STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

RYAN STEWART

SECRETARY DESIGNATE

MICHELLE LUJAN GRISHAM

GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

NEW AMERICA SCHOOL LAS CRUCES

School Address: 207 Main Street Las Cruces, NM

Head Administrator: Margarita Porter

Board President: Susie Kimble

Business Manager: Kyle Hunt

Authorized Grade Levels: 9-12

Mission: To empower new immigrants, English language learners and academically underserved students with the educational tools and support they need to maximize their potential, succeed and live the American Dream.

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute 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. The statute required 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.

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 has been 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. *Charter schools are held to the same standards and calculations as regular public schools*. In addition, schools could 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 provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.
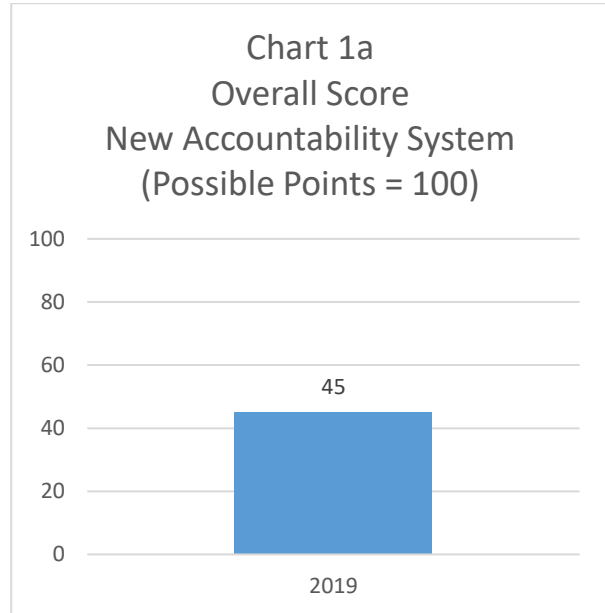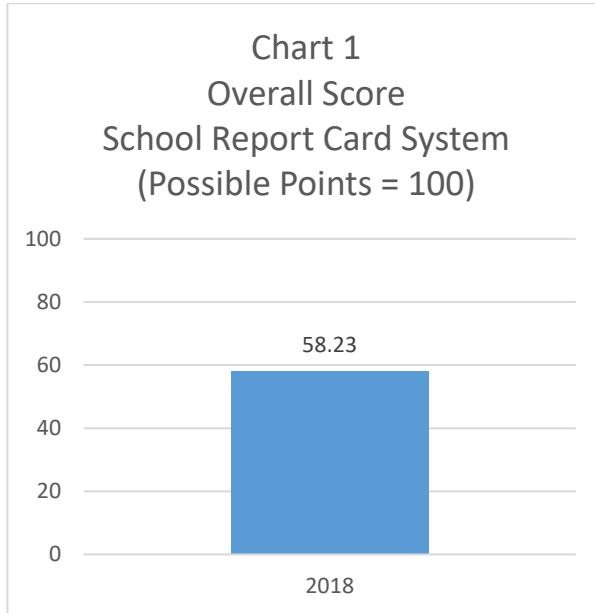
The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates,2) student achievement growth,3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

For 2020 and 2021, due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

1a. Department's Standards of Excellence

Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2018-FY2019).

Chart 1
Overall Score
School Report Card System
(Possible Points = 100)

58.23

2018

Chart 1a
Overall Score
New Accountability System
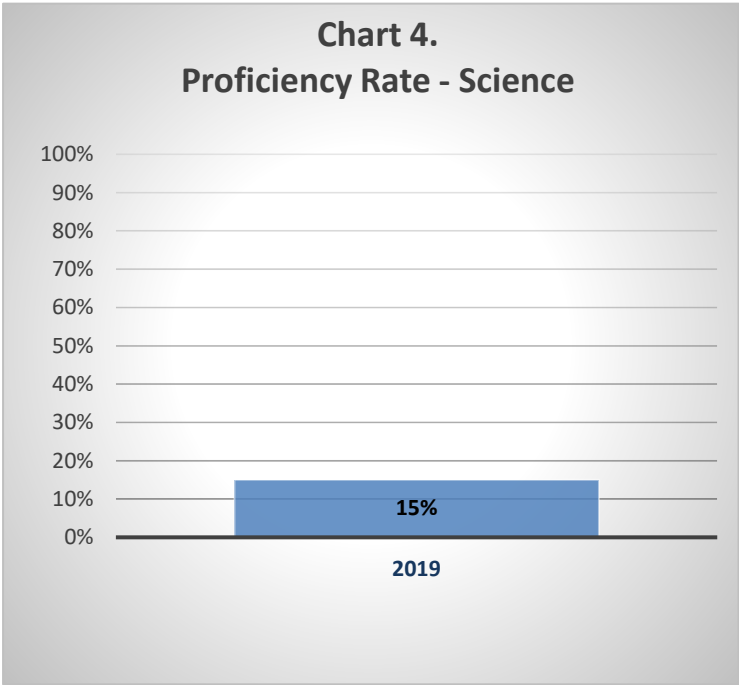(Possible Points = 100)

45

2019

Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).
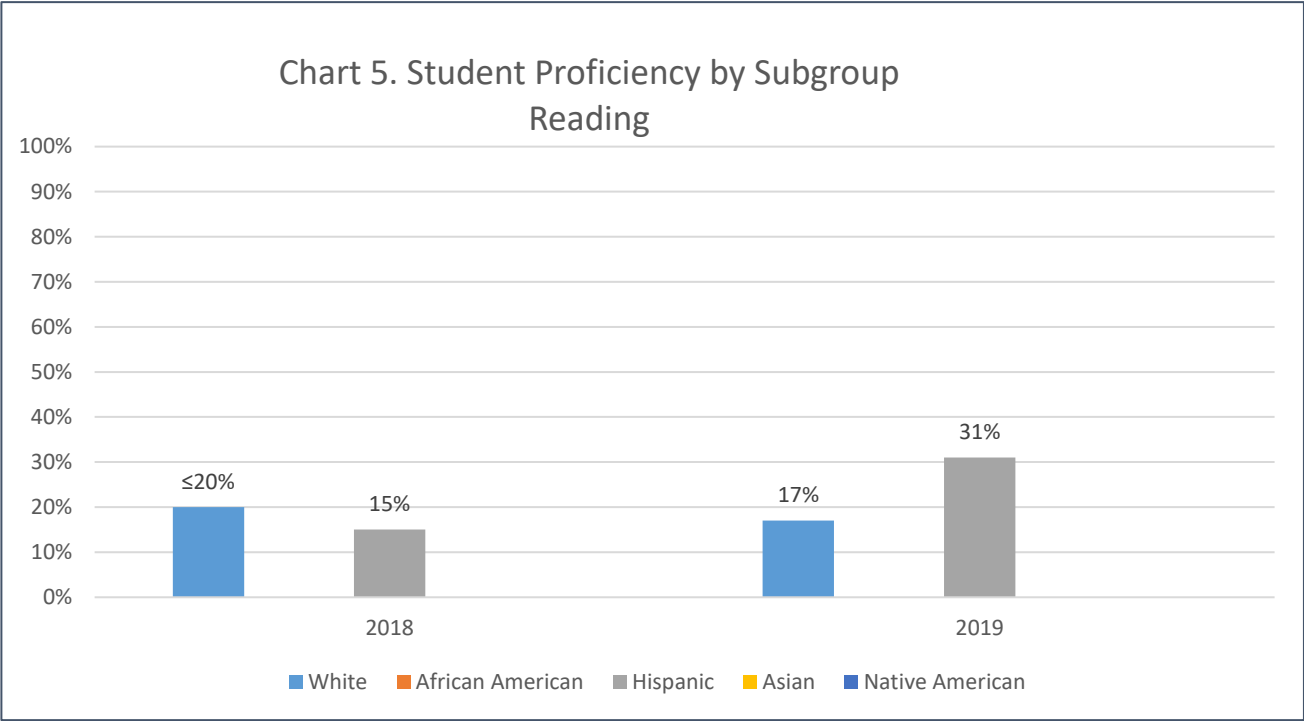
Chart 2.
Proficiency Rates

■ Reading ■ Math

15.0%   ≤2.0%   29.0%   6.0%

2018   2019
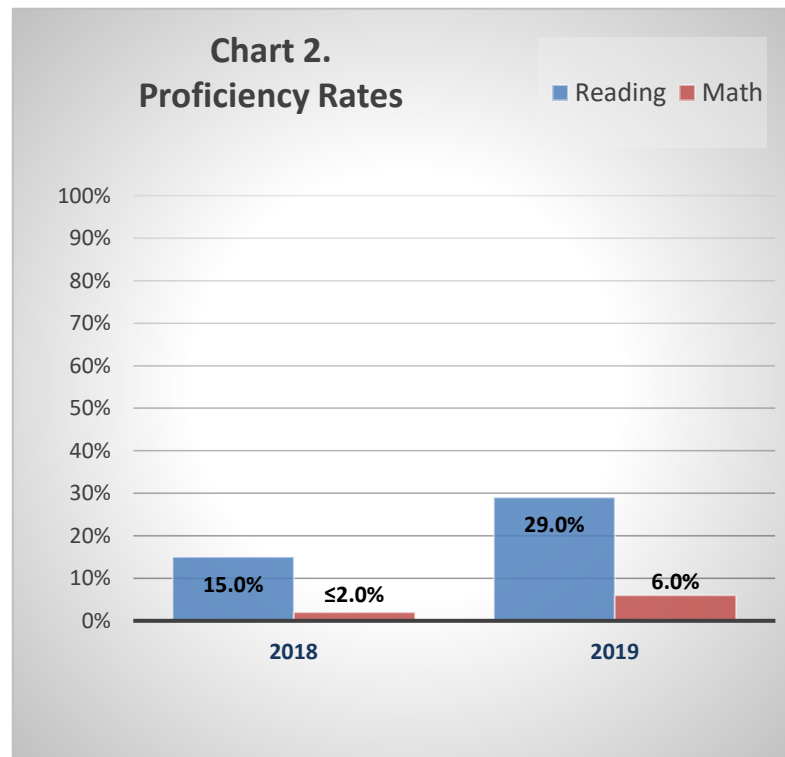
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are "on track" to achieve English Proficiency in their fifth year after being identified as an EL.

**Chart 3.
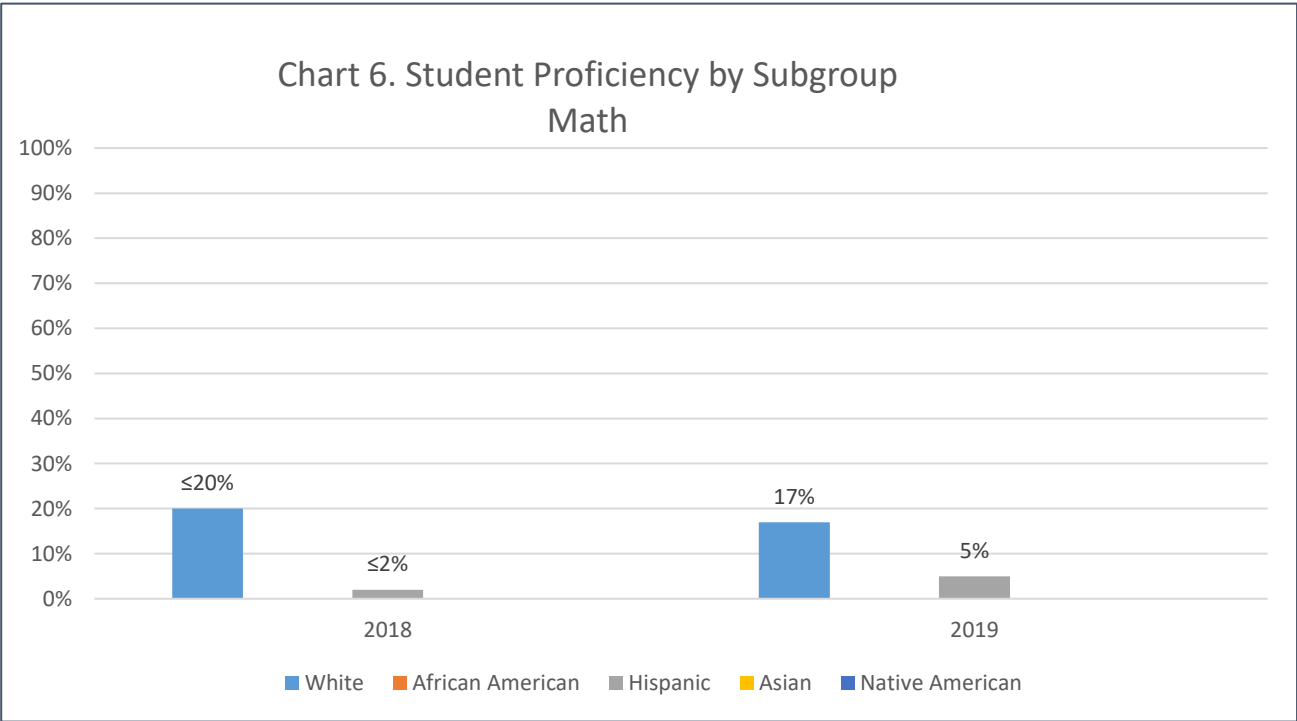English Learner Progess
Toward Proficiency**

43.0%
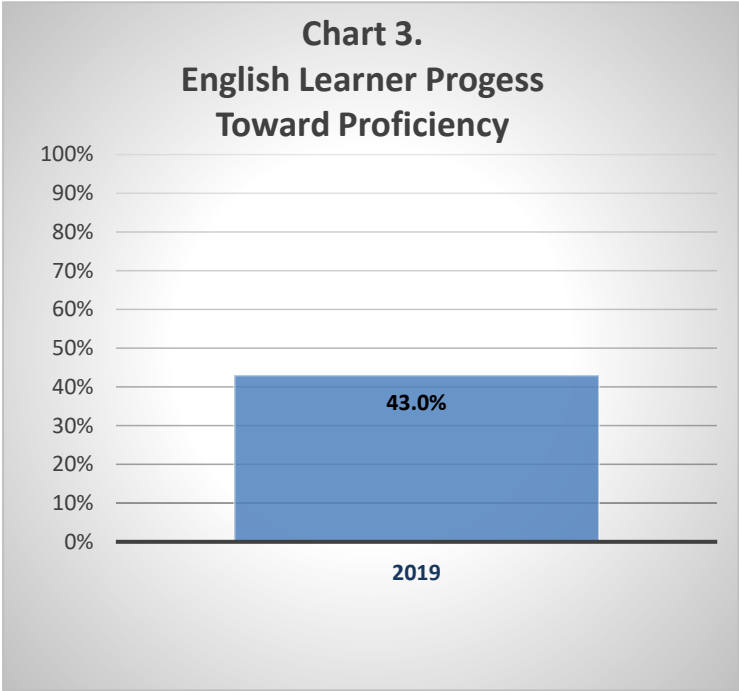
2019

Science Proficiency:. This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.

**Chart 4.
Proficiency Rate - Science**

15%

2019

Race/Ethnicity Subgroups - Proficiency in Reading

Chart 5. Student Proficiency by Subgroup
Reading

Year	White	Hispanic
2018	≤20%	15%
2019	17%	31%

■ White ■ African American ■ Hispanic ■ Asian ■ Native American

Race/Ethnicity Subgroups - Proficiency in Math

Chart 6. Student Proficiency by Subgroup
Math

Year	White	Hispanic
2018	≤20%	≤2%
2019	17%	5%

■ White ■ African American ■ Hispanic ■ Asian ■ Native American

Other Subgroups - Proficiency in Reading

Chart 7. Student Proficiency by Subgroup
Reading

Overall: 2018 15%, 2019 29%
Economically Disadvantaged: 2018 15%, 2019 29%
Students with Disabilities: 2018 20%, 2019 20%
English Learner: 2018 19%

Legend: ■ Overall ■ Economically Disadvantaged ■ Students with Disabilities ■ English Learner

Other Subgroups - Proficiency in Math

Chart 8. Student Proficiency by Subgroup
Math

Overall: 2018 ≤2%, 2019 6%
Economically Disadvantaged: 2018 ≤2%, 2019 6%
Students with Disabilities: 2018 ≤20%, 2019 11%
English Learner: 2018 ≤10%

Legend: ■ Overall ■ Economically Disadvantaged ■ Students with Disabilities ■ English Learner
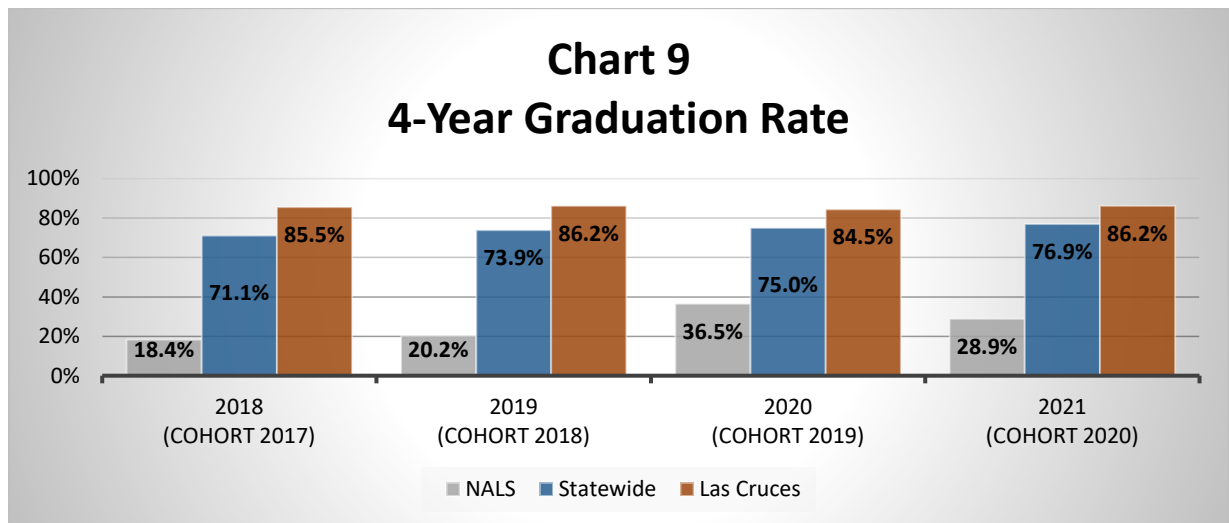
High School Graduation Rates for the 4-year cohort
Please note that the data reported each year is for the prior year's cohort of students.

Chart 9
4-Year Graduation Rate

| Year	NALS	Statewide	Las Cruces
2018 (COHORT 2017)	18.4%	71.1%	85.5%
2019 (COHORT 2018)	20.2%	73.9%	86.2%
2020 (COHORT 2019)	36.5%	75.0%	84.5%
2021 (COHORT 2020)	28.9%	76.9%	86.2%

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 benchmark[1]. 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 14a illustrates the total *College and Career Readiness* (CCR) points earned during FY18. In subsequent years, (FY19 onward) PED began presenting *Participation* and *Success* separately. The separated data is given in charts 14b and 14c.

Chart 10a
College & Career Readiness Points
(Statewide Benchmark = 9.0 Points)

2018	
NALS	5.15
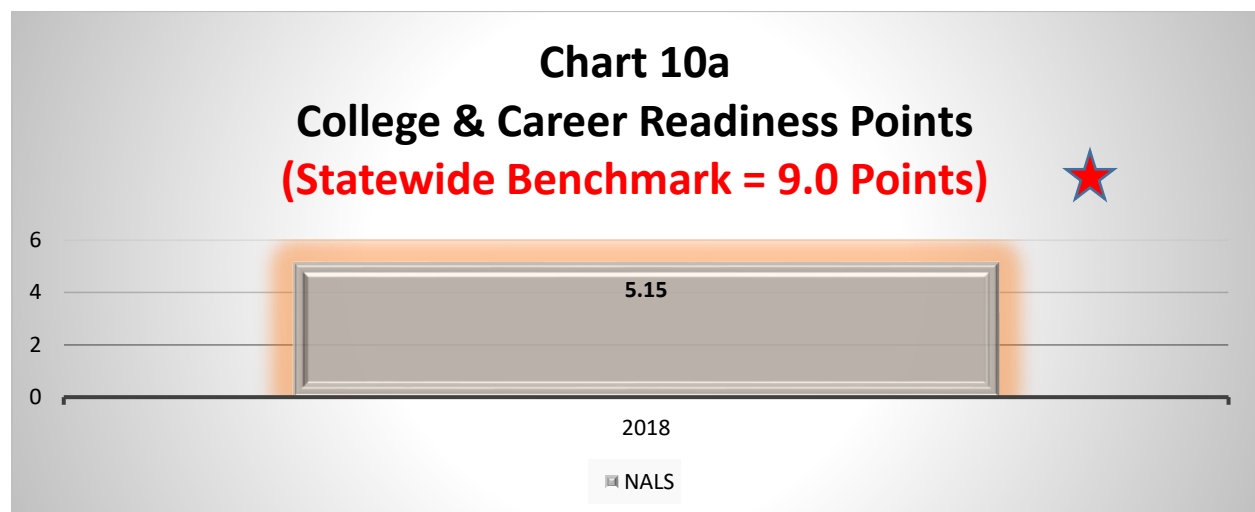
[1] "*New Mexico Vistas Technical Guide*" document for 2019 at:
https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19.pdf

College & Career Participation: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on the whether students participated in such activities.

Chart 10b
College & Career Participation
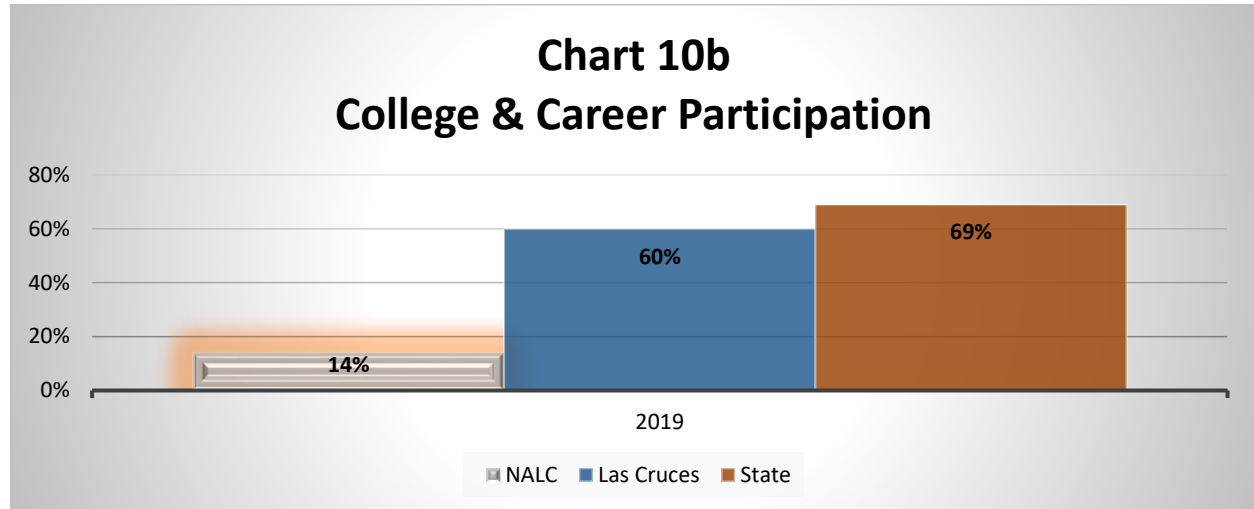
College & Career Success: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on student success in these activities (as opposed to participation in these activities).

The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort.

Chart 10c
College & Career Success
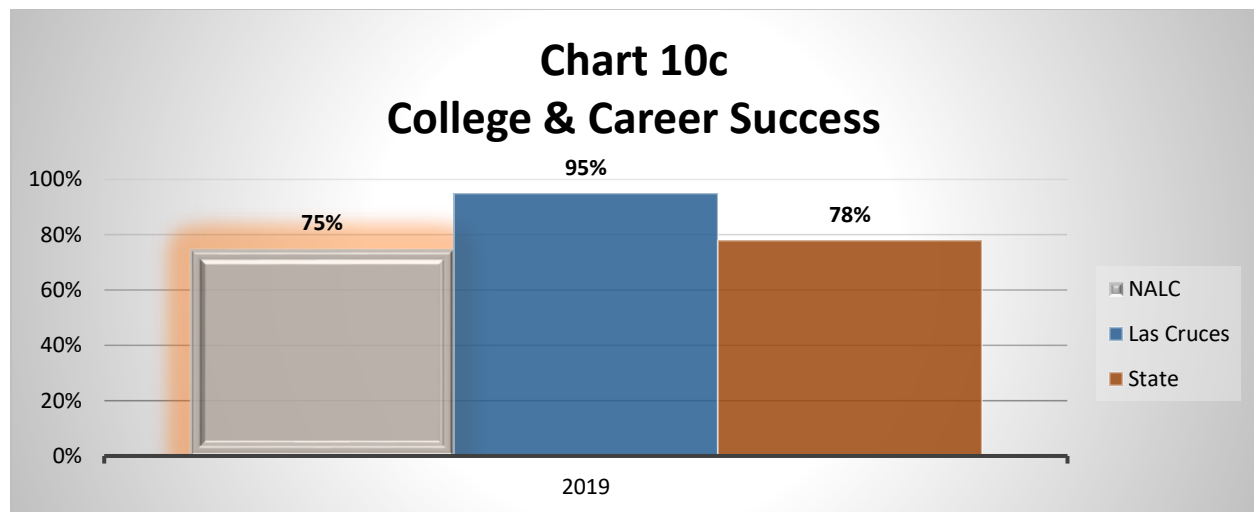
1b. Specific Charter Goals

This section includes analysis of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals / Mission Goals

Students will improve their performance from the fall to spring by at least one level on the National Career Readiness Certificate. If a student is not eligible for a certificate at the beginning of the year, they will be eligible for at least a Bronze Certificate at the end of the year. If a student is eligible for a certificate at the beginning of the year, they will be eligible for a higher level certificate at the end of the year.

A. Students will be included in the data set if:

    1. They are enrolled on or before the 15th of September;

    2. They are classified as seniors on the 40th day; and

    3. They are still enrolled at the end of May.

The school will provide list of enrollment data from the school's student information system (SIS), which will be verified by comparing to STARS data that identifies all students classified as seniors on the 40th day, those students' enrollment dates, and those students' withdrawal dates— if applicable. The school must highlight the students who do not meet the eligibility criteria to be included in the data set. These student's cumulative files are subject to auditing to verify they are being properly excluded from the data set.

B. All students who are eligible to be included in the data set will be administered the WorkKeys assessment early in the fall and late in the spring.

C. At both assessment administrations, the school will measure and track—by student—eligibility for a National Career Readiness Certificate and the level of the certificate for which each student is eligible. The school will provide this tracker as documentation when reporting their data; this tracker will also be supported by additional backup data that comes directly from ACT.

D. Up to 5% of the students in the data set may be excluded from the spring administration without penalty if the students earned at least a bronze certificate during the fall administration.

E. The school will calculate the percentage of students in the data set who improved by at least one level on the National Career Readiness Certificate assessments (increased level of certificate eligibility) from the fall to the spring assessment administration. (Number of students who improved certificate eligibility/Total number of students in data set)

Figure 2. Progress towards Charter Specific Goals.[2]

|	Goal 1
2018	Not Reviewed
2019	Unable to Review due to COVID

Due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020 or 2021.

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[2] Charter Specific Goals are referred to as "*Mission-Specific Indicators*" or "*Performance Indicators*" in the school's contract and performance framework.

1c. 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.

Attendance Rate (The statewide target is 95% or better.)

Chart 11. Attendance Rates
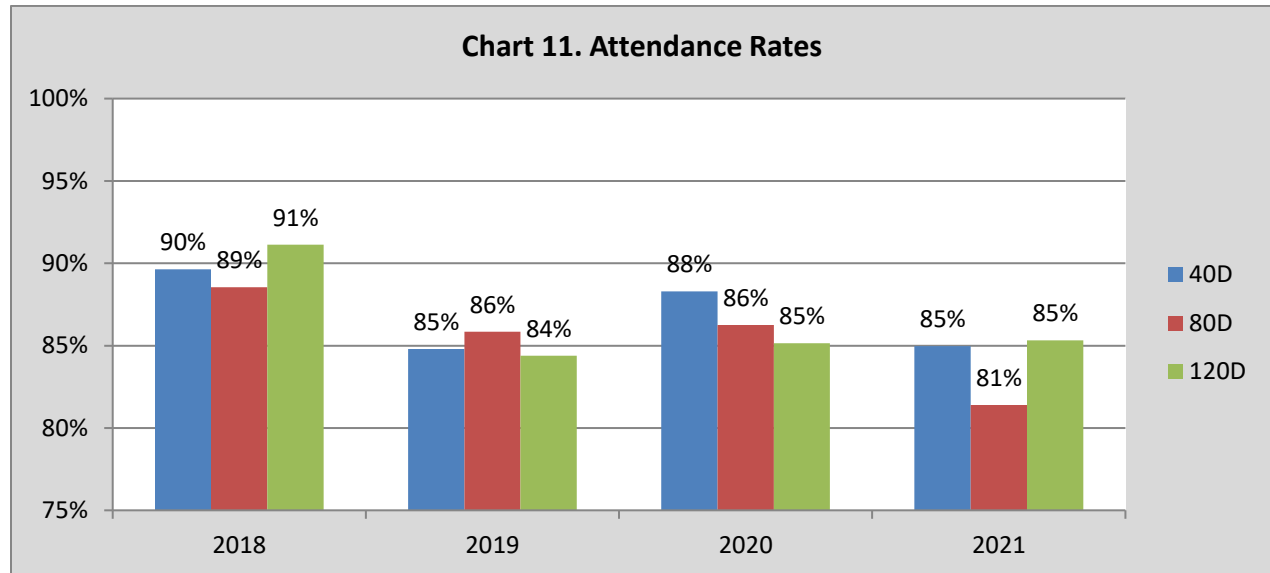
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary
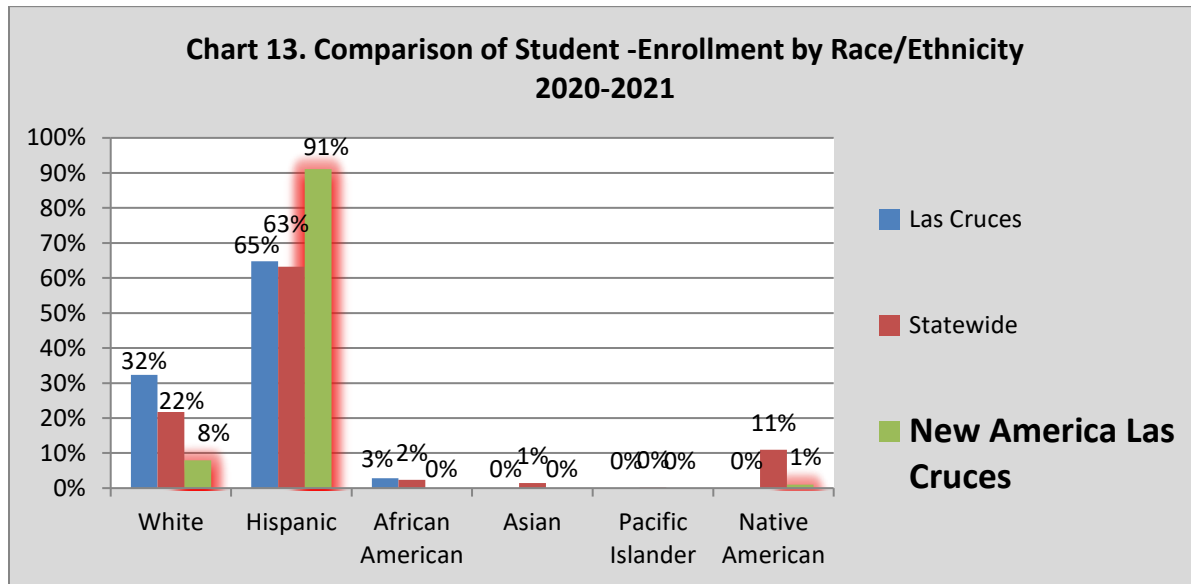
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).
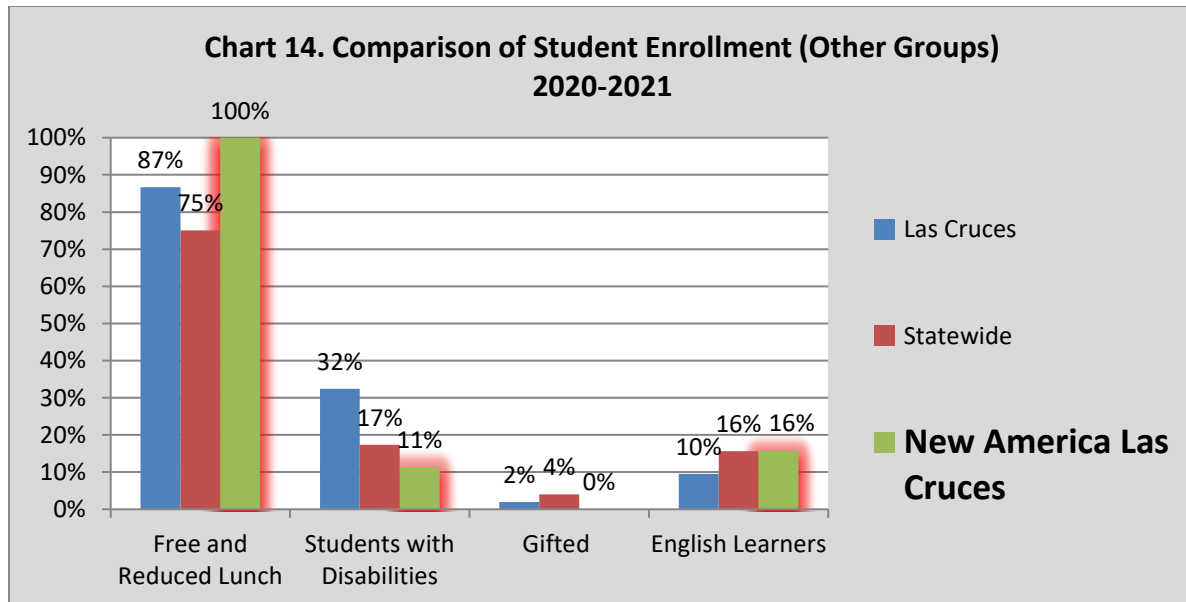
Chart 12. Student Membership -
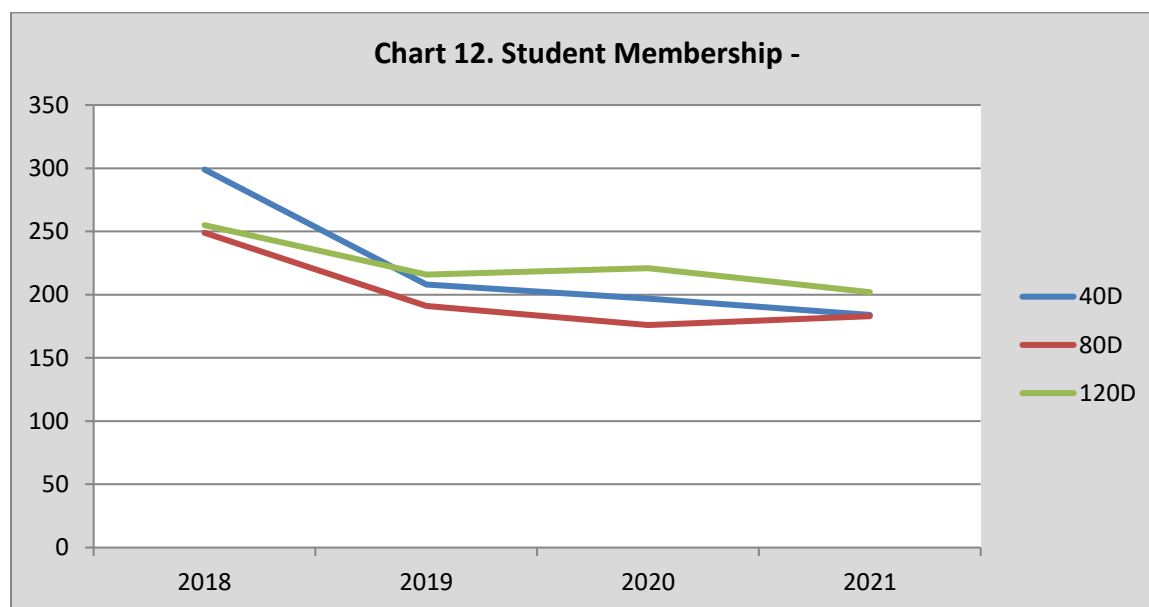
Source: STARS →District and Location Reports → General Reports → Enrollment by district by location by grade

Enrollment by Race/Ethnicity

Chart 13. Comparison of Student -Enrollment by Race/Ethnicity 2020-2021

Las Cruces / Statewide / **New America Las Cruces**

Race/Ethnicity	Las Cruces	Statewide	New America Las Cruces
White	32%	22%	8%
Hispanic	65%	63%	91%
African American	3%	2%	0%
Asian	0%	1%	0%
Pacific Islander	0%	0%	0%
Native American	0%	11%	1%

Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

Chart 14. Comparison of Student Enrollment (Other Groups) 2020-2021

Las Cruces / Statewide / **New America Las Cruces**

| Subgroup	Las Cruces	Statewide	New America Las Cruces
Free and Reduced Lunch	87%	75%	100%
Students with Disabilities	32%	17%	11%
Gifted	2%	4%	0%
English Learners	10%	16%	16%

Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

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

Below, in Chart 23, the PED has calculated <u>within-year retention rates</u> 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 the student's control are removed from the data set.

Chart 15. Percentage of Students Remaining Enrolled Within the School Year

	2018	2019	2020
		62%	69%
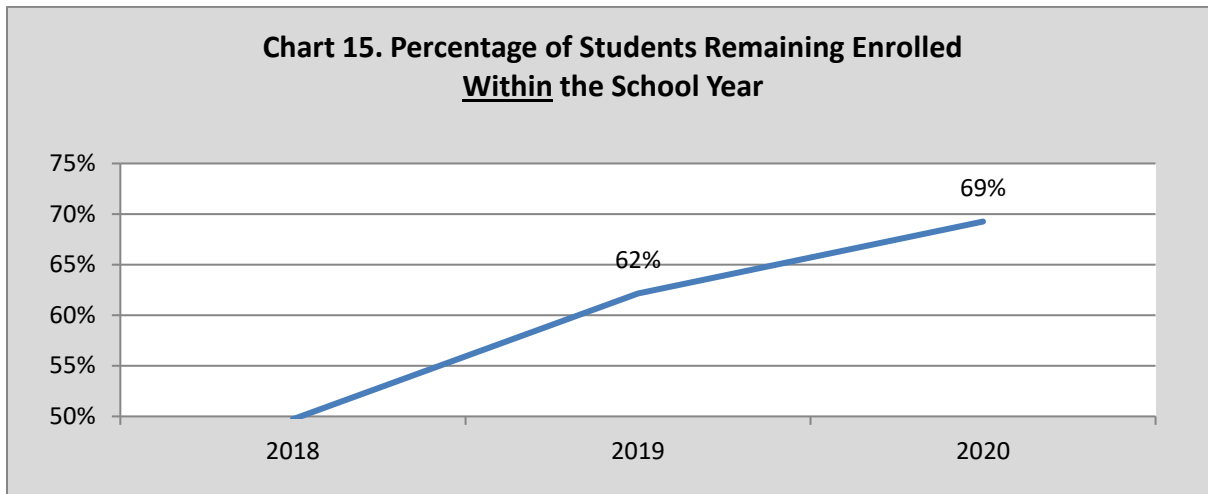
Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate <u>recurrent enrollment</u> 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 student's control are removed from the data set.

Chart 16. Percentage of Students Remaining Enrolled Between School Years

|	2019	2020	2021
	71%	79%	85%
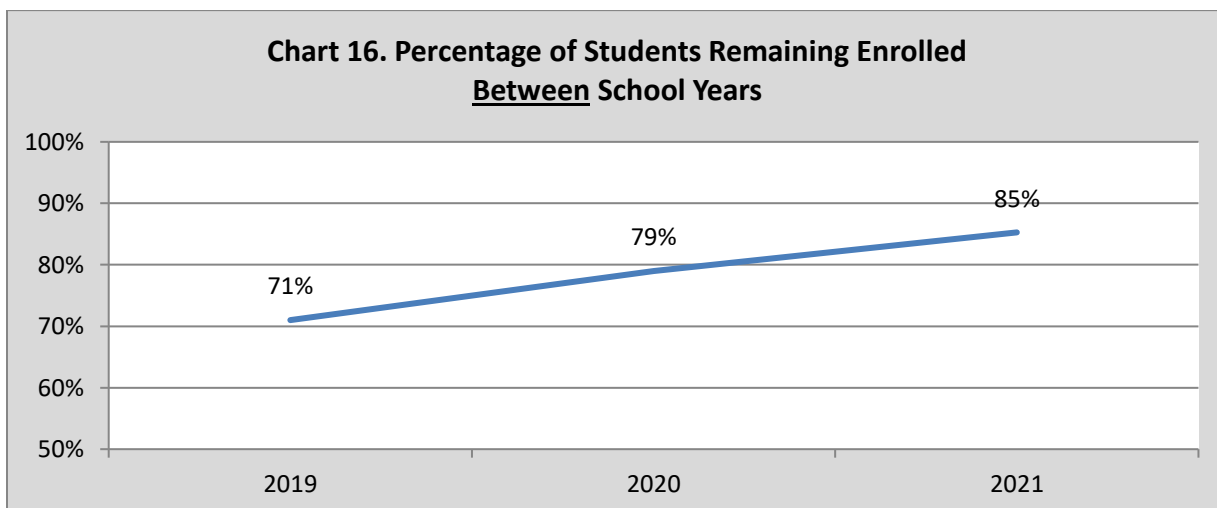
Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers 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 2017-2018 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.

Chart 17. Teacher Retention Rate
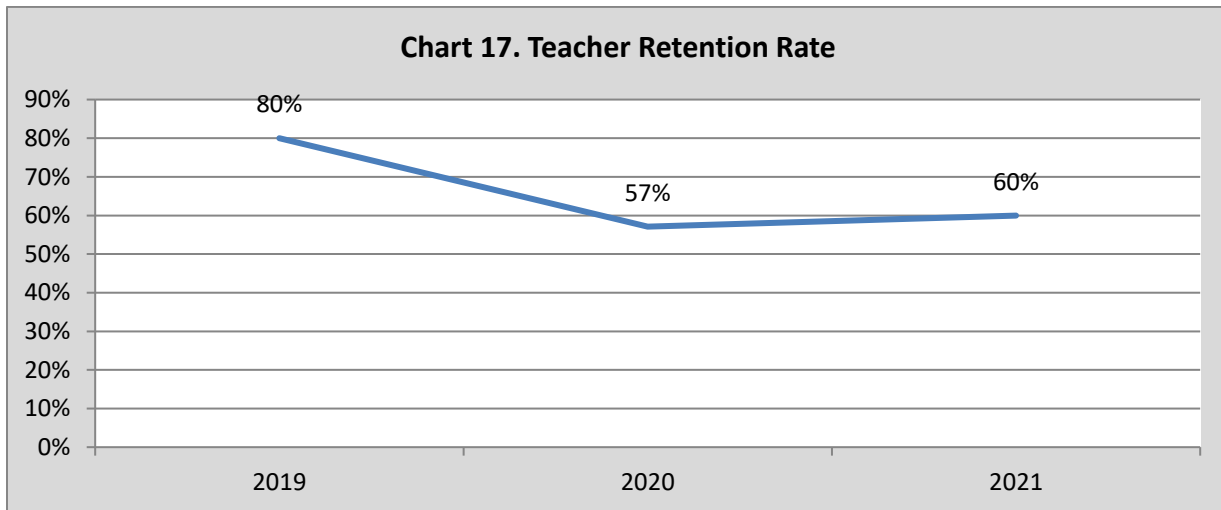
Source: STARS →State Reports → Staff Reports →Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY20	2	2	0
FY19	4	0	0
FY18	1	0	0

Summary of Most Recent Fiscal Report

In FY20, the school received the following audit finding:

2020-001 (Previously 2018-001) Internal Controls over Cash Receipts (Other Noncompliance)
Condition/Context: During our testing over cash receipts, we identified 1 out of 8 receipt packets in which the transaction of $454.60 was not deposited within 24 hours of receipt. Further review the collections related to a February student fundraiser that were not provided to the school business office for deposit until May.

Management's Response: The school does have proper procedures and controls in place for cash receipts and deposits. The superintendent and assistant business manager sent an email to all staff who may sponsor an event or handle any type of school funds to emphasize the importance of the procedures and processes needed for any and all deposits.

2020-002 (Previously 2019-003) Purchasing (Other Noncompliance)
Condition/Context: During our testing over general cash disbursements and credit card testing we identified the following:

- 1 out of 34 cash disbursements, which had a purchase order created subsequent to the purchases being made, totaling approximately $165.
- During review of credit card purchases totaling $6.844, it was identified that purchase orders are created subsequent to the purchases being made as it is prepared once the credit card statement is received. Purchase requisitions and approval should still be required prior to the purchase, along with independent review of the supporting reconciling items to the credit card statement.

Management's Response: The school does have policies and procedures for purchasing that do require requisition approval before purchases can be made. These have been re-emphasized to all staff by the superintendent. The assistant business manager will also make sure there is the appropriate requisition in place before the p-card can be checked out or used.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

i. Each classroom has essential parts to each lesson which are reflected in teacher lesson plans. A warm-up or question to trigger prior knowledge, guided instruction, student practice or application, and exit. Within each lesson, students are required to SWRL: speak, write, read, and listen.
ii. The school implements best practices for second language learners (e.g., WIDA).
iii. NAS-LC offers tutoring on Fridays for all interested students. iv. Students over the age of 18 have the opportunity to attend NAS-LC classes after the traditional school day.
iv. All full-time teachers annually receive professional development to support vocabulary and content objectives.

3b. Organizational Performance Framework

New America School - Las Cruces	2017-2018	2018-2019	2019-2020	2020-2021
Category I. Academic Performance Framework				
Indicator 1 Components of School Accountability System	Meets (or Exceeds) Standard	Working to Meet		Unable to Review - COVID
Indicator 2 Subgroup Performance	Not Applicable	Working to Meet		Unable to Review - COVID
Indicator 3 Mission Specific Goals	Not Applicable	Working to Meet		Unable to Review - COVID
Financial Performance Framework				
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Not Applicable
Category II. Organizational Performance Framework				
Indicator 1a Educational Program: mission and educational program of approved charter application	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 1b Educational Program: state assessment requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Unable to Review - COVID
Indicator 4a Students & Employees: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
Included in Indicator 4b	Working to Meet Standard			
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Included in Indicator 3c	Meets (or Exceeds) Standard			...
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5d School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
OTHER				
School specific conditions in the Charter Contract, if any				
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan		Not Applicable	Not Applicable	Unable to Review - COVID
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings		Working to Meet Standard	Does Not Meet Standard	Does Not Meet Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibly		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management		Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		Not Applicable	Not Applicable	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements		Working to Meet Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements		Not Applicable	Meets (or Exceeds) Standard	ASSURANCES

3c. Governing Body Performance

The school has five (5) members serving on their Governing Body. The board participates in PCSNM's coaching program with Kelly Callahan.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Board Member Name	Position	Training Hours Completed	Training Hours Required
Susie Kimble	President	11.5	8
Oscar Juarez		11.5	8
Jennifer Garcia Kozlowski		14.5	8
Martha Valdez	Secretary	11.5	8
Fernando Macias	Vice President	11.5	8

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.