

Grade Level Change to Contract Amendment Request

Purpose

The *Grade Level Change to Contract Amendment Request* is used to change the grade levels the school is approved to serve *as described in the charter contract*.

The change in grade levels is **not** effective until approved by the PEC.

Determining Eligibility

Your charter school is eligible to expand (**increase** the grade levels served) using the *Grade Level Change to Contract Amendment Request*, if the performance of the school meets the following conditions.

In the prior three (3) school years, the school has:

- Received no lower than a “C” letter grade on the state report card (applicable for SY18 and prior) AND Received no lower than the top 75% academic designation on the NM System of Support and Accountability (applicable for SY19 and forward);
- Received an overall academic tier rating of Tier 1 or Tier 2 on the school’s PEC approved Academic Performance Framework, for years in which a PEC Tier Level is available.

AND

- Has not had their Board of Finance revoked within the prior three (3) years.

Schools shall only be eligible to submit a Grade Level Change Contract Amendment Request if the school is on current version of the charter contract (2019). A school under an earlier version of the charter contract may submit this amendment request if it also requests to negotiate its charter contract to the current version.

Any charter school is eligible to submit a *Grade Level Change to Charter Amendment Request* to **decrease** the grade levels the Charter school is approved to serve.

Submission Window

The *Grade Level Change to Contract Amendment Request* may only be submitted for consideration at the February through June PEC meetings to go into effect in the subsequent fiscal year.

The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year).

If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

PEC Consideration

An administratively complete *Grade Level Change to Contract Amendment Request* submitted by a charter school that meets the eligibility criteria may be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- All performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to **decrease** the grade levels served may be placed on the consent agenda of a regular PEC meeting for possible action by the Commission. Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting.

Approval Factors

The PEC’s decision to approve or deny a *Grade Level Change to Contract Amendment Request* will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Is the applicant’s academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion?

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Current Grade Levels Served *	Identify the <i>Current Grade Levels Served</i> accurately based on the grade levels approved for the charter contract and currently served.
Proposed Change to Grade Levels Served*	Identify the grades to be served after approval of the request. This includes the current grades served, and the new grades that are requested.
Effective Date *	Enter the proposed first day of school for the new grade configuration.

Attachments

Curriculum Samples

Charters in which the school has earned a Spotlight designation in the NM School Accountability System or Tier 1 rating in the current most recent year for which data is available will not be required to submit curriculum samples.

Charters that have not received a Spotlight Designation and are not in the lowest 25% of the NM School Accountability System, or have earned a Tier 2 rating will be required to provide a complete set of curriculum samples for each grade to be added.

Attach curriculum samples for each additional grade level being requested. Curriculum samples must reflect implementation of the educational program described in the contract, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 5 of these instructions.

Approved Board Minutes or Certificate of Governing Body Vote*

Attach evidence that the requested change has been approved by the Charter School Board.

Narrative*

Attach a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
 - Recruitment;
 - Hiring; and
 - Training.
- If changes to one or more areas are not needed, provide an explanation.
- (Increase Only) Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
 - A plan for meeting targets;
 - Necessary advertising and/or promotion to meet the targets;
 - Number of returning students; and
 - Anticipated new student enrollment.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (Adding Grades K–8 Only) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- (Adding Grades 9–12 Only) Describe the following:

- Course offerings;
 - Process and criteria for awarding course credit;
 - Policy on acceptance of transfer credit; and
 - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
- (Decrease Only) Identify the number of students displaced by the decrease in grade levels.
 - (Decrease Only) Describe the plan to communicate the decrease in grades to the school community.
 - (Decrease Only) Describe the plan to provide displaced students assistance with:
 - Identifying other educational options; and
 - Enrolling in another school.

Occupancy Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents:

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment. Hand-drawn images will not be accepted.
- If an additional facility will be utilized:
 - A Certificate of Occupancy, approved for educational use; *OR* An assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
 - NMCI letter from the PSFA; *OR* An assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
 - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted) ; *OR* An assurance that the school will not occupy any space that does not have a sufficient capacity load to sustain the enrollment requested and provides documentation of the capacity load to the PEC; and
 - Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements of Section 22-8B-4.2 NMSA 1978; *OR* An assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

Additional Information (Increase Only)

Attach each of the following documents:

- Enrollment Matrix
 - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years both in the grade levels currently served and the requested additional grade(s).
- Staffing Chart

- Identify the current and anticipated staffing information for the subsequent three Fiscal Years both in the grade levels currently served and the requested additional grade(s).

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes
 - Comply with Open Meeting Law (if applicable)
 - Board membership aligns with what is currently on file with PEC
- Narrative, Addressing All Prompts
- Facility Information, If Required
- Additional Information, If Required
 - Enrollment Matrix
 - Staffing Chart
- (If Required) Curriculum Samples for each grade the school proposes to add. See Curriculum Sample Instructions and Template beginning on page 5 of these instructions. The curriculum samples should reflect the education program as described in the contract.

Curriculum Sample Instructions and Template

Who needs to use this form?

All schools requesting to change the Educational Program of the school.

Why?

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

Directions

For each grade level being served that will be impacted by the proposed change, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If the changes will impact 5th, 8th, and/or 11th grade, provide a Science curriculum sample.

How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

Reading—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Writing—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Mathematics—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

Science—A Science curriculum sample must be submitted for charters requesting an amendment to the educational program that will impact 5th, 8th, and/or 11th grade. Each Science curriculum sample must identify one standard from the New Mexico STEM Ready! science standards.

What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

(M) 3.NF.2: <u>diagram.</u>	<u>Understand a fraction as a number on the number line; represent fractions on a number line</u>
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
b.	Represent the fraction a/b on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

(M) 4.W.1 <u>information.</u>	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u>
a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b.	(M) Provide reasons that are supported by facts and details.
c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d.	(M) Provide a concluding statement or section related to the opinion presented.

What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> Each curriculum sample must be no more than 8 pages total. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> The attached Curriculum Sample Template must be used for all curriculum sample submissions.
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> Fonts must be no less than 10 point.
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> The curriculum sample must identify the grade level of that sample.
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> The curriculum sample must identify the content area of that sample.
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> The course title must be provided.
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> Describe how the instructional methods found in the lesson(s) align to the Additional Educational Program for New School Population Amendment Request.
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> Include Standard number. If lesson(s) address(es) more than one standard or standard includes multiple components, refer to What standards may be used? or What about standards with several components? above. The focus of review is designated with the bolded (M). Reading: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), not to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Writing: one standard from the Writing strand (Text Types and Purposes only—W.1, W.2, or W.3), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Mathematics: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content). Science: one standard from the New Mexico STEM Ready! science standards.
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)

<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review

Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Student Activities</p> <ul style="list-style-type: none"> Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable) Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
<input type="checkbox"/>	<p>Educational Program</p> <ul style="list-style-type: none"> Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Additional Educational Program for New School Population Amendment Request.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	Content Area
Course Title (grades 9–12 Only)	
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1		
2		
3		
4		
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i>	

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.