



## Part A—School’s Summary Data Report and Current Charter Contract

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

## 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.”*<sup>1</sup> 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.<sup>2</sup>

### 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.

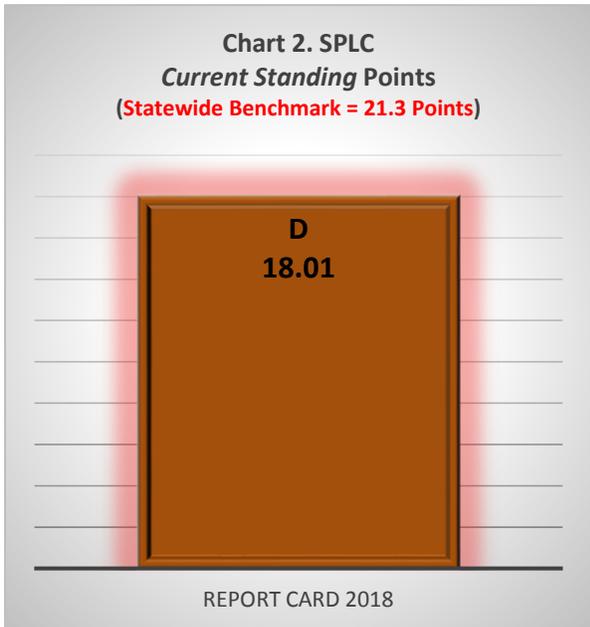
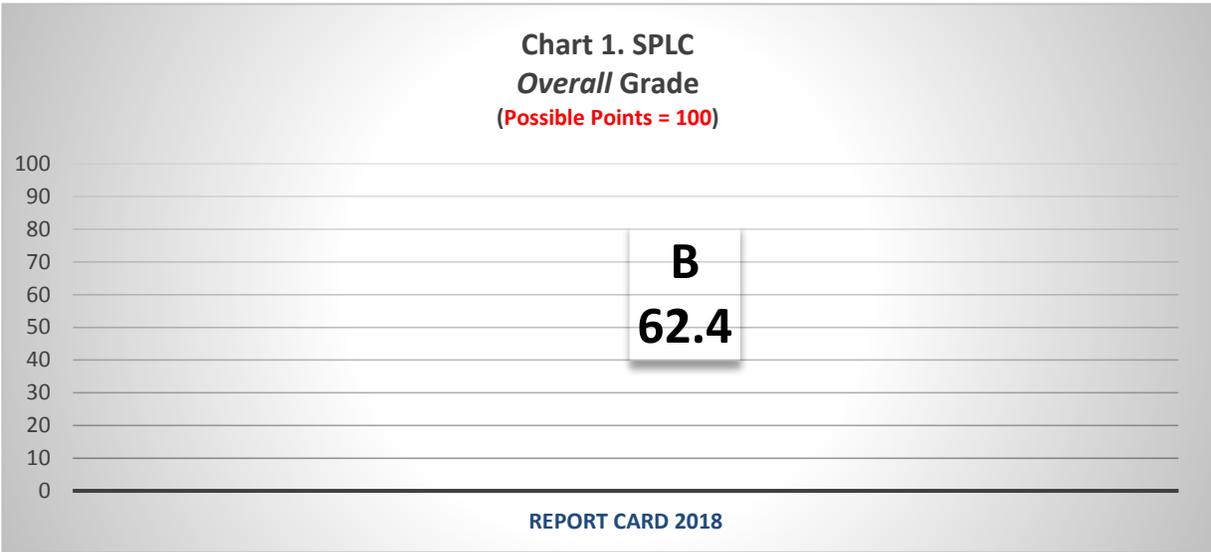
**Overall Standing.** Chart 1 illustrates SPLC's overall school grade in 2018 (1<sup>st</sup> year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned a letter grade of “C” overall. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.<sup>3</sup>

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<sup>1</sup> 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> .

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

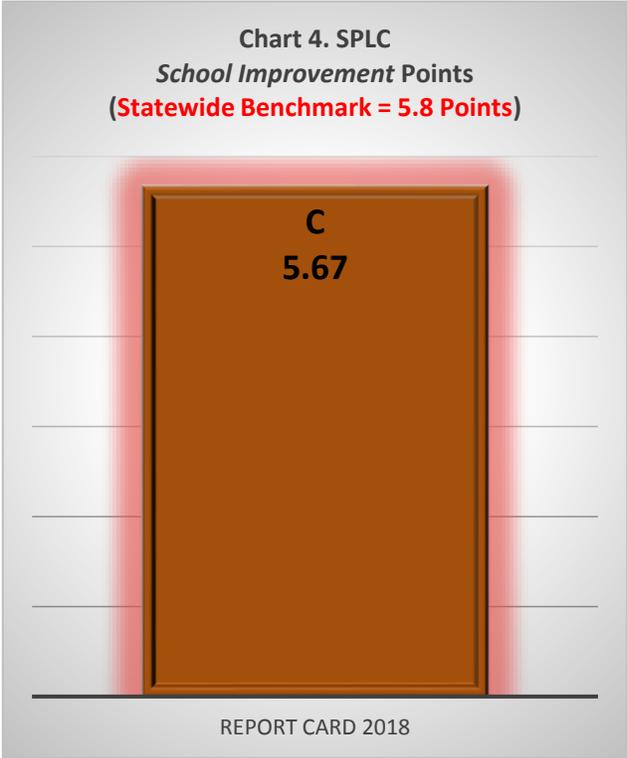
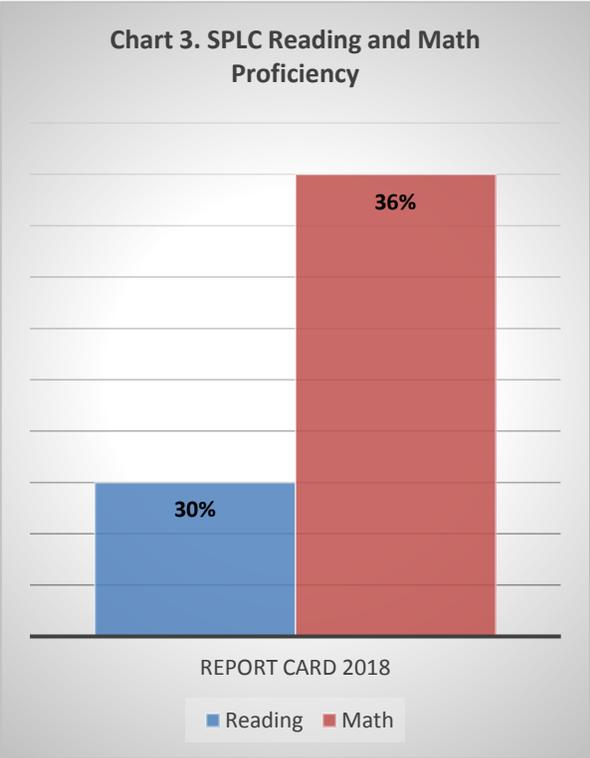
<sup>3</sup> See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmsca2017.pdf>



**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 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.

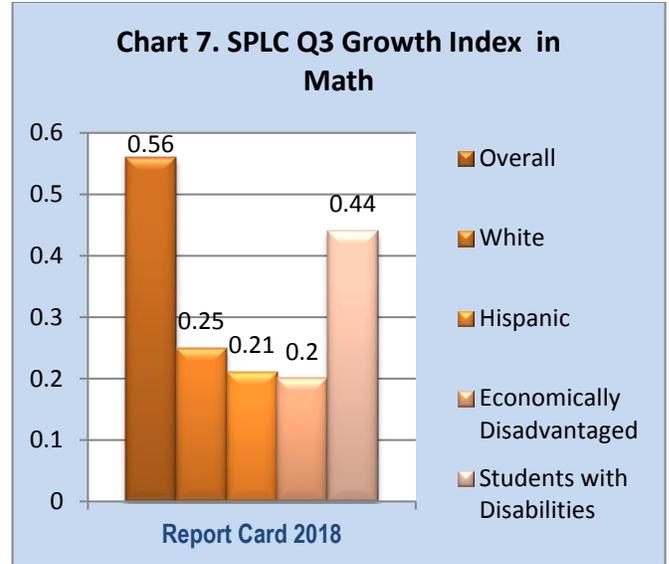
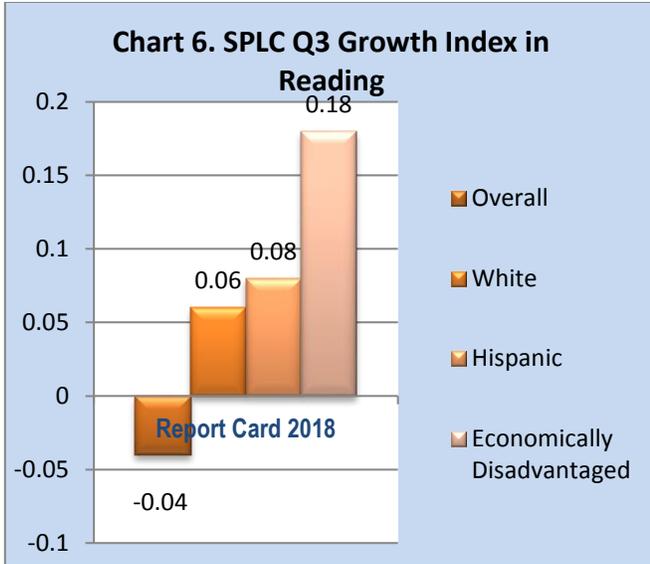


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive 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.

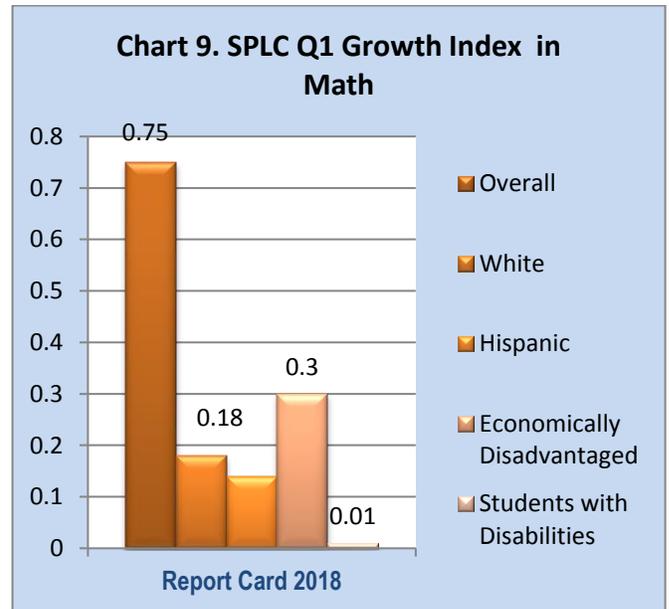
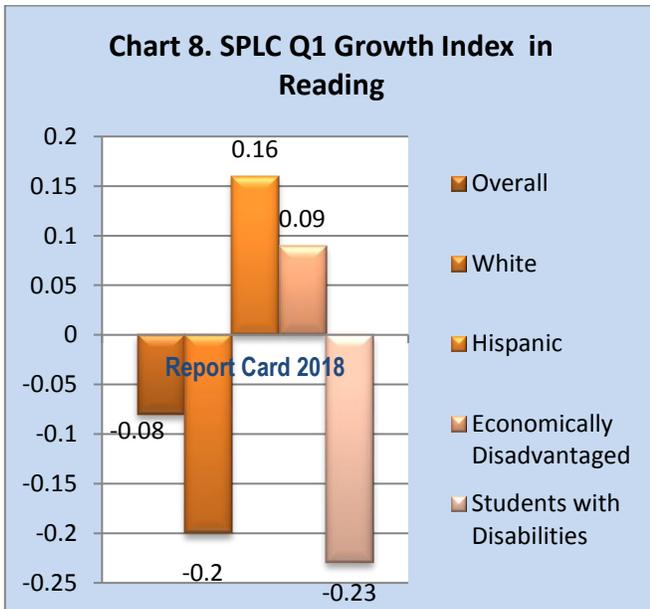
A positive school growth index was observed in math but not in reading.



**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.



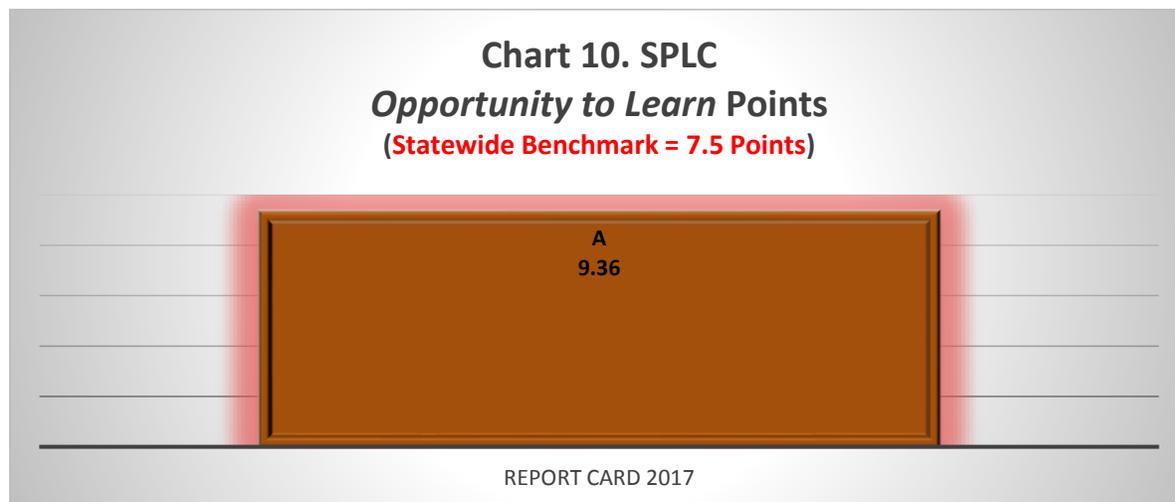
**Subgroups within Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). Some subgroups met expected growth in reading except for Whites and Students with Disabilities. Overall student 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 provide<sup>4</sup>. This indicator is based on attendance and a classroom surveys administered to students (or

<sup>4</sup> 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).

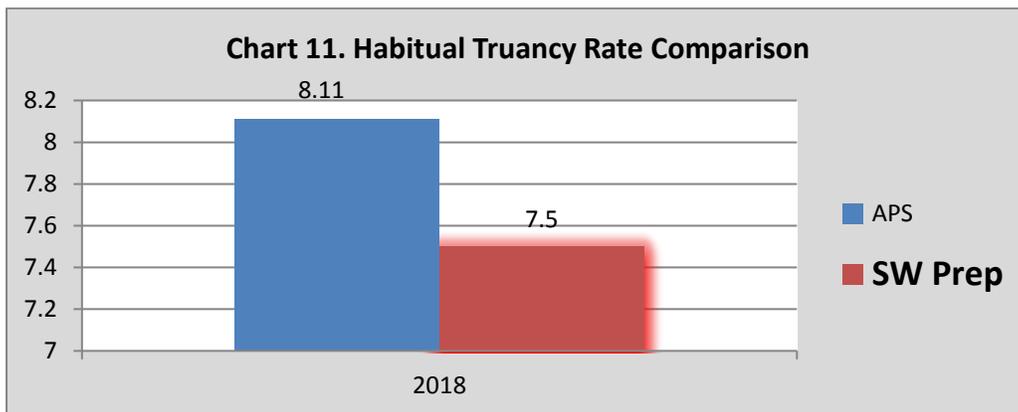
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled “*Financial Compliance*” of this report. The school also provided evidence that it is addressing discrepancies found in the STARS “*ELP Error Report*” (during the 2017-2018 site visits). 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**

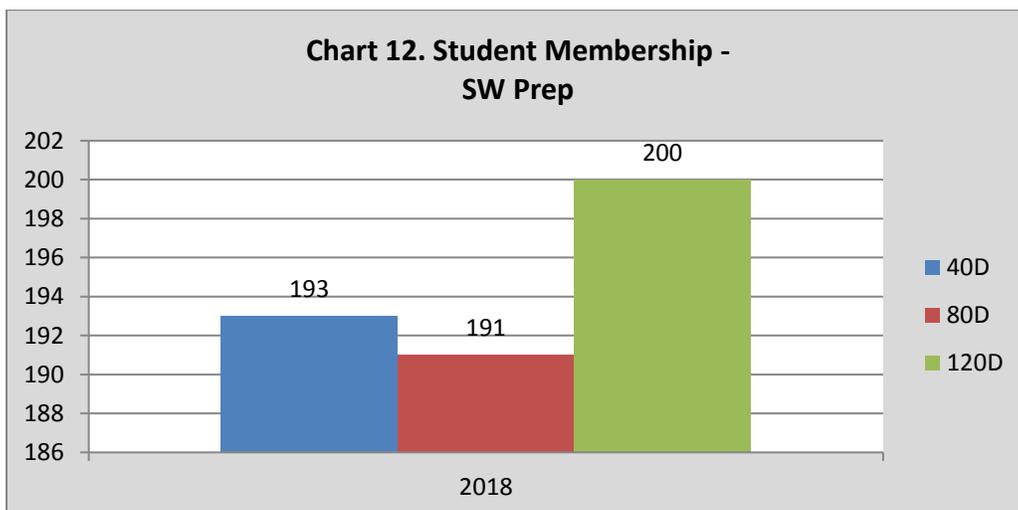
The chart below shows the school's habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Southwest Preparatory Learning Center's (SPLC) habitual truancy rate was lower than the local school district in 2017-2018. Caution should be used when interpreting this data as 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)**

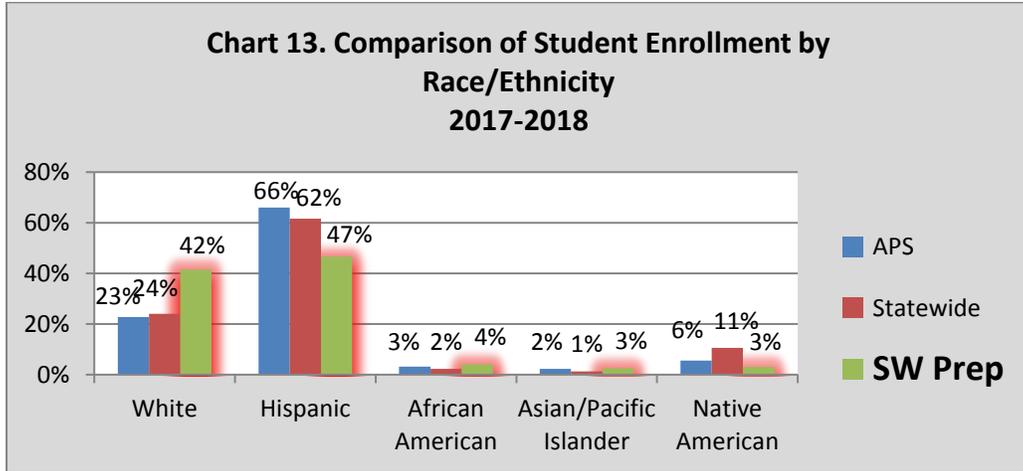
The chart below demonstrates the school's student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



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

**Enrollment by Race/Ethnicity.**

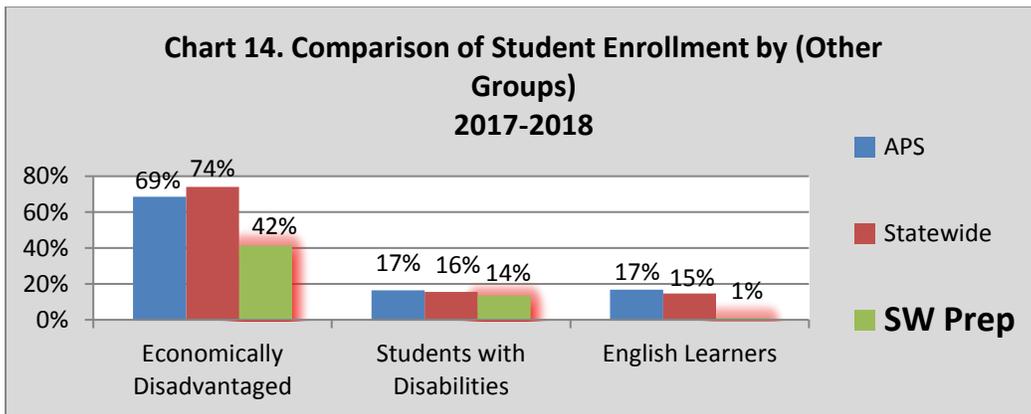
The school’s student demographic data illustrates that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.



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

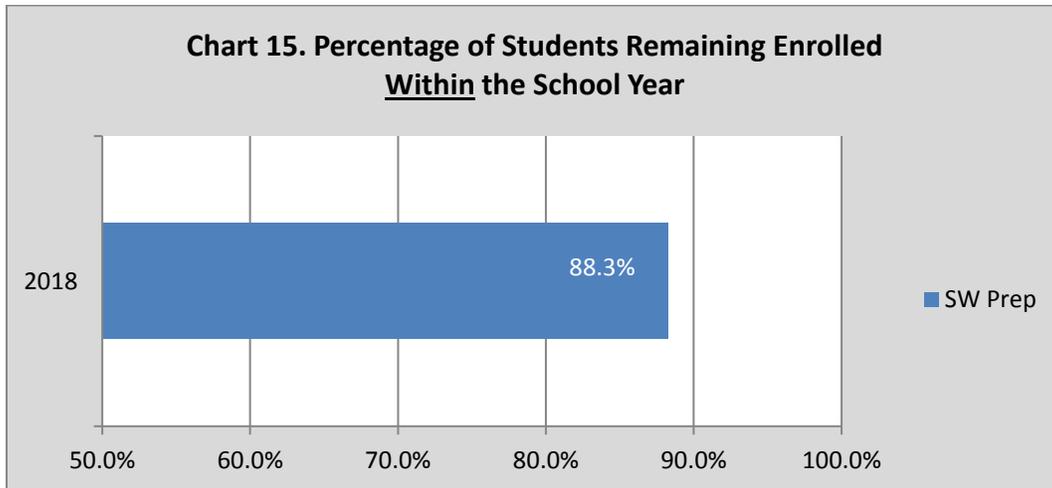
**Retention and Recurring Enrollment**

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.

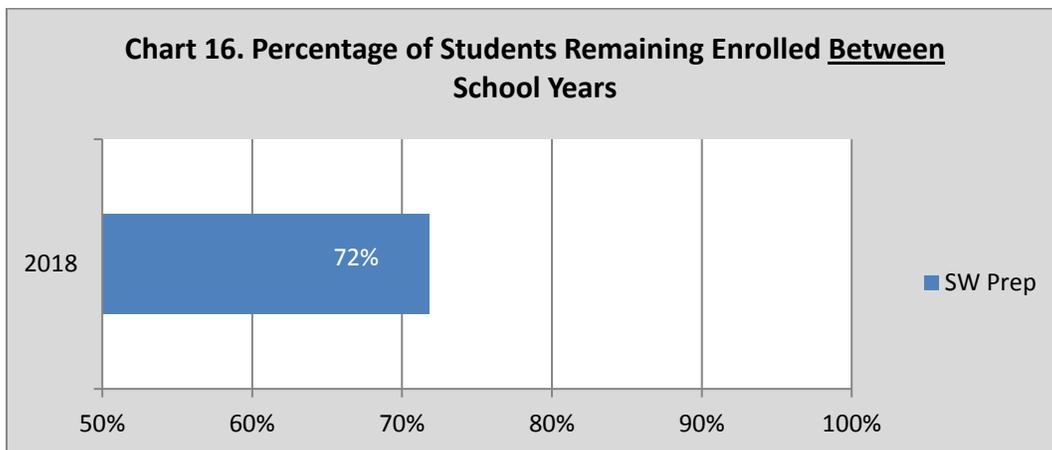
The student enrollment data shows that percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 88.3%.



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 10<sup>th</sup> 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 6<sup>th</sup> grade at the elementary level.**
- ii. **4<sup>th</sup> and 5<sup>th</sup> 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 7<sup>th</sup> graders and Algebra 1 to all 8<sup>th</sup> graders for high school credit.**
- v. **SPLC provides a monthly community-based activity component to the academic curriculum for 7<sup>th</sup> and 8<sup>th</sup> grade.**
- vi. **SPLC provides one online course for 7<sup>th</sup> grade and two online courses for 8<sup>th</sup> 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 five 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.