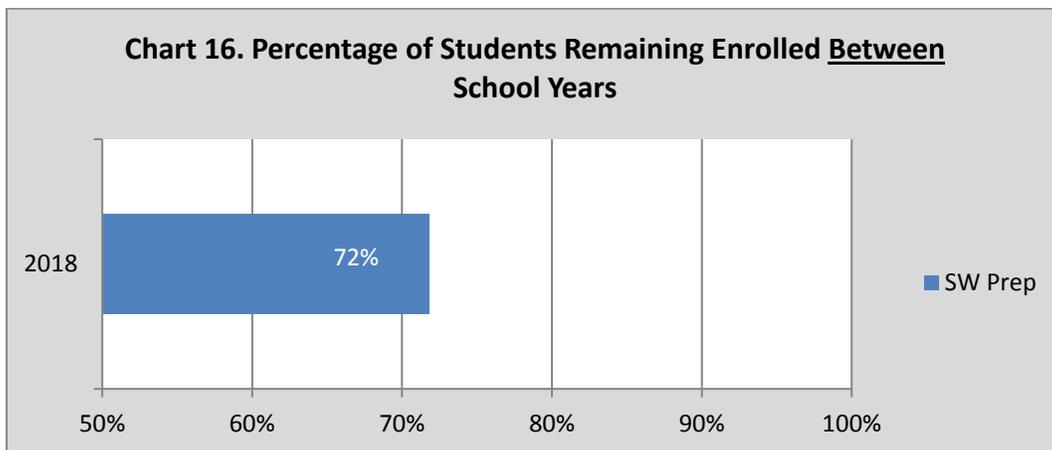
The student enrollment data shows that percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 88.3%.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment, the PED calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identified the students who reenrolled on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart below illustrates recurrent enrollment at the school. Student enrollment data indicates that 72% of the students that completed the school year in 2016-2017 returned to the school in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 1. Fiscal compliance as a condition of current contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17 <i>Unmodified Audit</i>	2	1	1

Summary of Fiscal Reports

In **FY17**, the school received **1 significant deficiency finding** on issues related to payroll and **1 finding on other matter** regarding internal controls for cash receipts.

- **2016-004 Payroll Significant Deficiency Repeated and Modified**

Condition: We tested 30 payroll transactions and noted the following:

- In 1 case, the I-9 form was not signed by the employer.
- In 3 cases, the I-9 form was not signed by the employee.
- In 1 case, there were incomplete copies of documents included with the I-9 form.
- In 3 cases, the employee contract in the personnel file is not signed.
- In 6 cases, the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments.
- In 1 case, the employee’s contracted started part way into the School year, and the contract amount should have been pro-rated based on the number of contract days remaining. It appears as though this was done, but it was not indicated on the employee’s contract.

- **2017-001 Internal Controls Cash Receipts Other Matter**

Condition: For 1 of the 25 cash receipts selected for testing, the School was unable to locate and provide supporting documentation.

2b. Board of Finance

The governing council of SPLC’s Board of Finance was suspended August 28, 2014 and re-instated January 1, 2018 upon improvement of financial operations.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School’s mission statement is as follows:

- i. **The mission of the Southwest Preparatory Learning Center is to sustain a high-performing learning community.**

Educational Program of the School.

- i. **SPLC offers 6th grade at the elementary level.**
- ii. **4th and 5th grade instructors teach both grades, looping with their students in math and language, giving students a unique experience and minimizing transition in the math and language curriculum.**
- iii. **SPLC provides the Smart Lab technology elective course for all grades 4 -8.**
- iv. **SPLC offers pre-algebra to all 7th graders and Algebra 1 to all 8th graders for high school credit.**
- v. **SPLC provides a monthly community-based activity component to the academic curriculum for 7th and 8th grade.**
- vi. **SPLC provides one online course for 7th grade and two online courses for 8th grade.**
- vii. **SPLC provides Spanish to all students in grades 4-8.**

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the 2017-2018 school year, Southwest Preparatory Learning Center Charter School received the following ratings:

Figure 2. 2017-2018 Organizational performance ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
11	4	2

Summary of “Falls Far Below” Ratings

- **Business Management and Oversight.** The school had not implemented the program in the manner related to other matters and Generally Accepted Accounting Principles (GAAP). Specifically, the school failed to adhere to sound internal control policies resulting in one (1) repeated audit finding at the significant deficiency category level.
- Note that the school did receive a formal special education complaint in 2017-2018 in which “non-compliance have been corrected” (see case No. C1718-33). The case was closed July 3, 2018.

FY17 Audit Report Finding Description:

2016-004 Payroll – (Significant Deficiency) Repeated and Modified

Condition : We tested 30 payroll transactions and noted the following: • In 1 case, the I-9 form was not signed by the employer • In 3 cases, the I-9 form was not signed by the employee • In 1 case, there were incomplete copies of documents included with the I-9 form • In 3 cases, the employee contract in the personnel file is not signed • In 6 cases, the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments • In 1 case, the employee’s contracted started part way into the School year, and the contract amount should have been pro-rated based on the number of contract days remaining. It appears as though this was done, but it was not indicated on the employee’s contract. The school has been making progress, new policies were drafted at the end of FY17.

2017-001 Internal Controls Cash receipts (Other Matters)

Condition: For 1 of the 25 cash receipts selected for testing, the School was unable to locate and provide supporting documentation.

3c. Governing Body Performance

According to the last reporting from this school, Southwest Preparatory Learning Center has ten members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on SPLC’s Governing Board:

Figure 3. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Aaron Redd	President	December 14, 2017	New	Complete
Alissa Mavridis	Vice-President	November 16, 2017	New	Complete
Marvin Larsen	Secretary	August 24, 2016	Continuing	Complete
Leah Graham	Member	N/A	Continuing	Complete
Amber Romero	Member	N/A	Continuing	Complete

Rebekah Mahape is the current business manager for Southwest Preparatory Learning Center. The current CPO is Maria Reyes de Foster.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 4. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's original mission.	Approved	06/13/2014	N/A
Amendment request to change the school name.	Approved	12/09/2016	N/A
Amendment request to add an additional Education Program, technology Smart Lab for grades 7 and 8.	Approved	12/09/2016	N/A
Amendment request to expand to serve grades 7 and 8.	Approved	12/09/2016	N/A
Amendment request to expand to serve 4 th grade.	Approved	04/13/2018	N/A



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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

SW Aeronautics Mathematics and Science Academy
(SAMS)
September 4, 2018

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SCHOOL SUMMARY

School Name: Southwest Aeronautics, Mathematics, and Science Academy (SAMS)

School Address: 524 Central Avenue SW Albuquerque, NM 87102

Head Administrator: Coreen Carrillo

Business Manager: Michael Vigil/On-Site is Ronda Joyce

Authorized Grade Levels: 7-12

Authorized Enrollment: 500

Contract Term: July 1, 2017 through June 30, 2019

Mission:

- I. The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

Preliminary Recommendation

This report serves as notice to the Governing Council of **SW Aeronautics Mathematics and Science Academy** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew the school’s charter for a term of no less than 5 years with defined goal for school improvement in academic and financial frameworks** because the school: (a) demonstrated progress in meeting the Department’s standards for excellence and (b) met the conditions set-forth by its authorizer at the outset of the current contract.

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low graduation growth was observed. Note that growth index which takes into account 3 years of graduation rate was negative while the current cohort of 2017 4-year rate exceeded the local district and state. The school did not have school-specific goals.

Financial. See conditions section below.

Organizational. During the 2017-2018 school year, the school received two (2) “*Falls Far Below Standard*” ratings in the area of business management and oversight.

Conditions. The school met all conditions placed upon it by its authorizer including (a) receiving “*an unmodified audit opinion*” and (b) working with “*CSD to address the concerns about ELL services...*”

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan such as NM DASH to improve *current standing*, *school improvement*, and *Q1 student achievement* resulting in a letter grade of at least a “C” in each category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports FY19, FY20, FY21, FY22, and FY23 released during 2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating (PED will complete upon completion of renewal site visit)
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

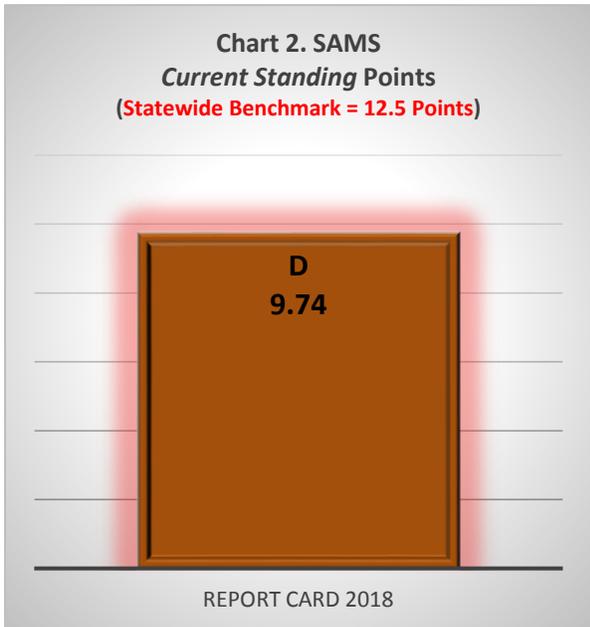
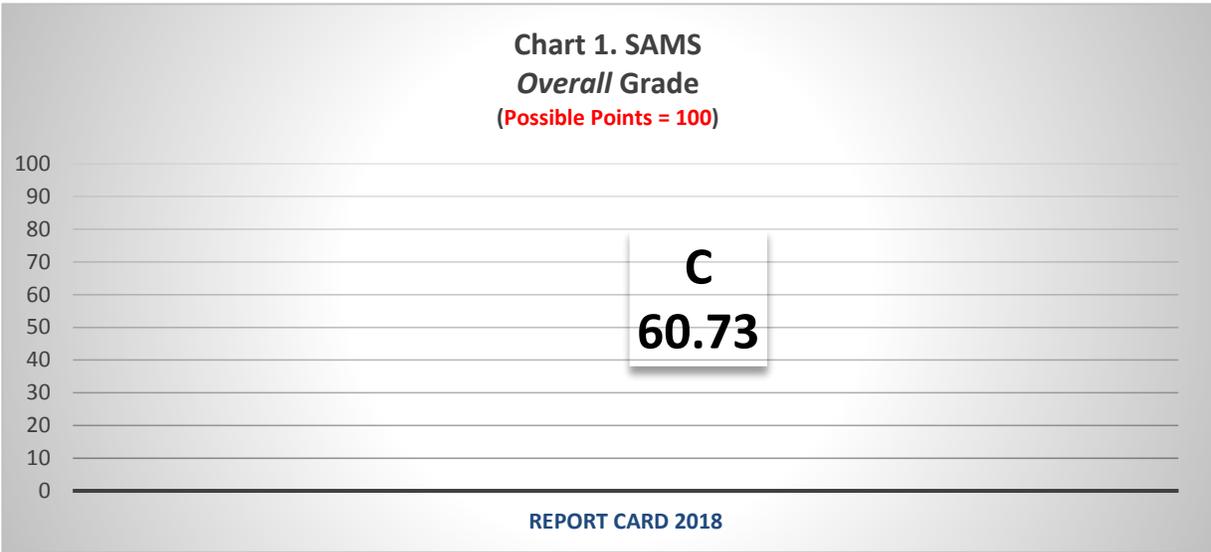
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates SAMS's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned a letter grade of “C” overall (no change). Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aee.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

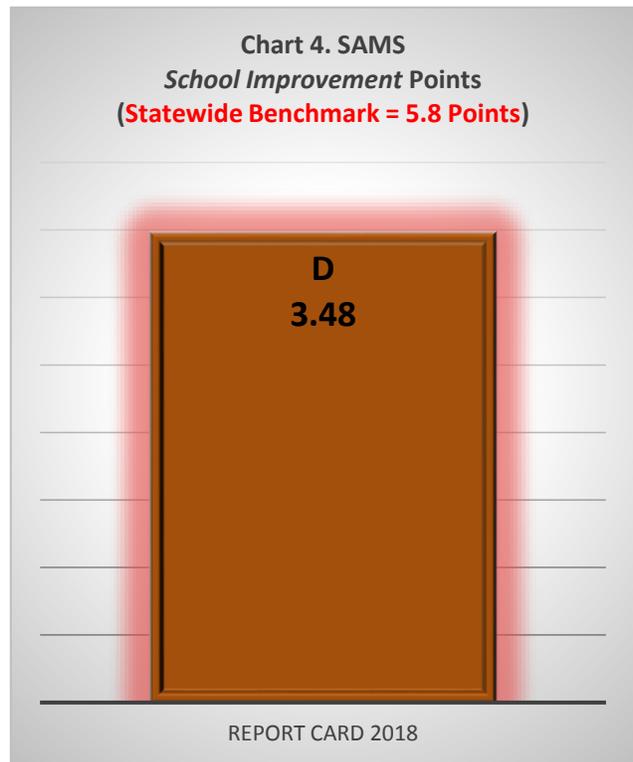
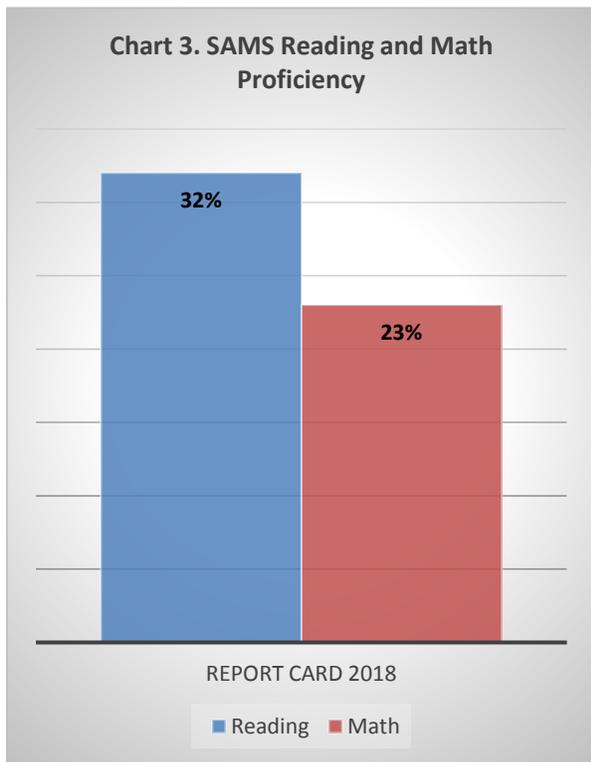
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>



Current Standing Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 2), the school earned 9.74 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points.

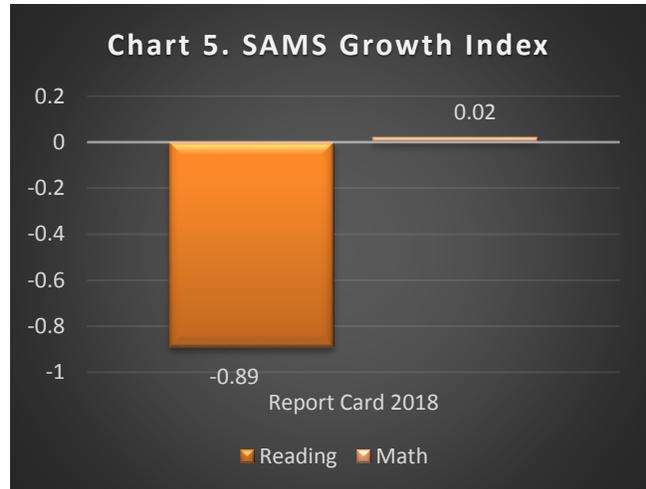
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 3.48 points and received a letter grade of “D” in the category. The score was below the statewide benchmark.

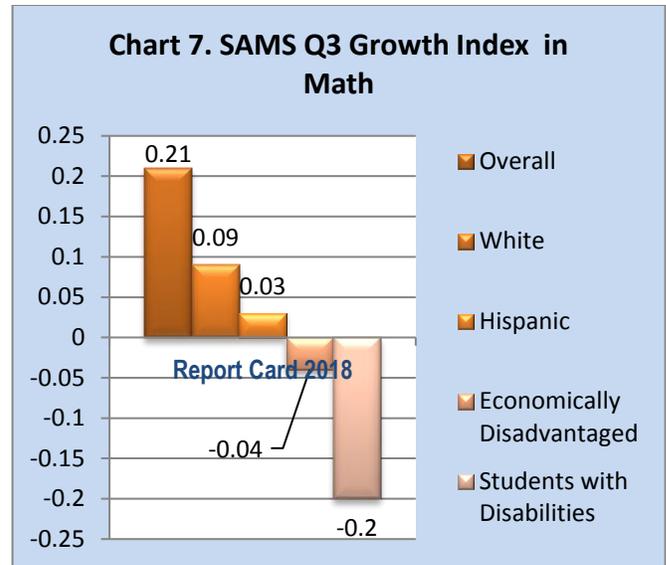
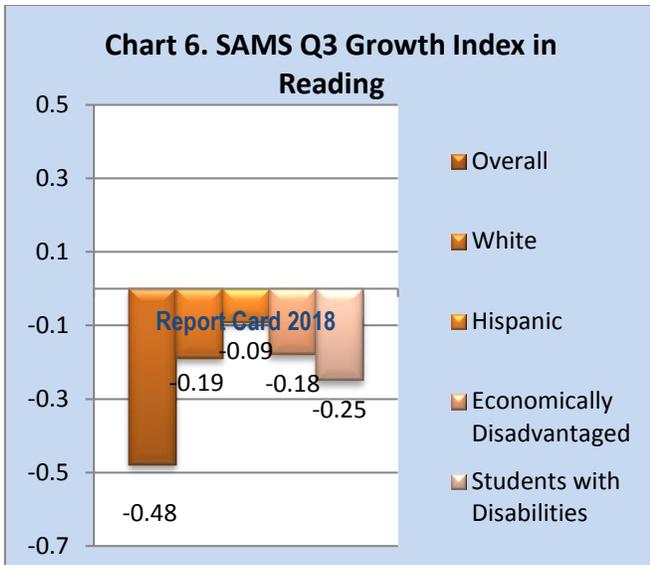


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

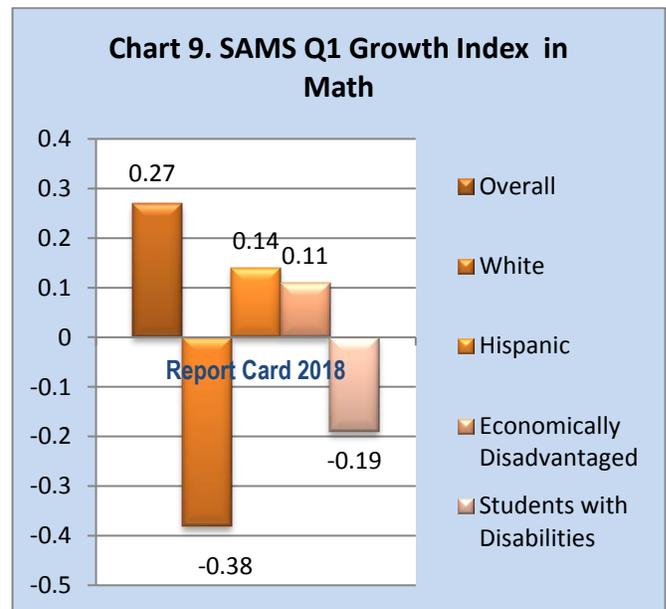
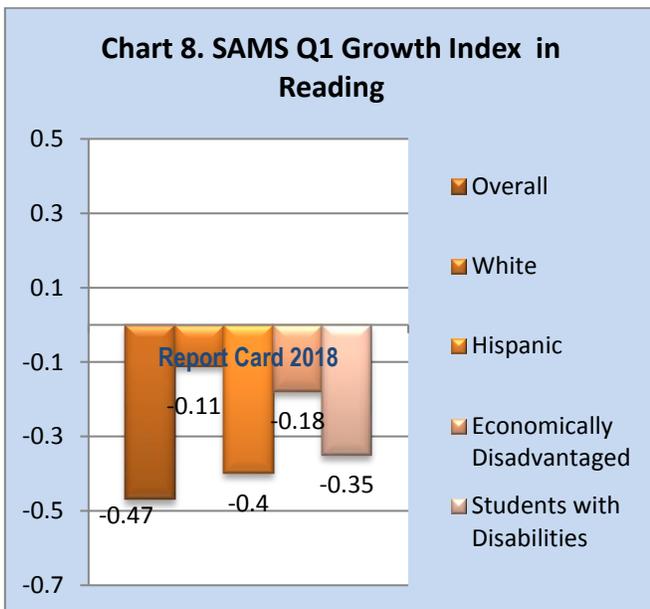
A positive school growth index was observed in math, but not in reading.



Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). No subgroups, including the overall group, met expected growth in reading. In math, 2 of 4 met expected growth and the overall growth index was met.



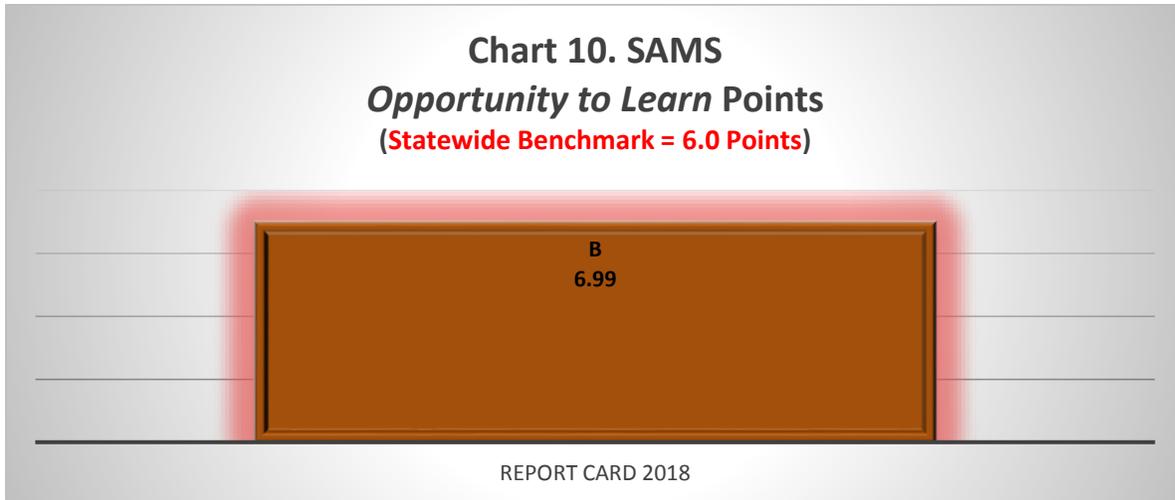
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). No subgroups, including overall group, met expected growth in reading. In math, 2 of 4 met expected growth and the overall growth index was met.



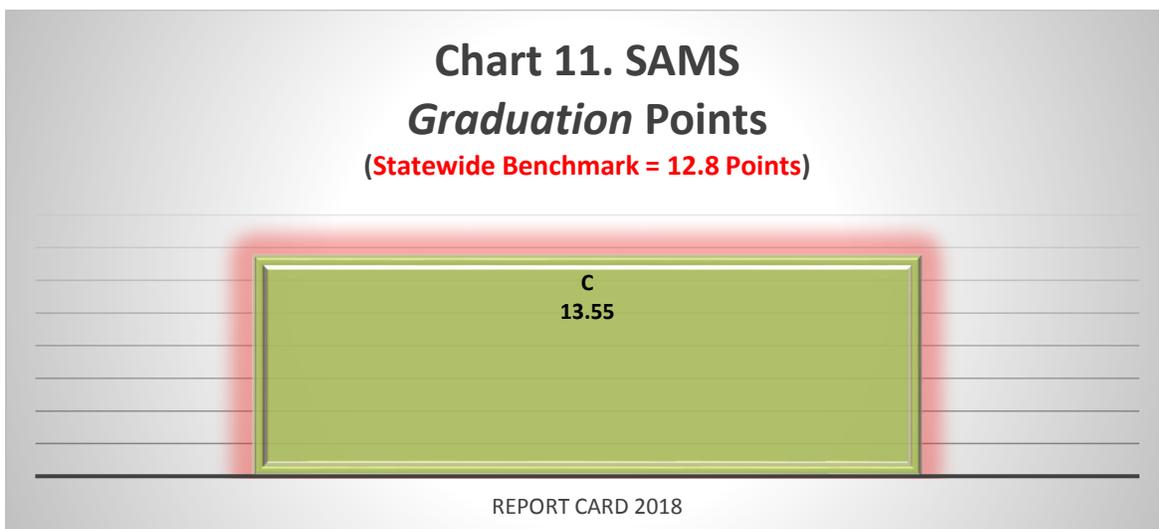
Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The

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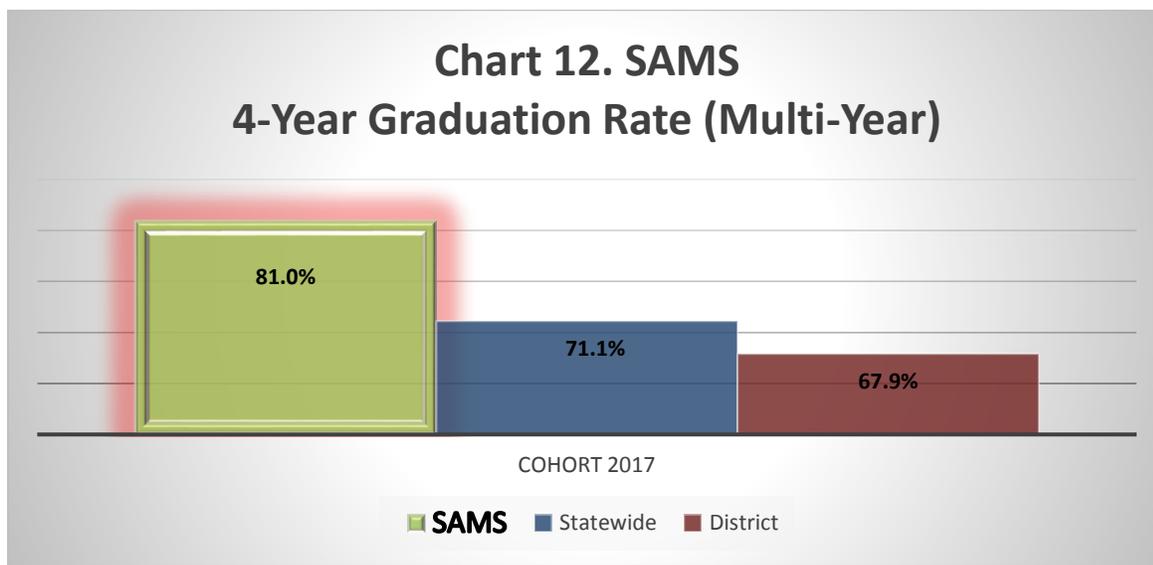
target for attendance is 95%. SAMS performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 92% and along with results from the surveys earned 6.99 points, which was above the statewide benchmark. The school earned a letter grade of “B” in the category.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohorts of 2017 did not meet the statewide goal of 90%. SAMS had an 81% graduation rate for cohort of 2017. The school also outperformed both the surrounding district and state when it comes to 4-year graduation rate.



**Chart 12. SAMS
4-Year Graduation Rate (Multi-Year)**

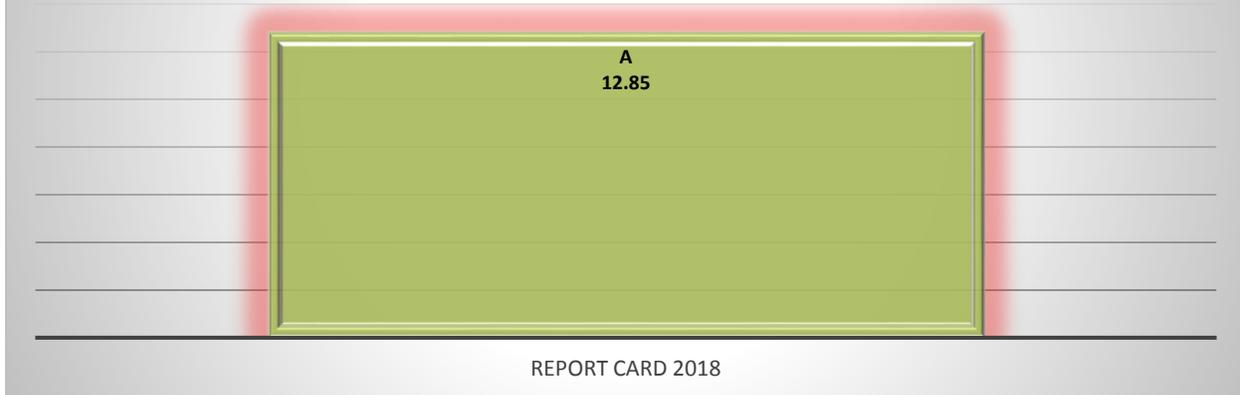


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness (CCR)* points earned during 2018. SAMS did well, surpassing the statewide benchmark and earning a letter grade of "A" in the category. The school report card data indicated that 91% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN), which resulted in the school earning 4.55 points out of 5 for this portion of the category. Out of the 91% of SAMS students who participated in *College and Career Readiness* opportunities in 2018, 83% were successful resulting in an additional 8.3 points earned (10 possible) for this portion of the category.

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 13. SAMS College & Career Readiness Points (Statewide Benchmark = 9.0 Points)



1b. Specific Charter Goals

SAMS's current contract began July 1, 2017 contract with the Public Education Commission (PEC) (signed by charter representative on June 1, 2018 and PEC chair on June 6, 2018) under NMSA § 22-8B-9(A). The school does not have charter-specific goals.

Condition(s)

SAMS met the condition placed upon it by its authorizer which states that:

"...by the end of the fiscal year '17, the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings and that requirements that the school regularly report on the corrective actions identified in the renewal response and that the school affirmatively work with CSD to address the concerns about minimum instructional hours, ELL services, and governance..." (PEC meeting transcripts, page 376, December 8, 2016).

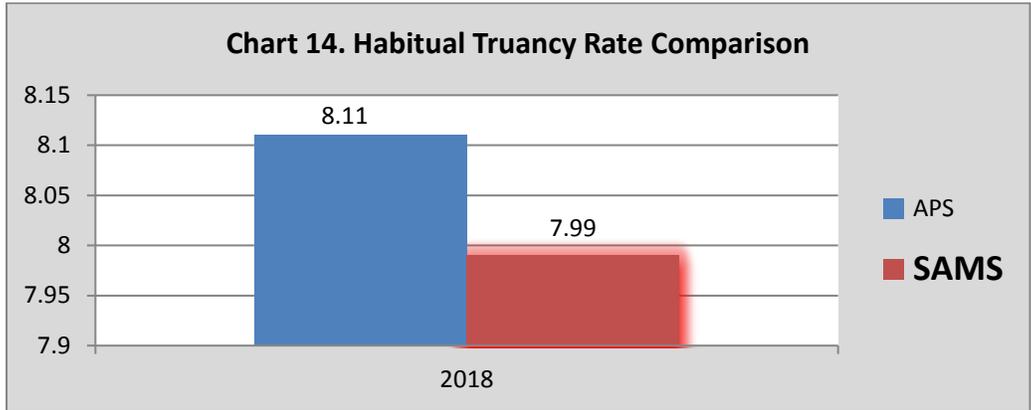
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled "*Financial Compliance*" of this report. In addition, the school provided: (a) a copy of the annual notification for a parent whose child was deemed eligible for Language Acquisition Services (this was not initially in the student cumulative file when reviewed by the PED site visit team during the 2017-2018 school year) and (b) documentation of minimum instructional hours provided for the blended-learning program.

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

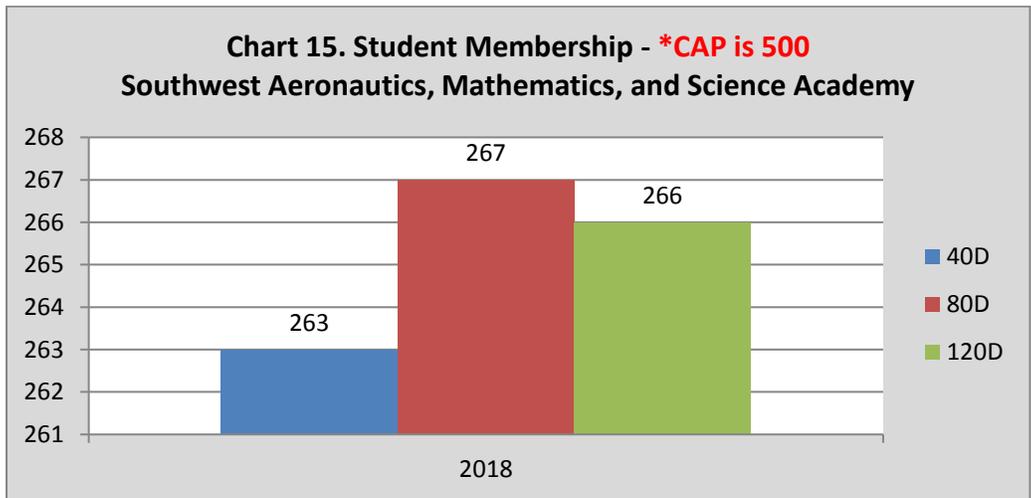
The chart below reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). SAMS’s habitual truancy rate was slightly higher than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

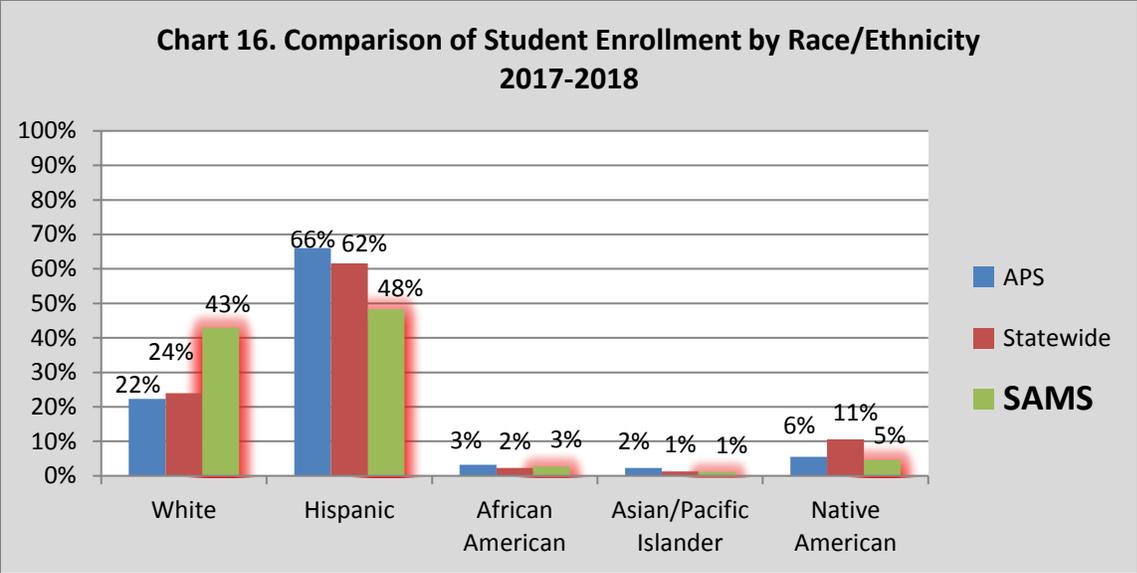
The chart below demonstrates the school’s student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

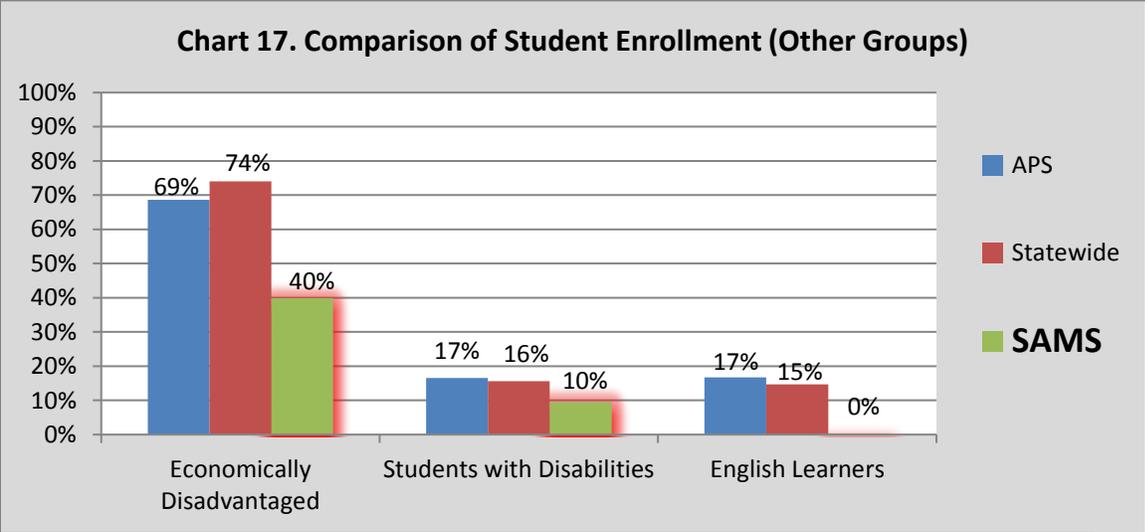
The school’s student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state. The discrepancies in the subgroup enrollment at this school is greater than 10% difference in both the school’s White and Hispanic populations compared to the local district.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state (over 25 percentage points fewer). The school serves a *lower* number of English Learners with nearly 0% of the student population identified, as compared to 17% in Albuquerque Public Schools. The school also had a *lower* percentage of students with disabilities (10% vs 17%).



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

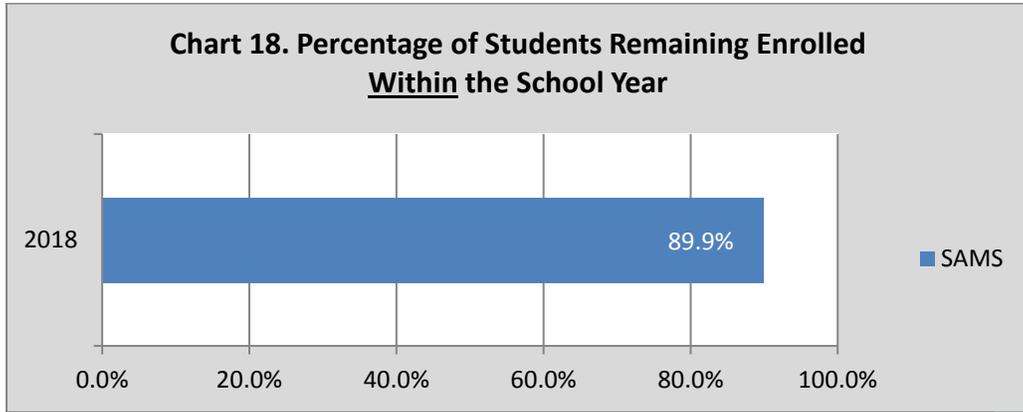
Retention and Recurring Enrollment

In its Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

The PED (next page) calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then

evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

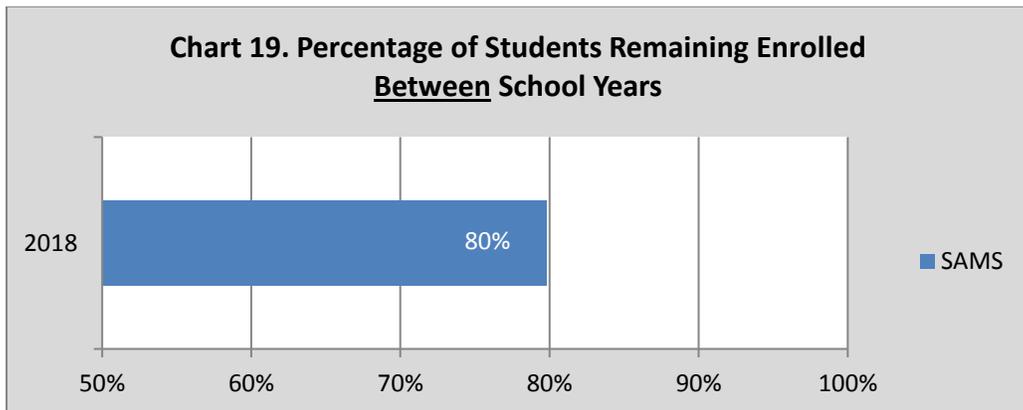
The student enrollment data demonstrates that the percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 89.9%.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identified the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart below illustrates recurrent enrollment at the school. Student enrollment data indicates that 80.0% of the students that completed the school year in 2016-2017 returned to the school in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 1. Fiscal compliance as a condition of current contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17 <i>Unmodified Audit</i>	3	2	2

Summary of Fiscal Reports

In **FY17**, the school received **1 significant deficiency finding** on issues related to payroll and **1 finding on other matter** regarding internal controls for cash receipts.

- **2016-003 Controls Over Cash Disbursements Significant Deficiency Repeated and Modified**
Condition: In 2 out of 25 disbursements tested, the purchase order was dated after the invoice date, indicating that the purchase was not properly approved before it was made. The amount of the 2 disbursements noted equals \$607.75.
- **2016-005 Payroll Significant Deficiency Repeated and Modified**
Condition: We tested thirty payroll transactions and noted one instance where the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments. In this case, the correct contract was paid, but the number of installments noted in the employee contract did not correspond to the number of payments made to the employee.
- **2017-001 Travel and Per-Diem Non-compliance**
Condition: Out of five employee reimbursements tested, we noted one instance where the School reimbursed an employee for mileage and used the wrong year’s IRS mileage rate to calculate the employee’s reimbursement.

2b. Board of Finance

The governing council of SAMS’s Board of Finance was suspended August 28, 2014 and re-instated January 1, 2018 upon improvement of financial operations.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

- i. The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

The contract identifies the following educational program as a material term of the charter:

Comprehensive Educational Program of the School.

- i. All students complete their core curriculum in computer labs using Edgenuity.
- ii. The school offers a Support Lab for students who are not at grade level in reading and math.
- iii. The school offers a STEAM lab where students perform collaborative, hand-on group work in science, math, art, engineering and technology; the course is a required course for students in grades 7-9.
- iv. The school offers an aviation program to students in grades 9-12, which includes coursework, ground school, and flight school including simulator and aircraft training. Some of the aviation program classes are dual-enrollment.
- v. The school offers dual enrollment courses.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working to Meet Standard," or "Falls Far Below Standard." During the 2017-2018 school year, SW Aeronautics Mathematics and Science Academy Charter School received the following ratings:

Figure 2. 2017-2018 Organizational performance ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
11	4	2

Summary of “Falls Far Below” Ratings

- **Business Management and Oversight.** The school had not implemented the program in the manner related to other matters and Generally Accepted Accounting Principles (GAAP). Specifically, the school failed to adhere to sound internal control policies resulting in one (1) repeated audit finding at the significant deficiency category level.

3c. Governing Body Performance

According to the last reporting from this school, SAMS has six members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on SAMS’ Governing Board:

Figure 3. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Larry Kennedy	President	October 2016	Continuing	Complete
J. LyDawn Blount	Member	July 26, 2016	Continuing	Complete
Tiffany Roth	Member	March 2017	Continuing	Complete
Roland Dewing	Member	August 2016	Continuing	Complete
Farrah Nickerson	Member	July 26, 2016	Continuing	Incomplete
Edward Smith	Member	August 17, 2017	New	Incomplete

According to PED records, the school had not yet completed all training for FY18. Mr. Smith lacks 3 hours (elective) and Ms. Nickerson lacks 1 hour (organizational).

Michael Vigil is the current business manager for Southwest Aeronautics, Mathematics & Science Academy. The current CPO is Ronda Joyce.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 4. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's original mission.	Approved	06/13/2014	N/A
Amendment request to change the school name.	Approved	12/09/2016	N/A
Amendment request to add an additional Education Program, technology Smart Lab for grades 7 and 8.	Approved	12/09/2016	N/A
Amendment request to expand to serve grades 7 and 8.	Approved	12/09/2016	N/A
Amendment request to expand to serve 4 th grade.	Approved	04/13/2018	N/A



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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Southwest Secondary Learning Center (SSLC)
September 4, 2018

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SCHOOL SUMMARY

School Name: Southwest Secondary Learning Center (SSLC)
School Address: 10301 Candelaria Road NE, Albuquerque NM 87112
Head Administrator: Christine Lutz
Business Manager: Justine Vigil
Authorized Grade Levels: 9-12
Authorized Enrollment: 500
Contract Term: July 1, 2017 through June 30, 2019

Mission:

- i. The mission of the Southwest Secondary Learning Center is to sustain a high performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed and flexible.

Preliminary Recommendation

This report serves as notice to the Governing Council of **Southwest Secondary Learning Center** of the Department's intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew the school's charter for a term of no less than 5 years with defined goal for school improvement in academic and the financial frameworks** because the school: (a) demonstrated progress in meeting the Department's standards for excellence and (b) met the conditions set-forth by its authorizer at the outset of the current contract.

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low graduation growth was observed. Note that growth index which takes into account 3 years of graduation rate was negative while the current cohort of 2017 4-year rate exceeded the local district and state. The school did not have school-specific goals.

Financial. See conditions section below.

Organizational. During the 2017-2018 school year, the school received two (2) "*Falls Far Below Standard*" ratings in the area of business management and oversight.

Conditions. The school met all conditions placed upon it by its authorizer which states that including receiving "*an unmodified audit opinion and demonstrate continued decrease in the number and severity of audit findings.*"

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan such as NM DASH to achieve and maintain a graduation growth index of zero (0) or above on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports FY19, FY20, FY21, FY22, and FY23 released during 2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating <small>(PED will complete upon completion of renewal site visit)</small>
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

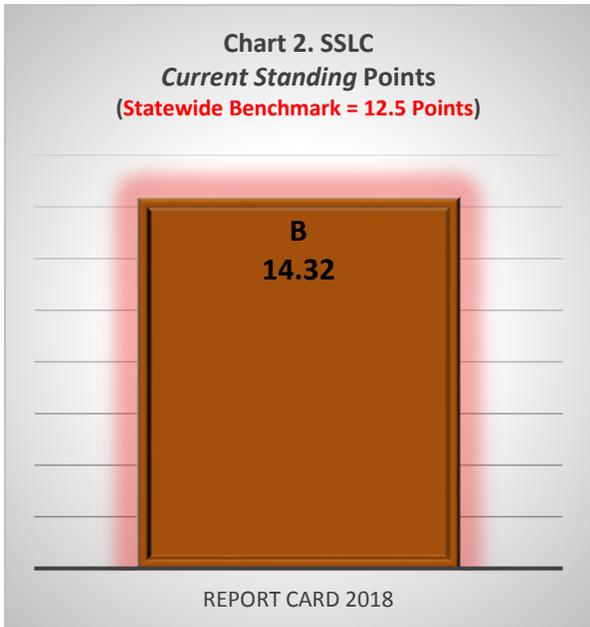
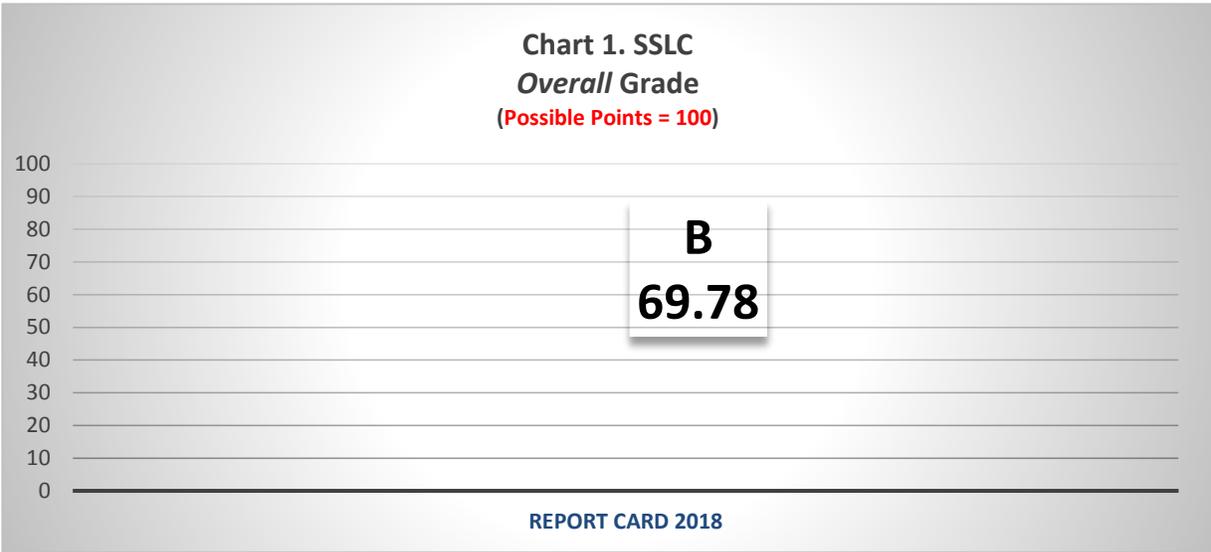
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates SSLC's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned a letter grade of “B” overall (no change). Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

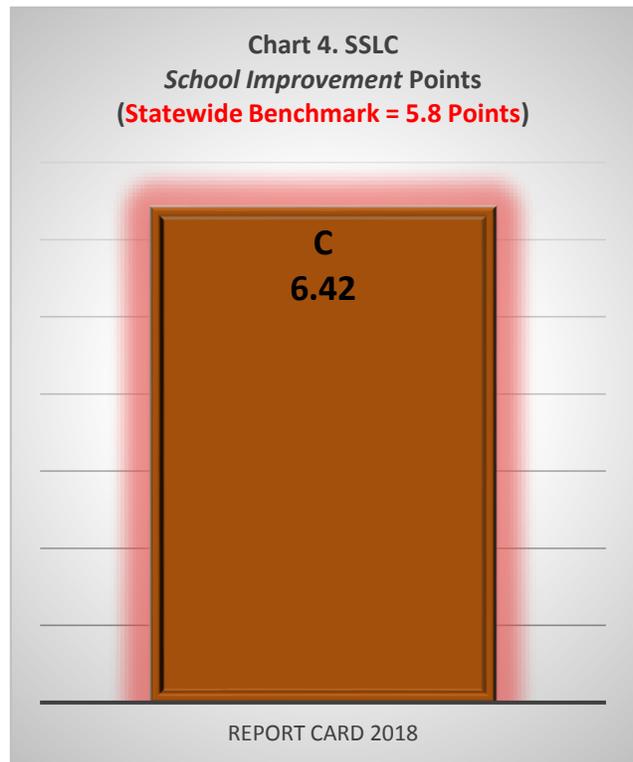
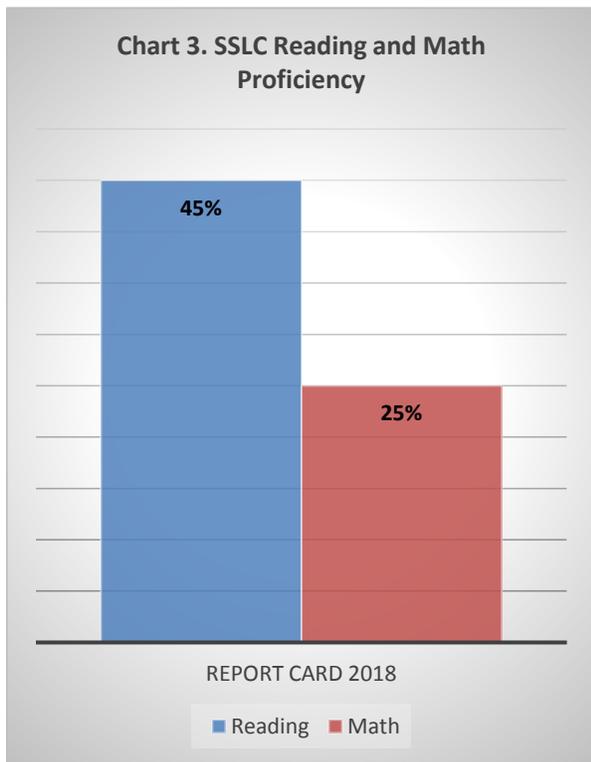
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>



Current Standing Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 2), the school earned 14.32 points out of 30 possible points in this category, which was above the statewide benchmark (established in 2012) of 12.5 points.

School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 6.42 points and received a letter grade of “C” in the category. The score was above the statewide benchmark.

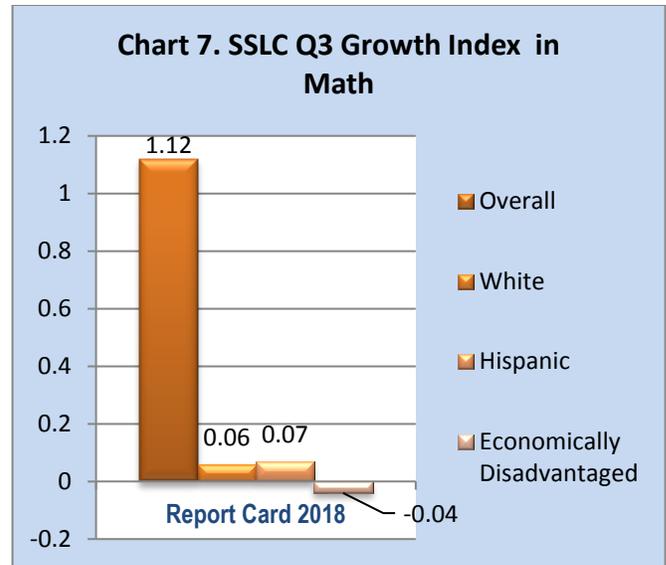
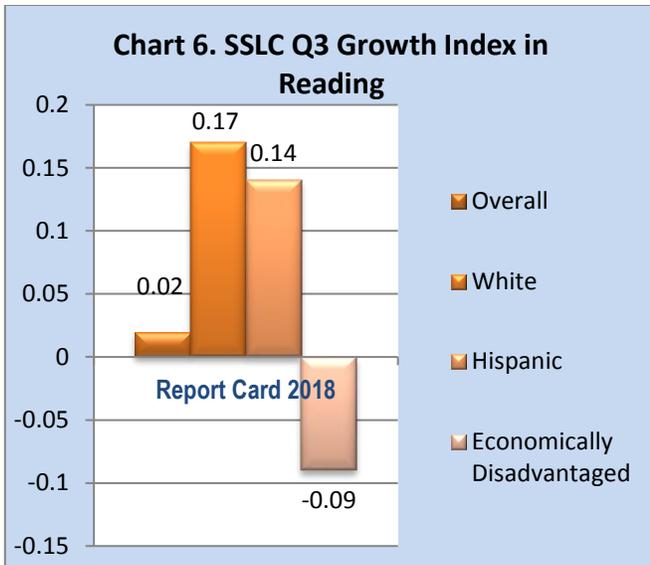


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

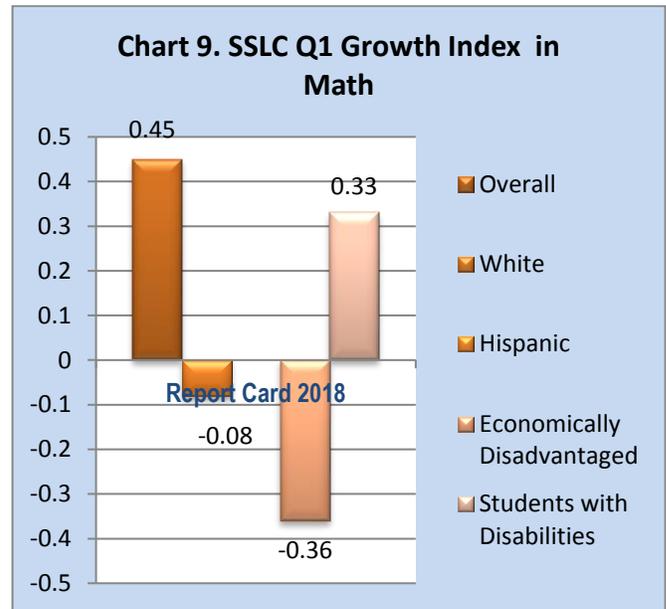
A positive school growth index was observed in both math and reading.



Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). Most subgroups (with unmasked data) met expected growth in reading except for Economically Disadvantaged. Overall growth index was met. In math, all subgroups met expected growth. The overall growth index was met as well.



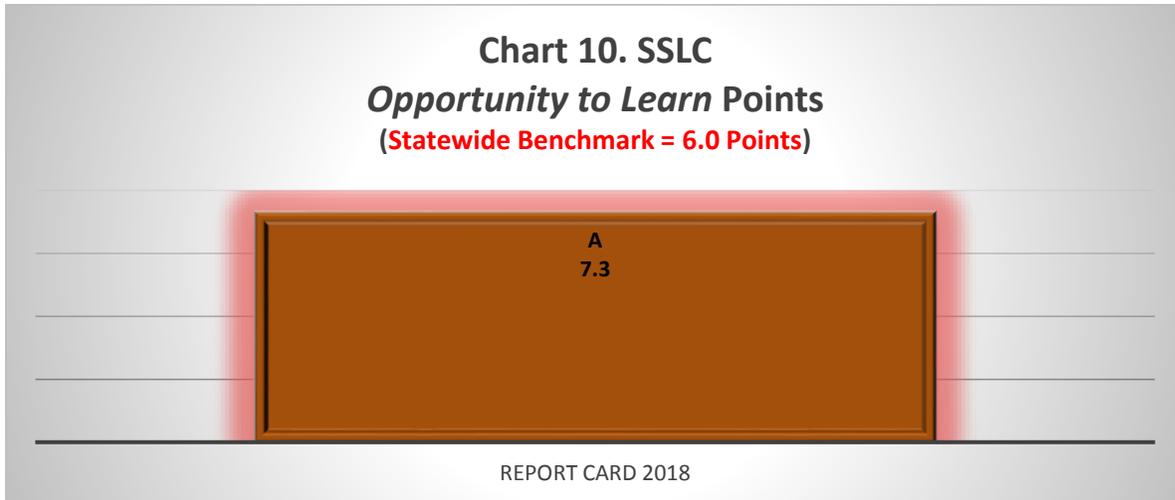
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups met expected growth in reading. Overall growth index was met. In math, 1 subgroup met expected growth and the overall growth index was met as well.



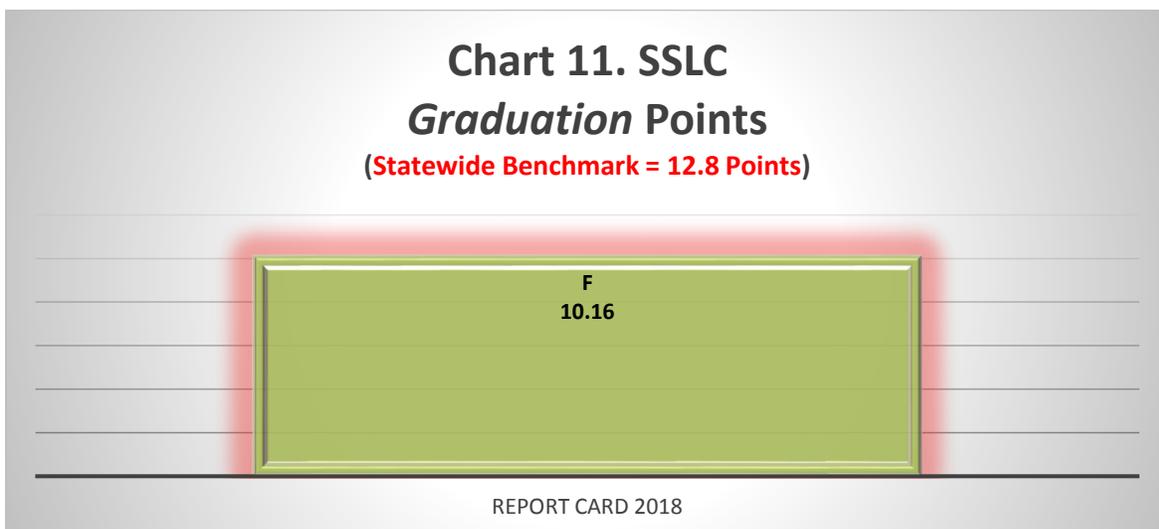
Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

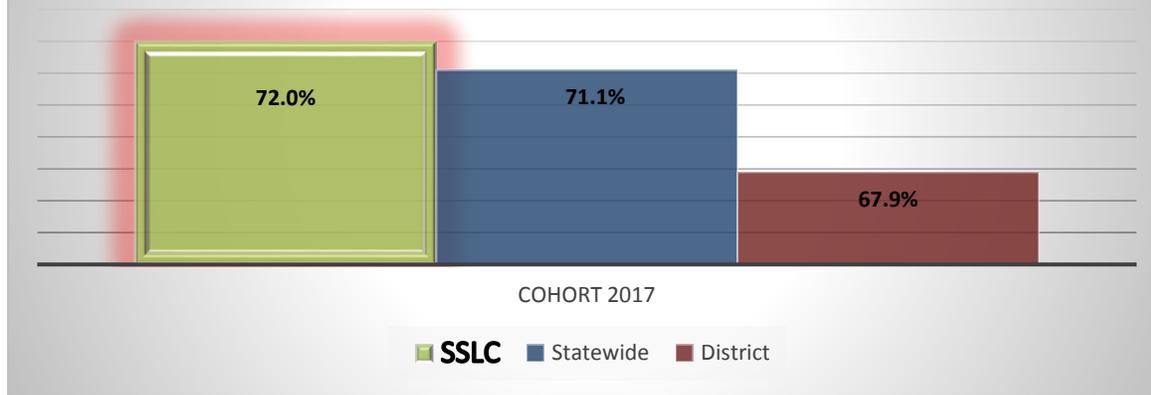
target for attendance is 95%. SSLC performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 95% and along with results from the surveys earned 7.3 points which was above the statewide benchmark. The school earned a letter grade of “A” in the category.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohorts of 2017 did not meet the statewide goal of 90%. SSLC had a 72% graduation rate for cohort of 2017. However, the school outperformed both the surrounding district and state when it comes to 4-year graduation rate.



**Chart 12. SSLC
4-Year Graduation Rate (Multi-Year)**

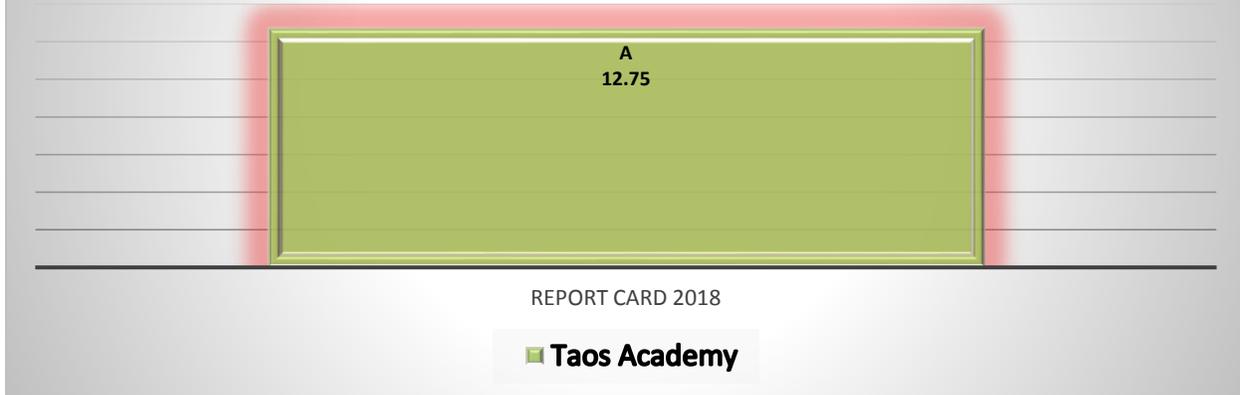


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness (CCR)* points earned during 2018. SSLC did well, surpassing the statewide benchmark and earning a letter grade of "A" in the category. The school report card data indicated that 79% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 3.95 points out of 5 for this portion of the category). Out of the 79% of SSLC students who participated in *College and Career Readiness* opportunities in 2018, 88% were successful resulting in an additional 8.8 points earned (10 possible) for this portion of the category.

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 13. SSLC College & Career Readiness Points (Statewide Benchmark = 9.0 Points)



1b. Specific Charter Goals

SSLC's current contract began July 1, 2017 contract with the Public Education Commission (PEC) (signed by charter representative on June 4, 2018 and PEC chair on June 6, 2018) under NMSA § 22-8B-9(A). The school does not have charter-specific goals.

Condition(s)

SSLC **met** the conditions placed upon it by its authorizer which states that:

"...by the end of fiscal year '17, the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings, requirements that the school regularly report on the corrective actions identified in the renewal responses and that the school affirmatively work with CSD to address the concerns about ELL services..." (PEC meeting transcripts, page 464, December 8, 2016).

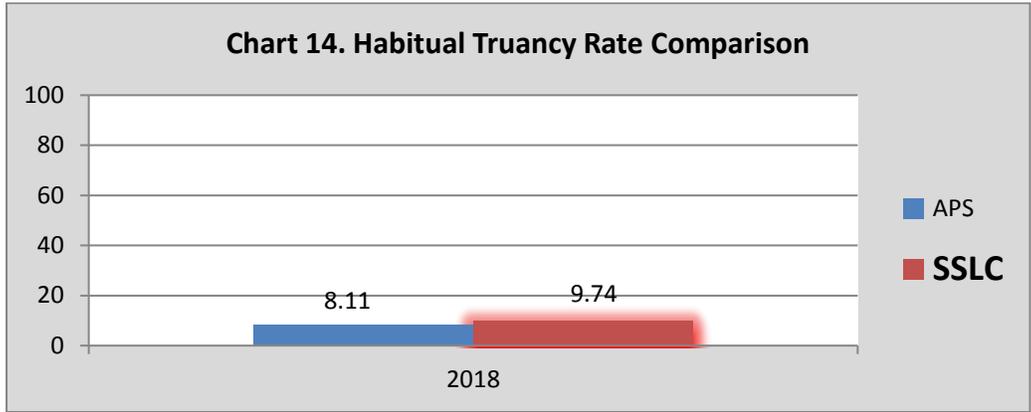
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled "*Financial Compliance*" of this report. The school also provided evidence that it has followed-up on potential under-identification of English Learners who were flagged in the STARS "*ELP Error Report*" as possibly having been mis-identified as "*Initially Fluent English Proficient [IFEP]*" but may in fact be English Learners. The school provided results of its research on each student's eligibility status and plan for notifying parents of their child's eligibility for Language Acquisition Services.

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

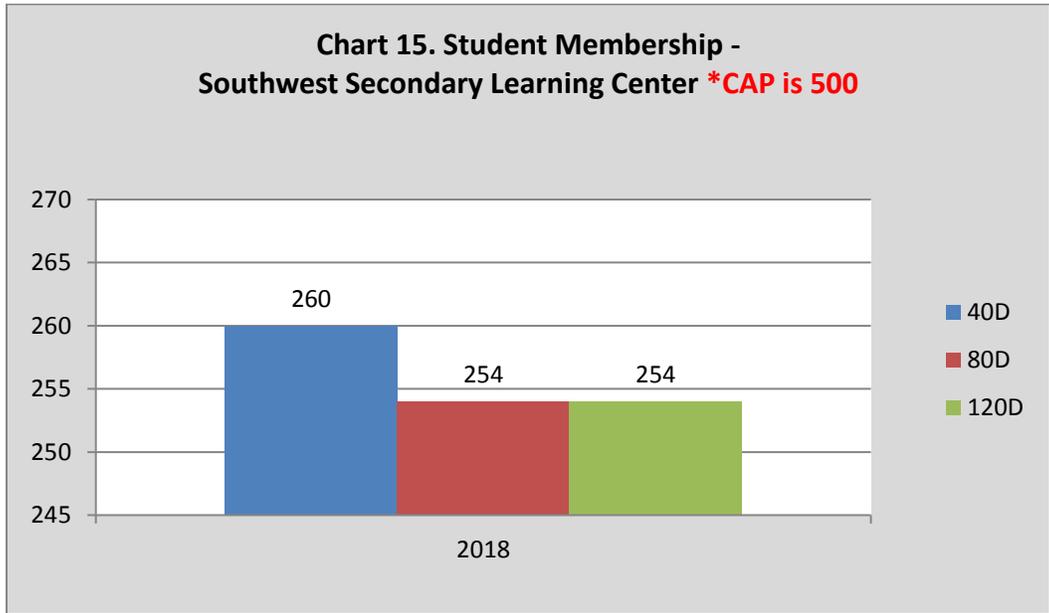
The chart below reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Southwest Secondary Learning Center’s (SSLC) habitual truancy rate was slightly higher than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences only.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

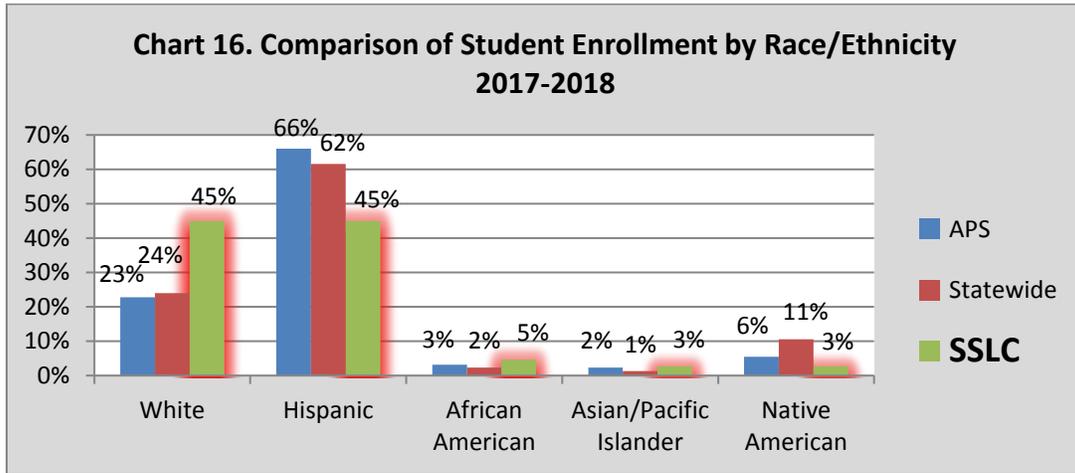
The chart below shows the school’s student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

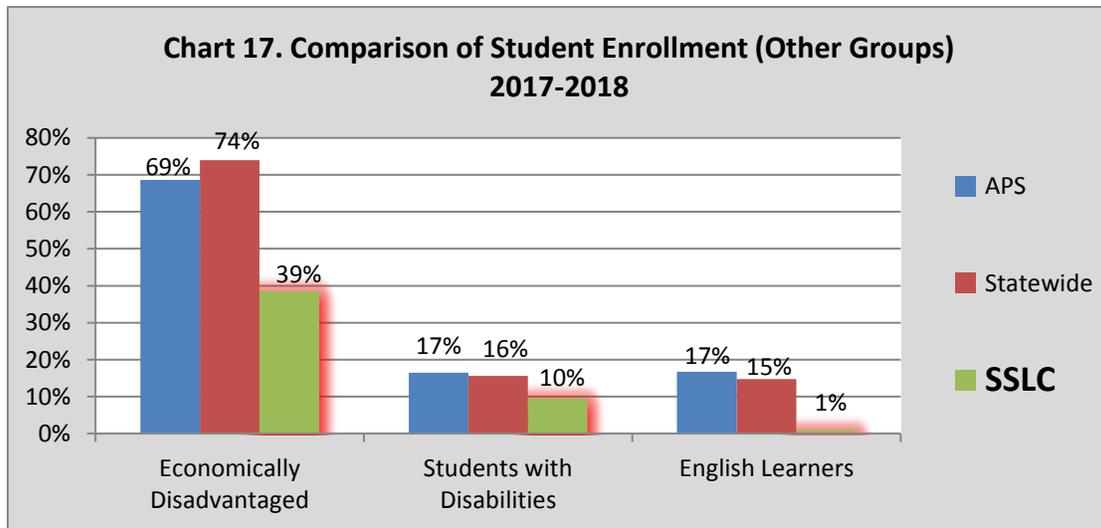
The school’s student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state. The discrepancies in the subgroup enrollment at this school are greater than 10% difference in both the school’s White and Hispanic populations as compared to the local district percentages.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state (over 40 percentage points fewer). The school serves a *lower* number of English Learners with .83% of the student population identified, as compared to 17% in Albuquerque Public Schools. The school also has a *lower* percentage of students with disabilities (9.5% vs 17%).



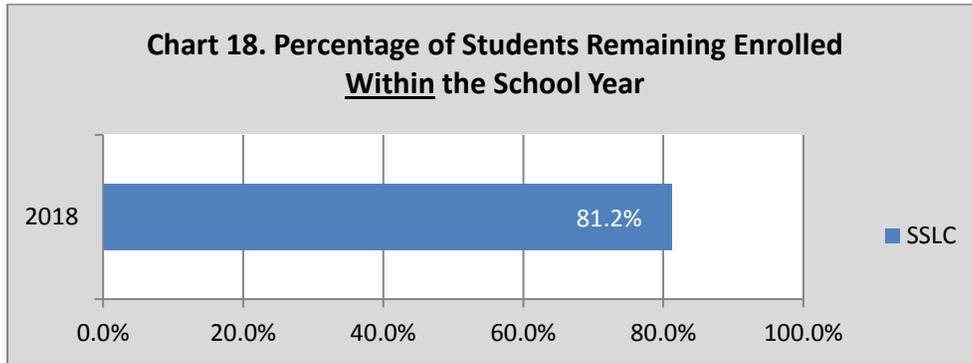
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

This section provides the school and its authorizer information within and between school years.

The PED (next page) calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

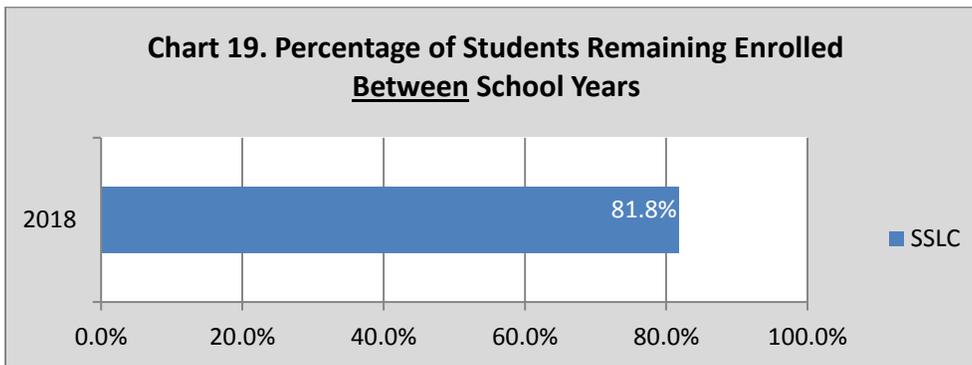
The student enrollment data shows that the percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 81.2%.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identified students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart below illustrates recurrent enrollment at the school. Student enrollment data indicates that 81.8% of the students that completed the school year in 2016-2017 returned to the school in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 1. Fiscal compliance as a condition of current contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	2	2	2
Unmodified Audit			

Summary of Fiscal Report

In **FY17**, the school received **2 significant deficiency finding** on issues related to (1) controls over cash disbursements and (2) payroll.

- **2016-003 Controls Over Cash Disbursements Significant Deficiency Repeated and Modified**
Condition: In 2 out of 25 disbursements tested, the purchase order was dated after the invoice date, indicating that the purchases were not properly approved before they were made. The amount of the disbursements noted equals \$899.59.
- **2016-005 Payroll Significant Deficiency Repeated and Modified**
Condition: We tested 25 payroll transactions and noted the following:

 - In 1 case, the I-9 form was not signed by the employee
 - In 2 cases, the I-9 form was not signed by the employer
 - In 7 cases, there were incomplete copies of documents included with the I-9 form
 - In 2 cases, the I-9 on file is not complete; all appropriate sections are not filled out
 - In 1 case, the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments

2b. Board of Finance

The governing council of SSLC’s Board of Finance was suspended August 28, 2014 and re-instated January 1, 2018 upon improvement of financial operations.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

- i. The mission of the Southwest Secondary Learning Center is to sustain a high performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed and flexible.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

- i. The Southwest Secondary Learning Center provides students with a flexible schedule where students can choose from daily sessions, four days a week beyond the traditional school hours. The classes are taught through a blended learning model. Core classes are taught through online programs purchased by the school. The classrooms/main lab (the computer lab) are staffed by content area teachers during each session who assist the students with questions that they have with the content being presented online. Additionally, each student has a sponsor teacher that ensures that the student is on track with the online program to ensure that there is appropriate progress being made towards graduation.
- ii. Southwest Secondary Learning Center students are provided with a high tech elective, Smart Lab offered in grades 9 through 12 (required in grades 9-10 and offered to grades 11-12). The Smart Lab is a 21st century classroom that meets career cluster and workplace readiness competencies. Students are exposed to the 8 systems of technology coupled with high speed Internet connections, advanced graphic arts, computer aided drawing, movie special effects, science data acquisition, control technologies, robotics, electric and pneumatic circuitry, publishing, computer simulation, and multimedia interactive presentations utilizing advanced software.
- iii. The Southwest Secondary Learning Center provides students and families with a "Sponsor" teacher that acts as an intermediary to all areas of the school.
- iv. The Southwest Secondary Learning Center provides students with online courses that can be accessed 24 hours a day/ 7 day a week from anywhere they have access to the internet.
- v. Southwest Secondary Learning Center students have access to dual-credit college coursework.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all

responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the 2017-2018 school year, Southwest Secondary Learning Center Charter School received the following ratings:

Figure 2. 2017-2018 Organizational performance ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
8	7	2

Summary of “Falls Far Below” Ratings

- Business Management and Oversight.** The school had not implemented the program in the manner related to other matters and Generally Accepted Accounting Principles (GAAP). Specifically, the school failed to adhere to sound internal control policies resulting in one (1) repeated audit finding at the significant deficiency category level.

3c. Governing Body Performance

According to the last reporting from this school, Southwest Secondary Learning Center (SSLC) has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Southwest Secondary’s Governing Board:

Figure 3. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Deborah Lansdell	President	July 26, 2017	New	Complete
Krista Keay	Vice-President	July 26, 2017	New	Complete
Laura Sanders	Secretary	December 12, 2017	New	Complete
Sean Hendrickson	Member	July 13, 2016	Continuing	Complete
Cheryle Brody	Member	July 26, 2017	New	Complete

Justine Vigil is the current business manager for Southwest Secondary Learning Center. Heather Riley is the current CPO.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 4. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change the school's original mission.	Approved	06/13/2014	N/A
Amendment request to serve grades 9 through 12 (serving 8 th grade only for SY18).	Approved	12/09/2017	N/A



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CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Part A: Summary Data Report and Current Charter Contract

Taos Academy
August 30, 2018

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SCHOOL SUMMARY

School Name:	Taos Academy
School Address:	110 Paseo del Canon West, Taos NM 87571
Head Administrator:	Traci Filiss
Business Manager:	Deanna Gomez
Authorized Grade Levels:	5-12
Authorized Enrollment:	250
Contract Term:	July 1, 2014 – June 30, 2019
Mission:	<i>“The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century.” (Contract, p. 34)</i>

Preliminary Recommendation

This report serves as notice to the Governing Council of **Taos Academy** of the Department’s intent to present the Public Education Commission (PEC) a preliminary recommendation to **renew its charter for a term of 5 years with defined goal for school improvement in the academic framework** because the school demonstrated substantial progress towards the Department’s standards for excellence (NMSA 1978 § 22-8B-12[K][2]) during each year of its contract, but with a noted area of concern.

Academic. The school performed well in the majority of categories of the A-F School Grading Report since 2015. However, during 2016, 2017, and 2018, low achievement in *improvement of lower performing students (Q1)* was observed. Achievement of all school specific goals were also noted for all years except 2017 when evidence for one (1) indicator (implementation of post-secondary pathway plan) was not observed. However, it was corrected in 2018.

Financial. The school had 8 findings and no repeats during the last 3 audit years. One (1) finding related to a component unit (Taos Academy Foundation) which was at the significant deficiency classification.

Organizational. During the most recent year (2017-2018), the school received zero (0) “*Falls Far Below Standard*” ratings and one (1) “*Falls Far Below Standard*” rating the previous year in 2016-2017 (related to Next Step Plans for students).

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan such as NM DASH to improve Q1 *student achievement* resulting in a letter grade of at least a “C” in the category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).

Final recommendation may be revised and will consider renewal site visit outcome and final certified 2018 School Grading Report.

Section	Indicator	Final Rating (PED will complete upon completion of renewal site visit)
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence—A-F Letter Grades	-
1.b	Specific Charter Goals	-
FINANCIAL COMPLIANCE		
2.a	Audit	-
2.b	Board of Finance	-
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	-
3.b	Organizational Performance Framework	-
3.c	Governance Responsibilities	-

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either system add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

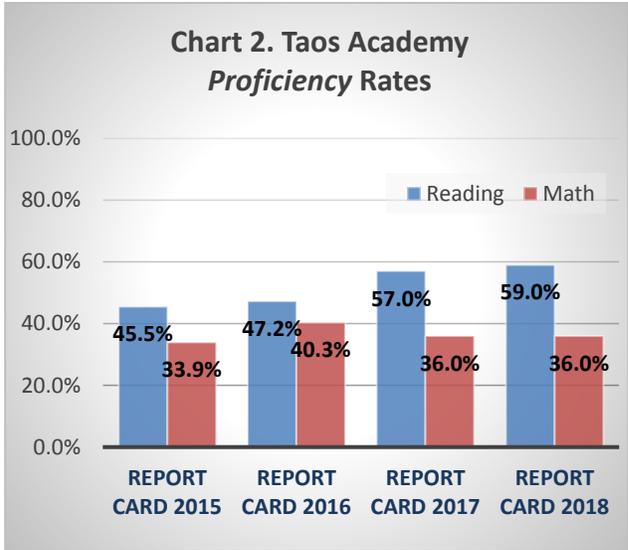
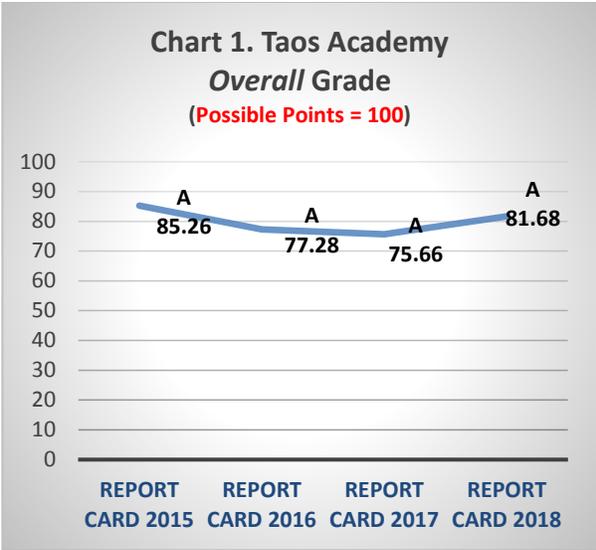
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Taos Academy's overall school grade in each of the last 4 years (2015-2018). The school earned an “A” each year along with bonus points that ranged between 3.99 to 5.00. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³ Overall points earned ranged from 75.66 to 85.26 during this four (4) year period with proficiency rates in reading steadily increasing during the four (4) year period and math rates increasing during the past two (2) years (see Chart 2).

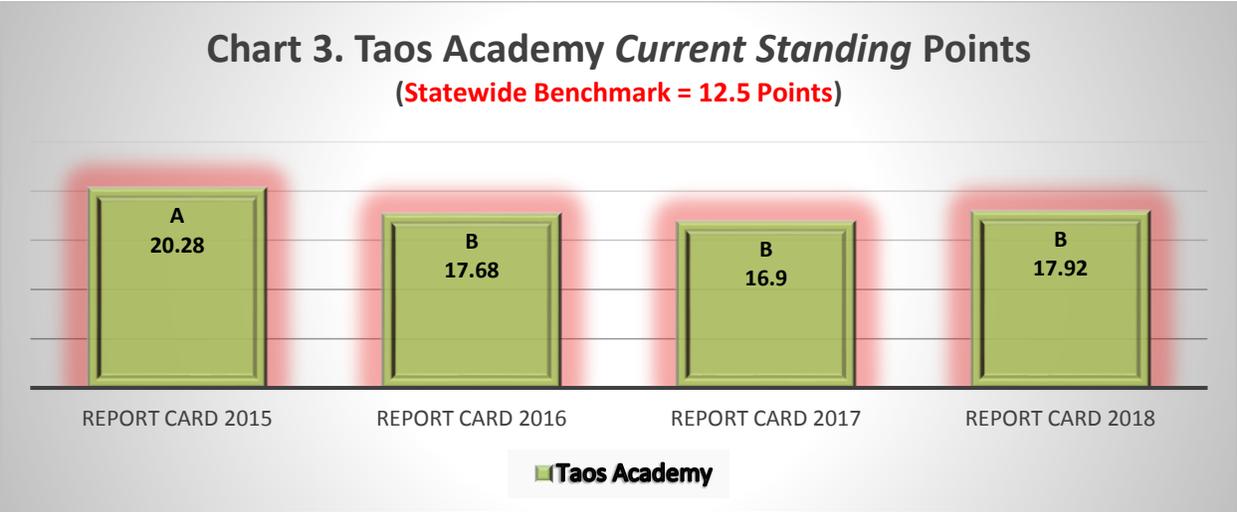
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmsca2017.pdf>

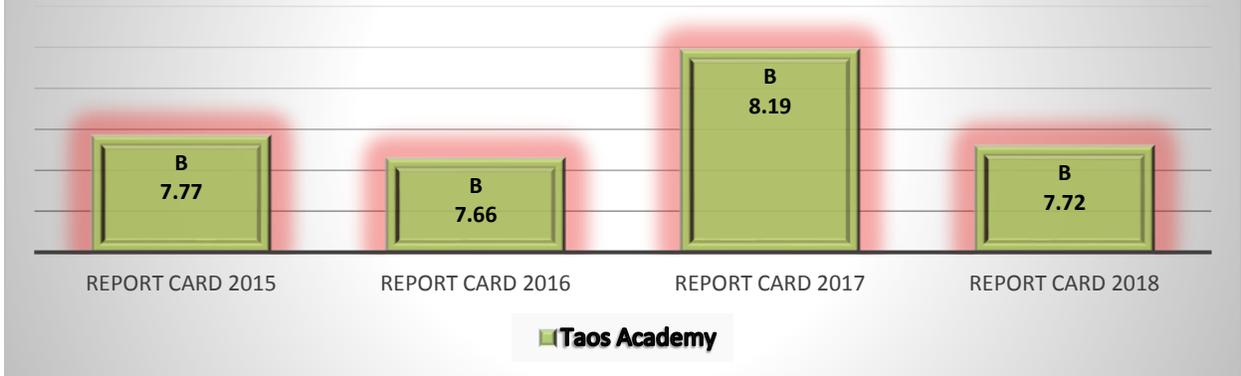


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 17.92 points out of 30 possible points in this category, which was significantly above the statewide benchmark (established in 2012) of 12.5 points. The school has steadily maintained points earned in the category during the past 4 years.



School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 7.66 – 8.19 points consistently earning a letter grade of “B” in the category for all four (4) years. All scores were above the statewide benchmark of 5.8 points.

Chart 4. Taos Academy School Improvement Points
 (Statewide Benchmark = 5.8 Points)



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented (chart 5 to the right). A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

In all years a positive growth index was observed in both reading and math.

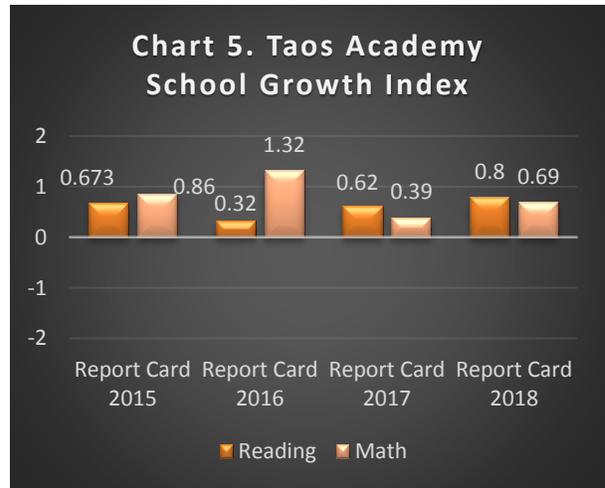
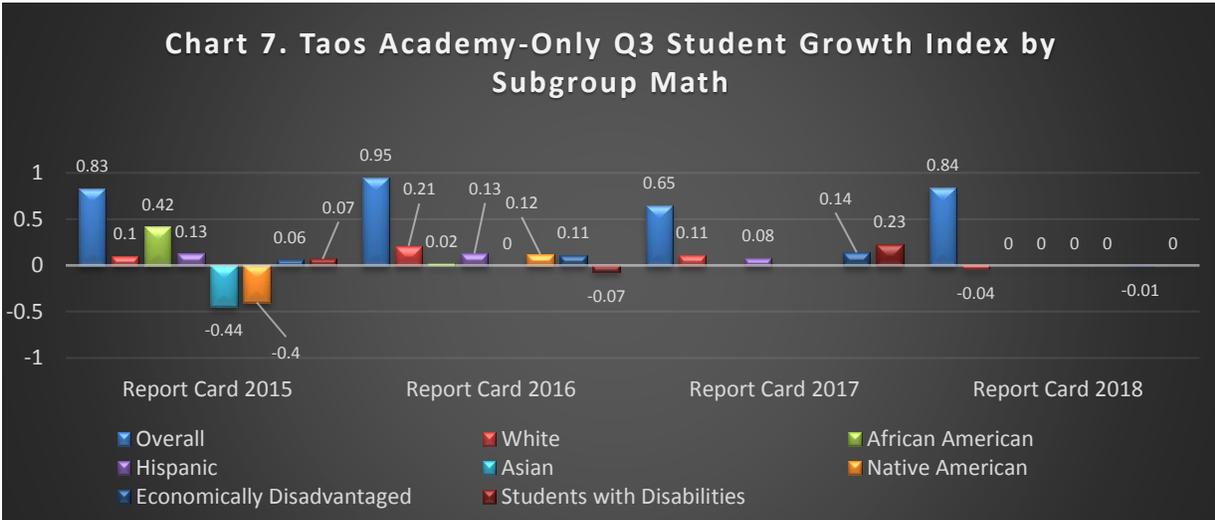
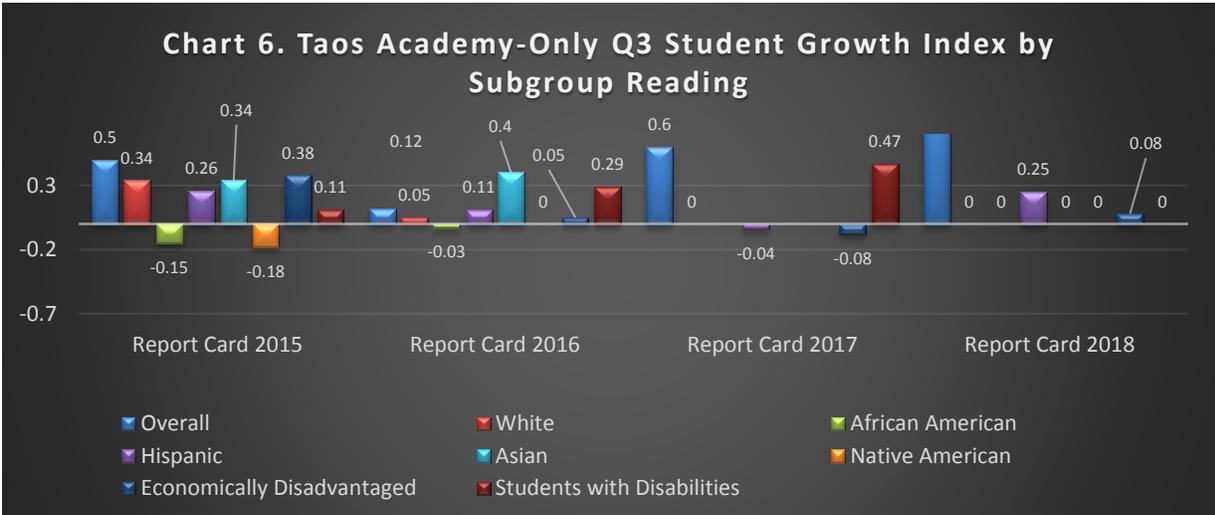


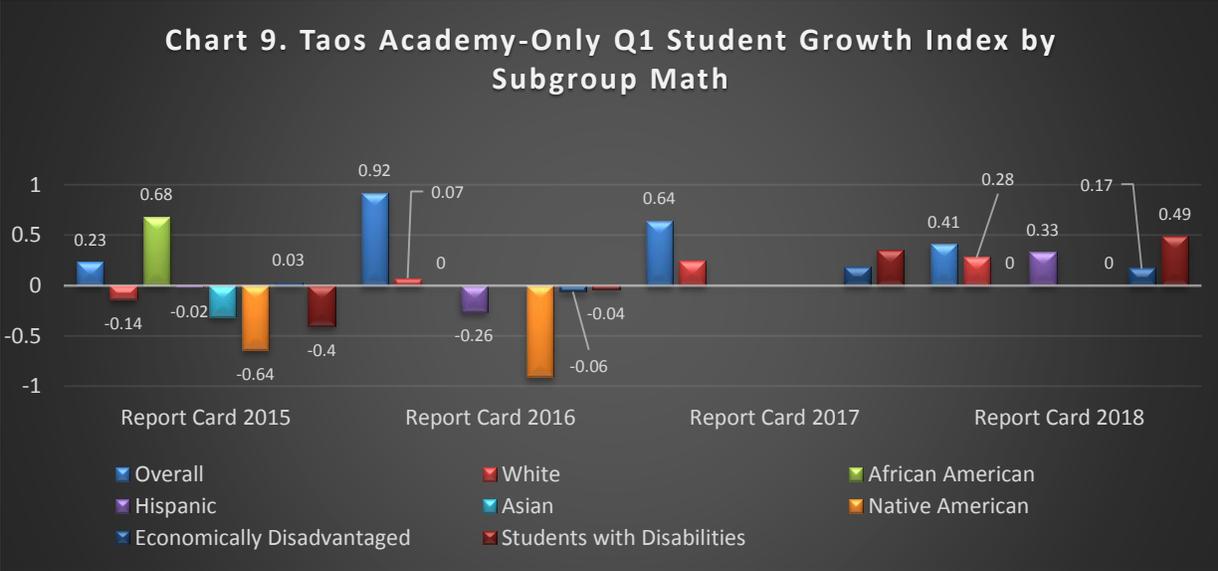
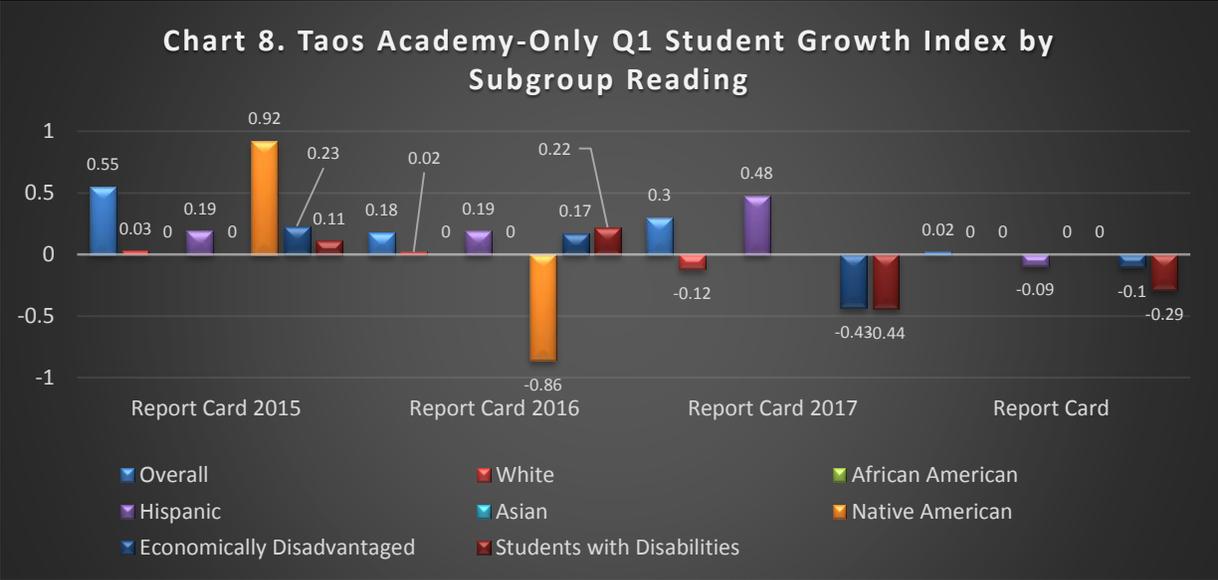
Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	3.75	4.03	7.77
2016	3.12	4.54	7.66
2017	3.66	3.26	6.92
2018	3.94	3.78	7.72

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). Most subgroups (excluding masked data) in at least 1 of 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in at least 1 of 4 years of the contract met expected growth with overall student growth being met in 4 of 4 years.



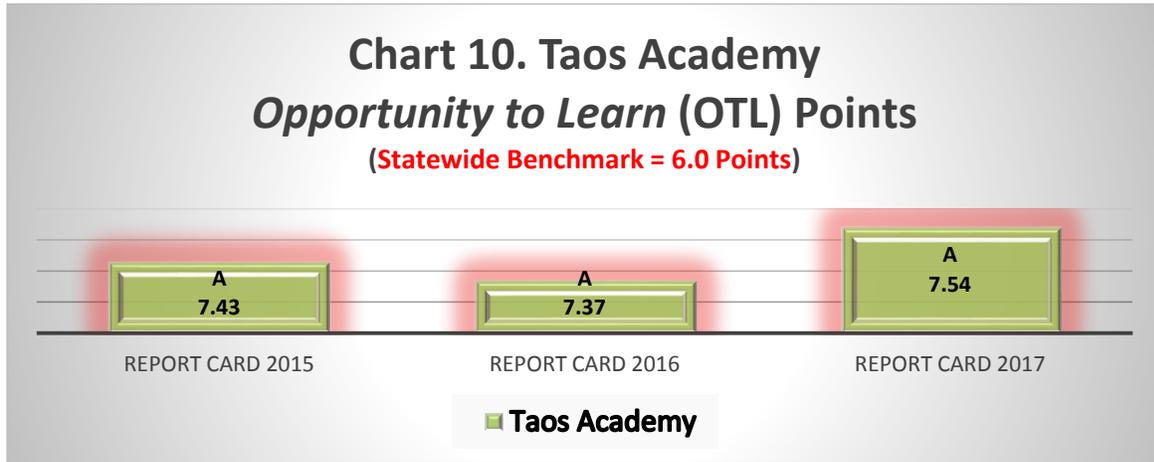
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups (excluding masked data) in at least 1 of 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in most years met expected growth with overall student growth being met in 4 of 4 years.



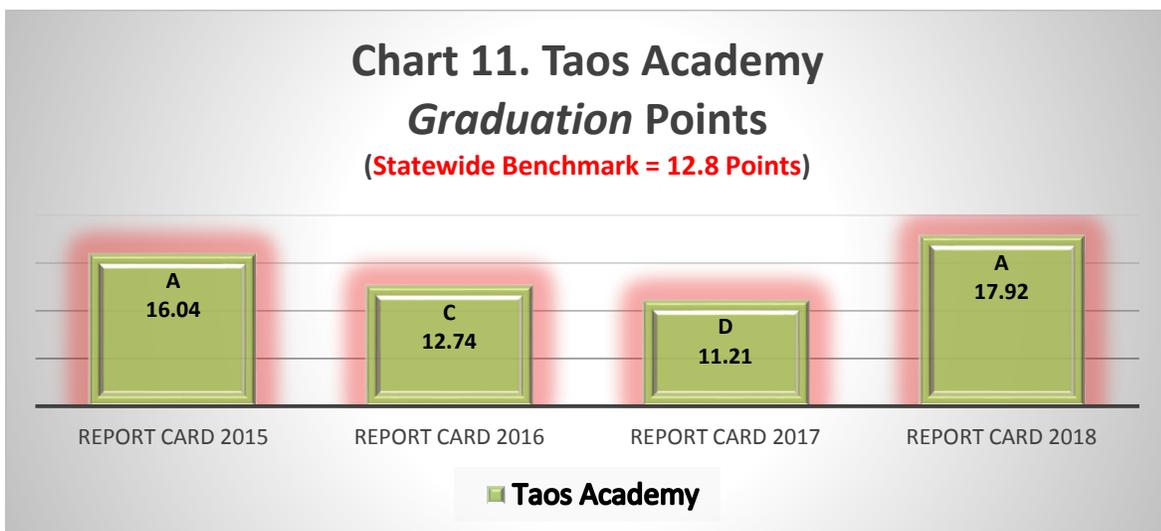
Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Taos Academy has performed well since 2015 exceeding the statewide benchmark in each of the past 3 years (excluding 2018) earning the majority of points as well as earning a letter grade of “A” for the indicator through 2017 (see chart 10). In 2018, the school had a high attendance rate of

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

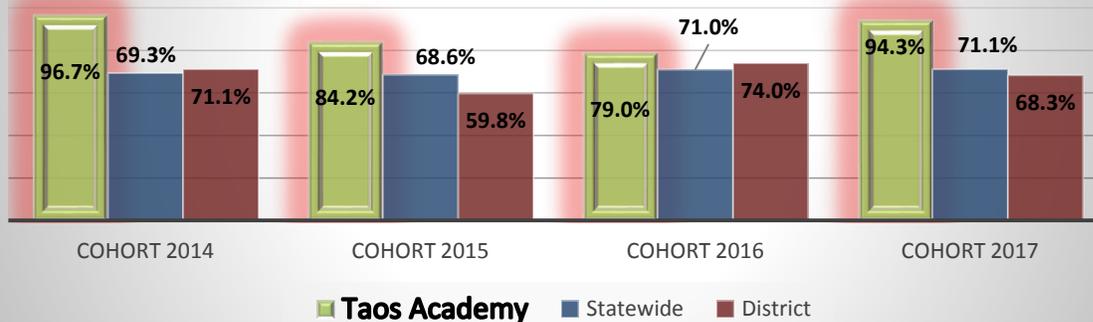
97% but the category indicated an “N/A” rating which is currently being examined for accuracy. Consequently, results for the 2018 school year (points and letter grade) were not included.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohort of 2014 surpassed the statewide goal of 90%. Taos Academy had a 96.7% rate that year. However, during the next 2 years the school did not meet the statewide target, but did exceed the statewide averages for cohorts of 2015 (79%) and 2016 (71%). Specifically, the school had an 84.15% rate for cohort of 2015 68.6% and a 79% rate for cohort 2016 but increased the rate to 94.3% for cohort 2017 increasing its points earned and receiving an “A” in the category. The school also surpassed the district average in all 4 years.



**Chart 12. Taos Academy
4-Year Graduation Rate (Multi-Year)**

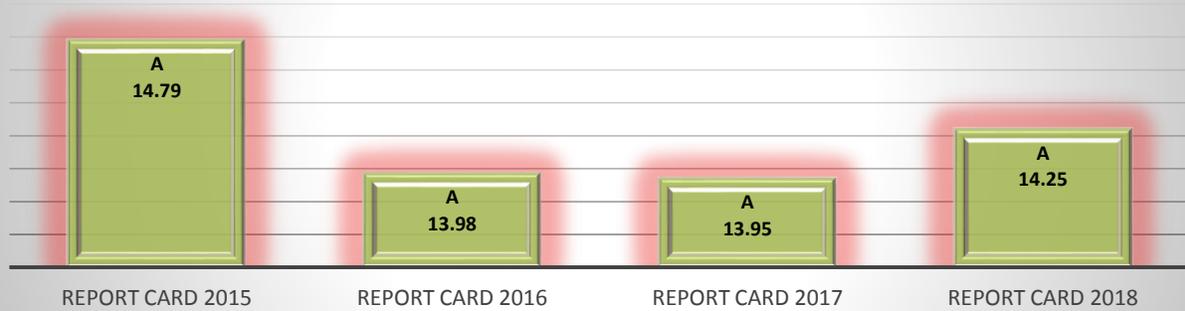


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students’ 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school’s overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. Taos Academy did well, surpassing the statewide benchmark in all years earning a letter grade of “A” in the category since 2015. In 2018, the school report card data indicated that 85% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 4.25 points out of 5 for this portion of the category. Out of the 85% of Taos Academy students who participated in *College and Career Readiness* opportunities in 2018, $\geq 90\%$ were successful resulting in an additional 10.0 points earned (10 possible) for this portion of the category. This was the highest number of points earned by the school since 2015.

⁵ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 13. Taos Academy College & Career Readiness Points (Statewide Benchmark = 9.0 Points)



Taos Academy

1b. Specific Charter Goals

This section includes analysis of Taos Academy's progress towards meeting its Specific Charter Goals (mission-specific and optional academic performance indicators) through 2017-2018. The school met or exceeded all goals except for Indicator 2.c in 2017 when evidence to support findings were not presented.

Charter Specific Goals

"PERFORMANCE INDICATOR 2.a: PROFICIENCY IN READING. *Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year*

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing."

"PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH. *Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year*

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing."

"PERFORMANCE INDICATOR 2.c: *Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually."*

Figure 2. Progress towards Charter Specific Goals.⁶

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2.a	NWEA reading	-	-	-	-	X				X			
2.b	NWEA math	-	-	-	-	X				X			
2.c	Post-secondary career pathway plan	X				X							X ⁷

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2.a	NWEA reading	X			
2.b	NWEA math		X		
2.c	Post-secondary career pathway plan	X			

Student Attendance and Enrollment

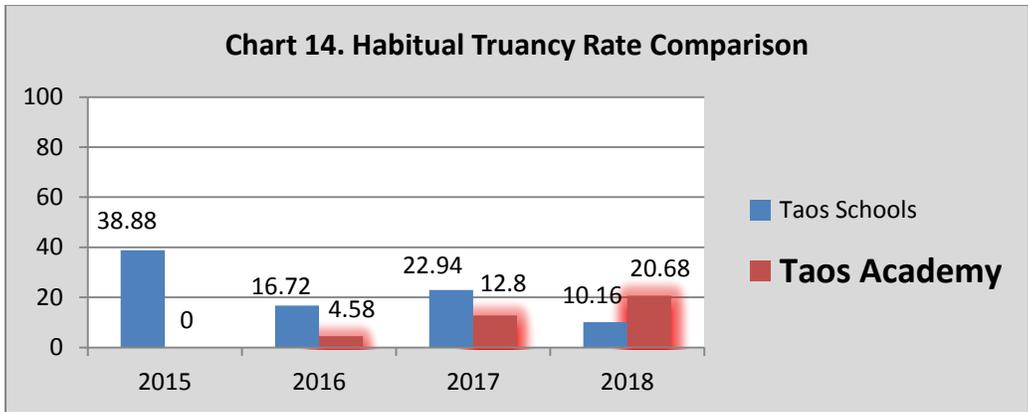
The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The chart (next page) shows the school’s habitual truancy rate compared to the local district, Taos Municipal Schools. Taos Academy’s habitual truancy rate was lower than the local school district for three years, but surpassed it in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences only.

⁶ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

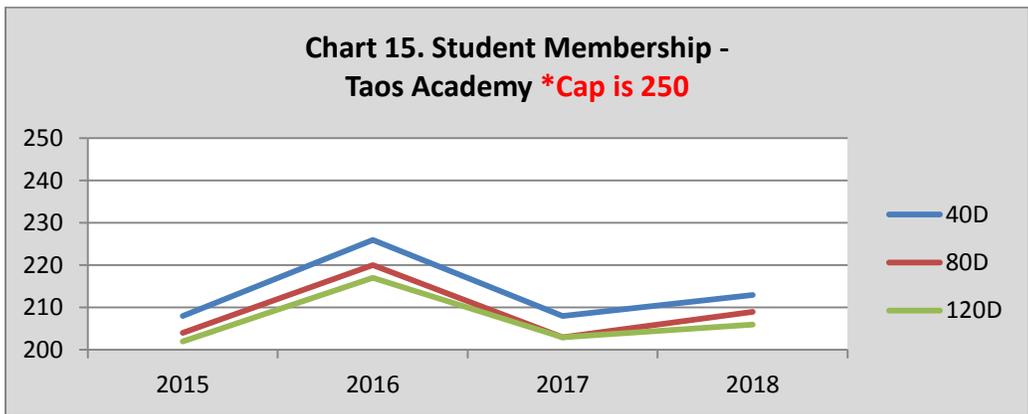
⁷ The web-EPSS report for 2016-2017 indicated that for “Performance Indicator 2c was rated ‘Falls Far Below Standard’ because no verifiable evidence was provided [e.g., career pathway plans, STARS reports, etc., to support the Excel spreadsheet submitted by the school purporting progress with the indicator...”



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

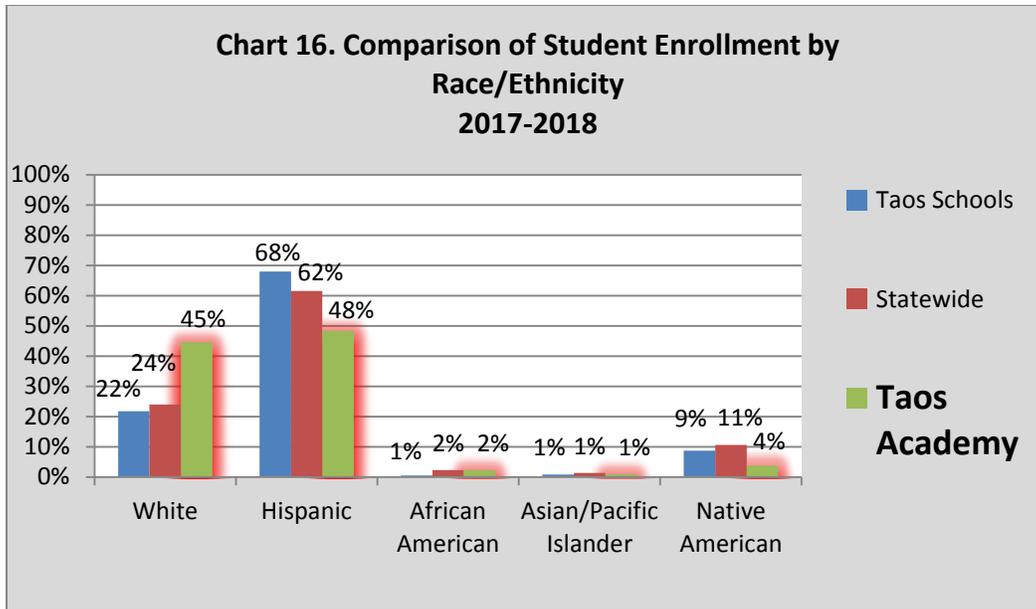
The chart shows the school’s student membership for each of the years in operation during the current contract term. All reporting periods have maintained similar enrollment over the four years. Enrollment increased in 2016-2017 and dropped the following year. The school decreased in students between 40D and 80D and 80D to 120D at a similar rate each year.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

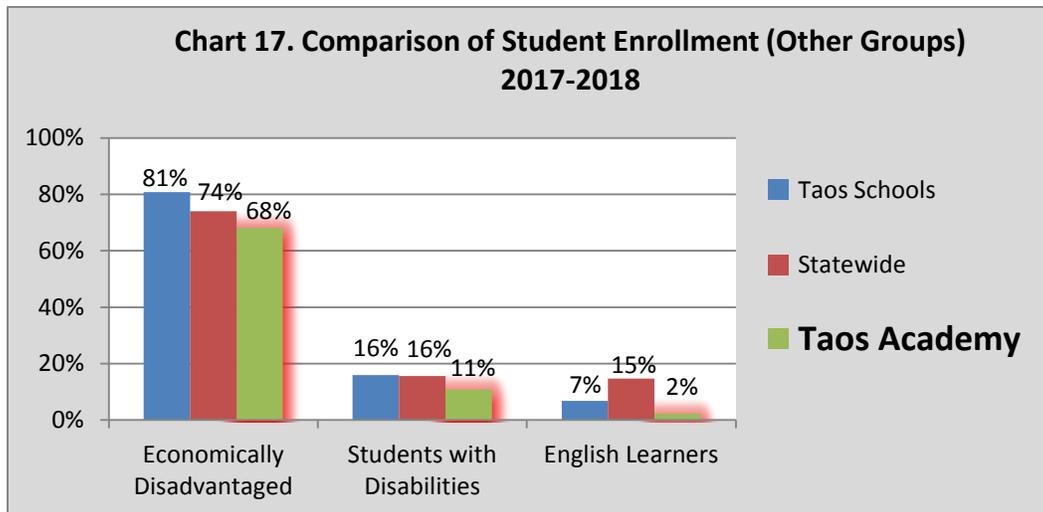
The school’s student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state. The school serves a lower percentage of students with disabilities and lower percentage of English Learners compared to Taos Municipal Schools and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

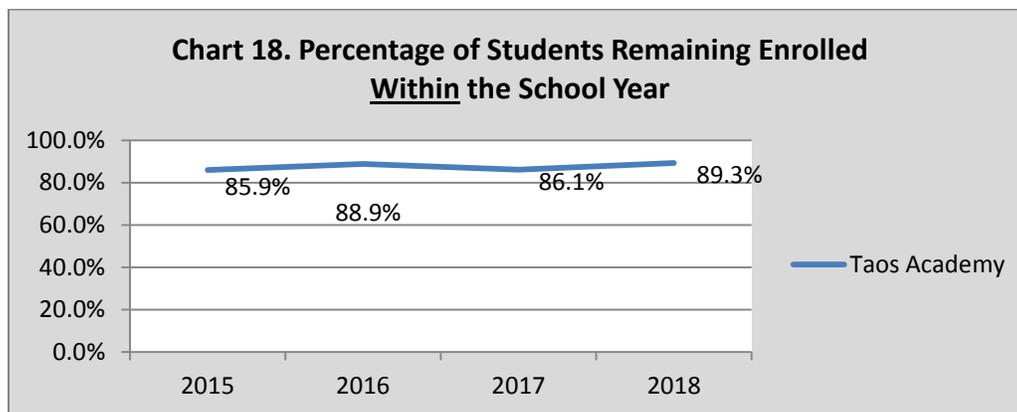
Retention and Recurring Enrollment

In the school's Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then

evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

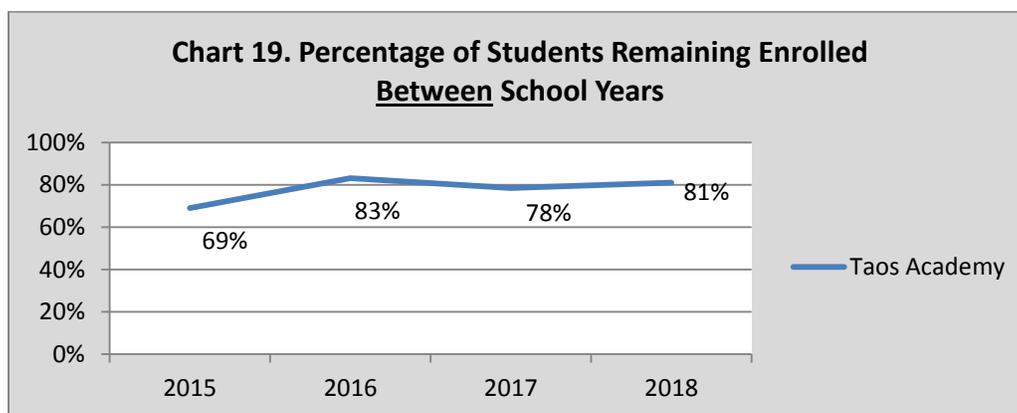
The student enrollment data in the chart below demonstrates that over 85% of students enrolled during the school year remain enrolled through the end of the school year, with over 89% in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

Chart 20 below illustrates recurrent enrollment at the school. Student enrollment data indicates that 69% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. Eighty-one percent of the students that completed the 2016-2017 school year returned to Taos Academy in 2017-2018. The school has not met the goal of 85% recurrent enrollment in the last four years.



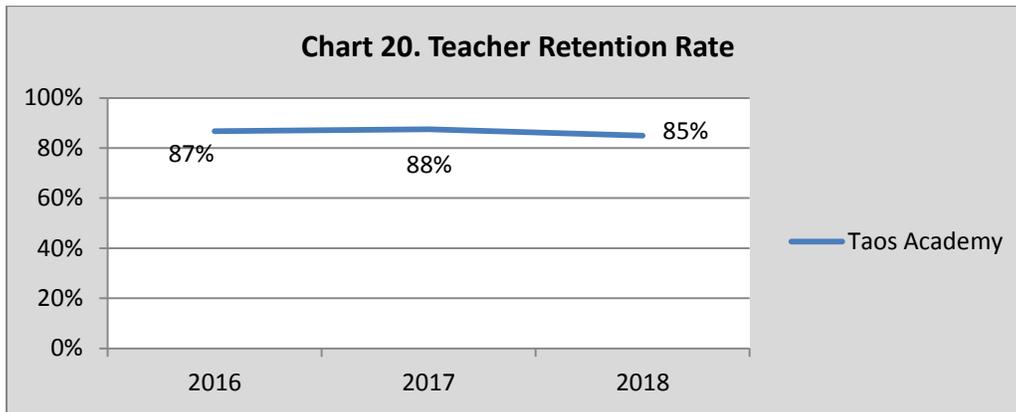
Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period.

The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d. The chart below demonstrates the school’s teacher retention rate over the last three school years. The school’s teacher turnover rate was 13.3% for the 2015-2016 school year, 12.5% for the 2016-2017 school year and 15% for the 2017-2018 school year. The school met the 80% retention goal each year.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	3	0	1
FY16	2	0	0
FY15	3	0	0

Summary of Fiscal Reports

In **FY17**, the Foundation for Taos Academy received **1 significant deficiency**.

- 2017-001 Segregation of Duties for the Foundation Significant Deficiency**
Condition. The Foundation has one individual who is responsible for depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.

In **FY17**, the school received **2 other non-compliance findings** on issues related to (1) timely deposits and (2) travel and per diem policy.

- 2017-001 Timely Deposits Other Non-compliance**

Condition: During our review of eleven deposits, three deposits totaling \$2,550 did not have the dated receipts to support the date funds were received. As such, compliance with the twenty-four hour deposit requirement could not be determined.

- **2017-002 Travel and Training Policy Other Non-compliance**

Condition: During our review of travel and per diem expenditures, one of five disbursements reviewed included a reimbursement for alcohol. The total disbursement was for \$137 and the portion related to alcohol was approximately \$7.

In **FY16**, the school received **2 non-compliance** finding on issues related (1) excess expenditures over budget and (2) disposition of computers.

- **2016-001 Excess of Expenditures over Budget Non-compliance**

Condition: The School has expenditure functions where actual expenditures exceeded budgetary authority:

- Title XIX - Medicaid Support Services \$3,411.
- Private Direct Grants - Instruction \$1,655.

- **2016-002 Disposition of Computers Non-compliance**

Condition: During fiscal year 2016, the School disposed of various computers that had become obsolete. A letter was not sent to the New Mexico Office of the State Auditor to inform them of the intent to dispose of the computers.

In **FY15**, the school received **3 finding of non-compliance** related to (1) procurement code, (2) timely deposits, and (3) payroll.

- **2014-001 Procurement Code Non-compliance)**

Condition: The School did not follow proper procurement procedures when obtaining vendors' to install a basketball court and artificial turf for the School. The total estimated cost was \$25,613 for the basketball court and \$34,833 for the artificial turf. The School obtained quotes by making phone calls rather than sending written requests containing the specifications for the procurement.

Auditor's Note: This finding was reported in the 2014 audit and the School started taking corrective measures once it was reported to them in May 2015.

- **2015-001 Timely Deposits Non-compliance**

Condition: During testwork over cash receipts, we noted one deposit totaling \$410 collected on January 13, 2015. These funds were not deposited in the bank until January 15, 2015.

- **2015-002 Payroll Non-compliance**

Condition: During our review of over 25 payroll transactions, we found eight instances where the School was improperly calculating employee and employer FICA taxes for certain insurance deductions. These employee deductions should have been treated as pre-FICA tax deductions; however, the School treated them as post-FICA tax deductions.

2b. Board of Finance

The governing council of Taos Academy's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

Educational Philosophy - Taos Academy expresses and practiced the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy provides a hybrid learning environment that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. We believe that our focus on academic excellence, rooted in 21st-century learning skills and the development of strong leadership skills, prepare all Taos Academy students to become independent, lifelong learners who will be confident and successful in their future endeavors

Educational Approach - Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-on-one approaches. After a thorough assessment, students are placed appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their advisor will monitor all academic activities through the web-based program. The advisor has access to all daily academic activity, is able to track time spent on assignments, view scores of individual lessons and quizzes, and determine areas of weakness. Advisor and student are able to communicate using state-of-the-art web-based communications with the capability for audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students are required to attend Math and Language Arts enrichment classes and have access to tutoring to further support academic excellence.

Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing our attention on 21st-century learning skills such as communication skills, teamwork, and research skills. Students are required to successfully complete one or more credits per year developing 21Century skills to ensure preparation of future endeavors. Classes offered yearly include but are not limited to, leadership training, global studies, career and technical education development, and STEM institute. Leadership training programs include but are not be limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Global studies classes incorporate but are not limited to, global awareness, language study, cultural studies, and geography. Career and Technical Education classes are devoted to developing a college/career pathway plan and supports internships, dual credit classes, and online career classes. The STEM Institute classes offer students a variety of courses, aligned to STEM standards, to enrich the academic programming. Instructional methods include, but are not be limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc.). Students attend these classes on campus on a regular basis, depending on their individual plan.

Taos Academy is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. Our parent cooperative model forms partnerships for parents to be actively involved in their child's educational growth through advisory roles, emotional intelligence training, volunteering, etc. Partnerships with community resources (individuals and businesses) support students in academic success, internships, tutoring, and workshops.

Student – Focused Term(s).

Taos Academy students are given choice and flexibility in deciding non-core educational programming. With the development of the individualized career pathway plan, students, parents and the school advisors design a schedule that promotes academic success along with targeting areas of interest with classes aligned to the student's career plan. Career and Technology Education courses such as (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) are offered each semester. Students must earn a minimum of 1 credit per year from the list above that aligns to the pathway plan.

Taos Academy begins instruction at the 5th-grade level to inhibit early academic failure.

- *All students have an individualized learning program aligned to their personal goals to ensure success.*
- *All students are required to meet the following rigorous academic requirements:*
- *All students will participate in enrichment opportunities to further enhance their educational experience.*
- *Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade.*
- *High school students will successfully complete and implement a College/Career Pathway plan.*

Students will have the opportunity to attend virtual summer school to further promote academic success.

Students are expected to develop yearly online portfolios of best work to demonstrate the ability to pose questions, marshal resources, and pursue learning with dedication, independence, imagination, and courage.

Teacher – Focused Term(s).

Staff training is dedicated to the development of blended models of education and the use of educational technology as well as the development of Emotional Intelligence. In the ever changing technological world it is important for Taos Academy teachers to be trained in new technical educational tools as well as effective and efficient communication skill.

3b. Organizational Performance Framework

The school received zero (0) “Falls Far Below Standard” ratings in 2017-2018 and one (1) “Falls Far Below Standard” rating in 2016-2017.

Figure 4. 2017-2018 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
12	5	0

Figure 5. 2016-2017 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	3	1

Summary of “Falls Far Below” Ratings

- **Next Step Plans.** The school did not provide evidence or implementation of processes to ensure the school was having all eligible students complete Next Step Plans to include personal, career, and post-secondary goals [NMSA § 22-13-1.1].

3c. Governing Body Performance

According to the last reporting from this school, Taos Academy has five (5) members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Taos Academy’s Governing Board (specifically those who comprise the school’s Board of Finance):

Figure 6. Governing council composition (board of finance members).

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Bill MacDonald	President	N/A	Continuing	Complete
Dean Caldwell	Vice-President	N/A	Continuing	Complete
Simeon Herskovits	Secretary	N/A	Continuing	Complete
Matthew Currey	Treasurer	N/A	Continuing	Complete

Kristen Torres	Member	N/A	Continuing	Complete
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**Service start dates were not provided by the school. As per online minutes, all members began serving prior to July 25, 2017.*

According to PED records, the school has completed all training for FY18. The school had six members complete the required training in FY17. The school had five members complete the required training in FY16. The school had five members complete the required training in FY15.

Deanna Gomez is the current business manager for Taos Academy. The current CPO is Traci Filiss.

OTHER

Part B: Progress Report

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase student enrollment capacity from 200 to 250 students.	Approved	02/28/2014	N/A
Amendment request to increase the total members of the governing board.	Approved	02/28/2014	N/A