

# **PECOS CYBER ACADEMY CHARTER RENEWAL APPLICATION**

Submitted to

**PUBLIC EDUCATION COMMISSION**

October 1, 2021

**Pecos Cyber Academy Board of Education**

Kyla Anderson, President

Vivian Cullen, Vice President

Denise Smythe, Secretary/Treasurer

Jennifer Sears, Member

Brandy Tillian, Member

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



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SECRETARY DESIGNATE

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GOVERNOR

## Part A: Preliminary Data Report and Current Charter Contract Terms

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# Pecos Cyber Academy

**School Address: 1503 West Pierce St. Carlsbad, NM 88220**

**Head Administrator: Dr. Kim Hite-Pope**

**Board President: Kyla Anderson**

**Business Manager: Gloria Lopez**

**Authorized Grade Levels: K-12**

### **Mission:**

**The mission of Pecos Cyber Academy is to create a personalized, student-centered approach to learning. This approach unites online learning with New Mexico-certified teachers resulting in scholastic and personal success for students statewide.**

### **Updated Mission Statement SY2021-2022:**

**The mission of Pecos Cyber Academy is to empower all students to embrace learning, achieve their personal best and build their emotional, social, and physical well-being through a quality virtual learning community.**

## ● 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.

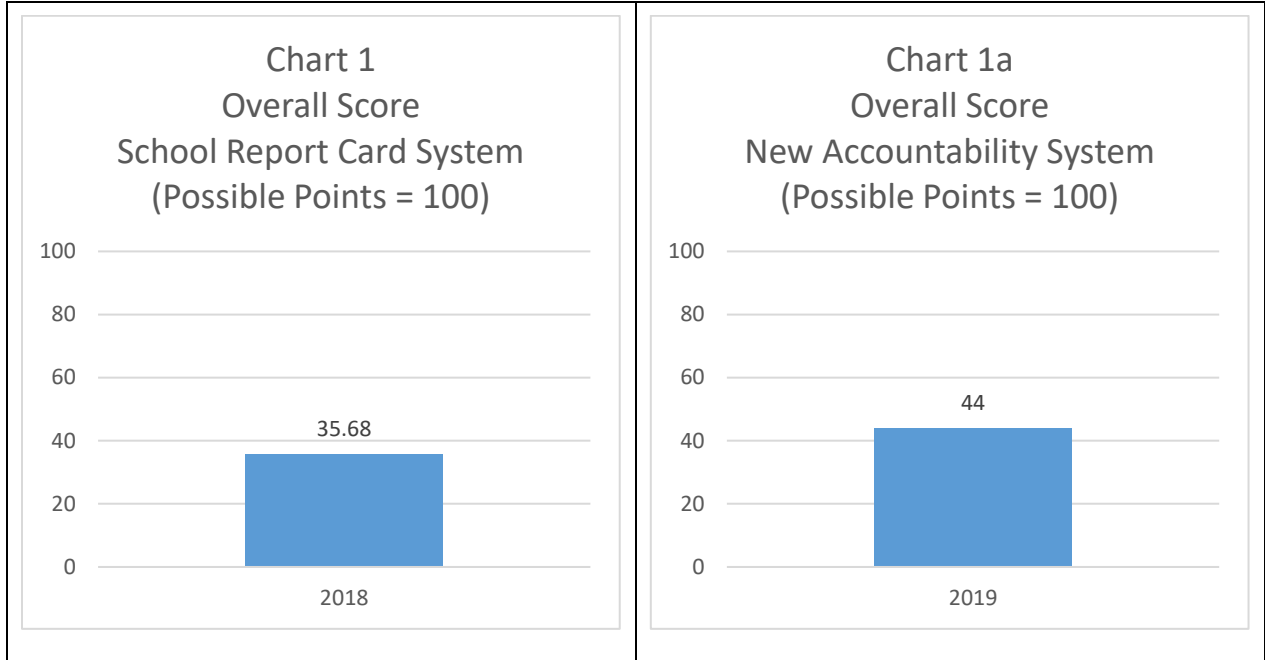
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.** The framework for the New Mexico's system of school support and accountability recognizes that school performance should be 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 years 2017-2018 (under the A-F Grading System) with data 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.

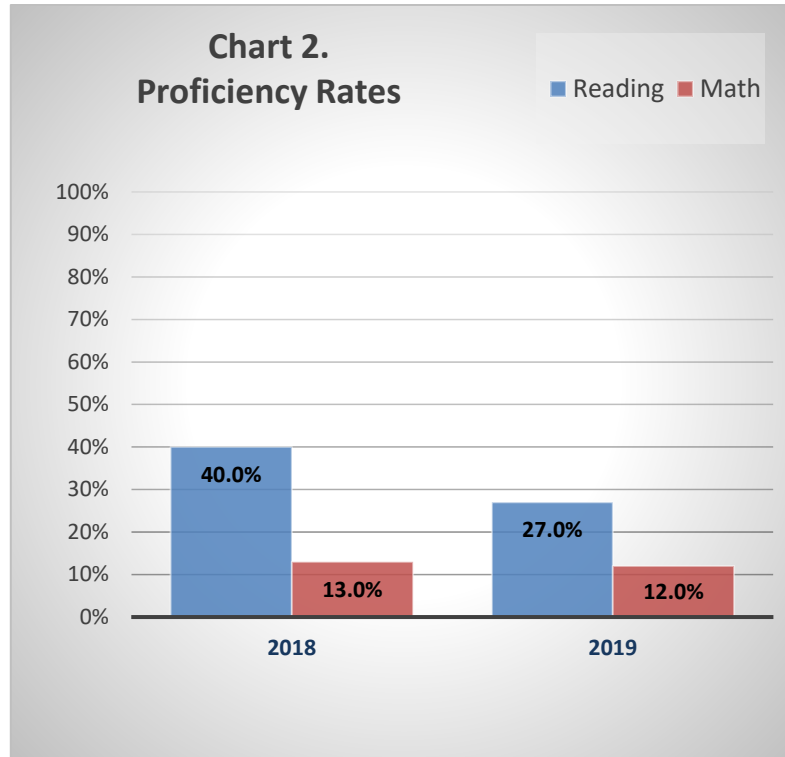
### 1a. Department's Standards of Excellence

**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).

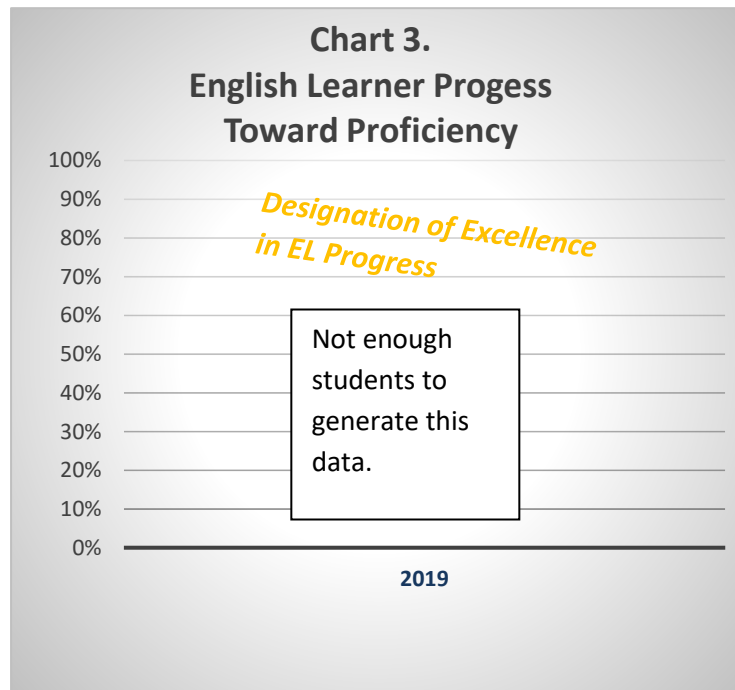


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).

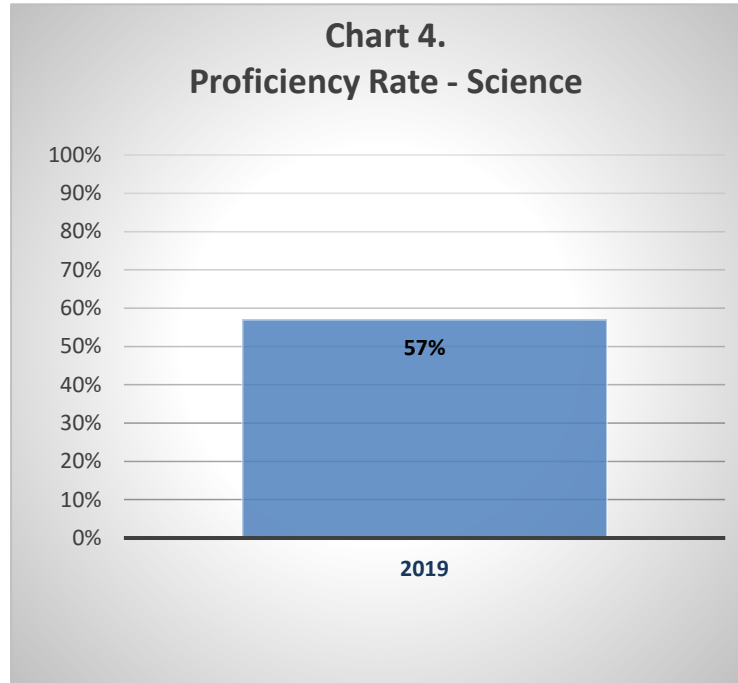




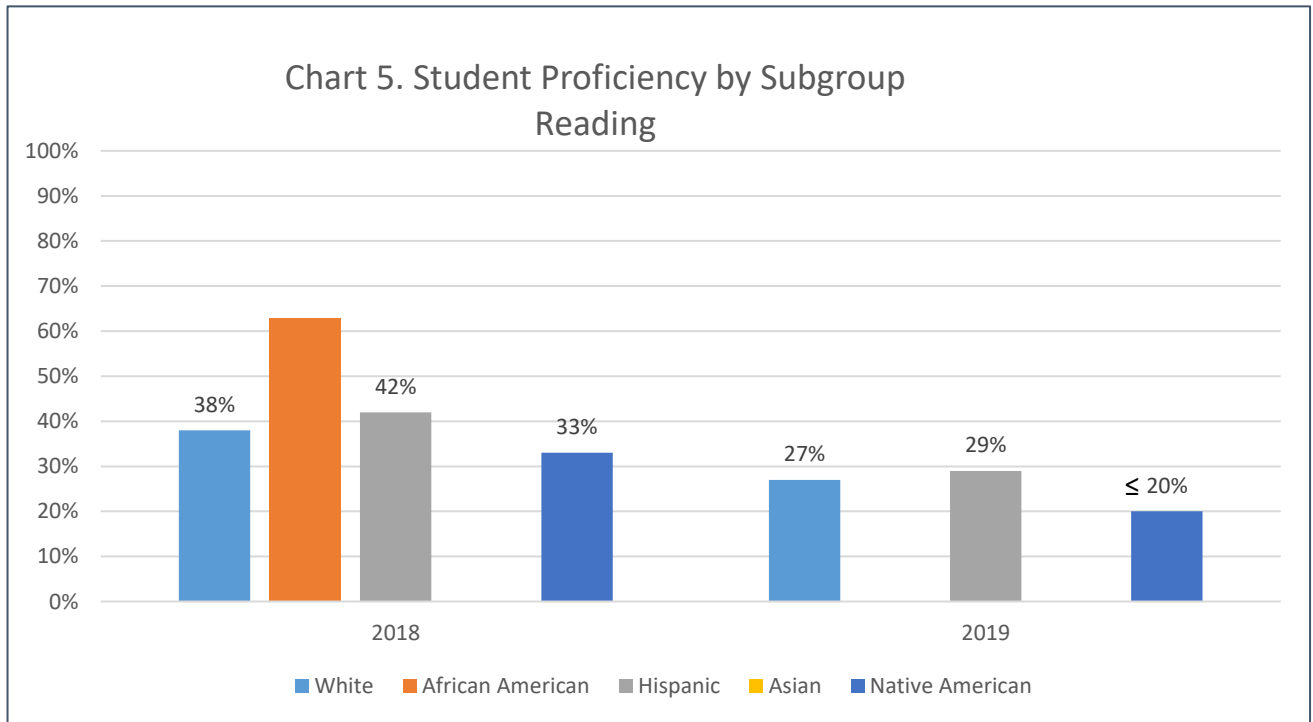
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



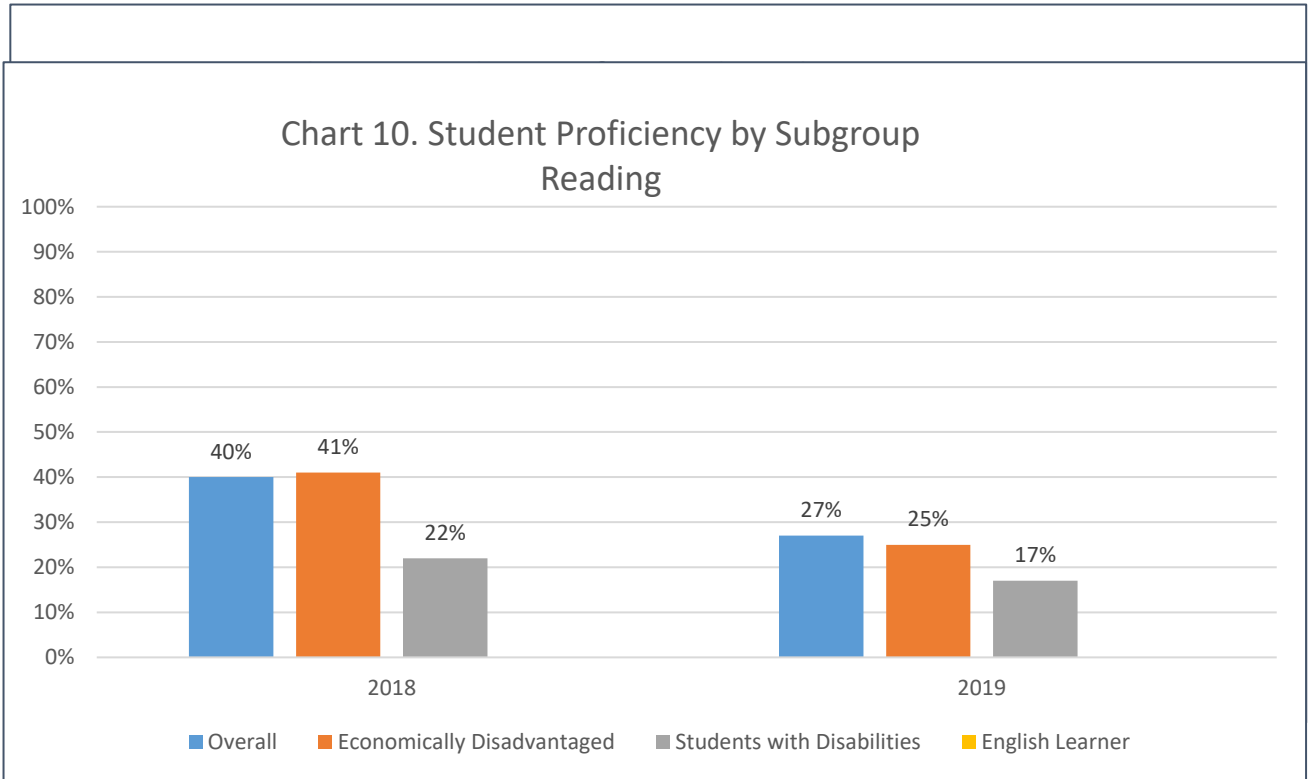
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Race/Ethnicity Subgroups - Proficiency in Reading**

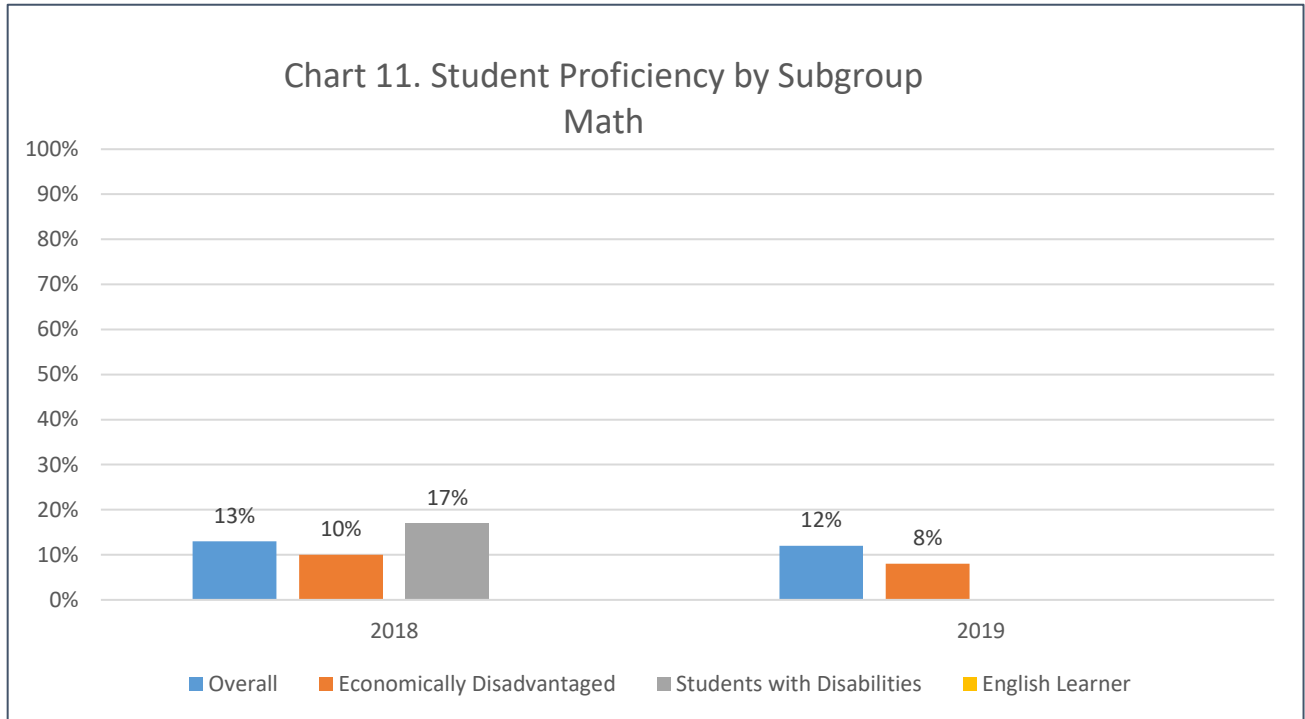


### ***Race/Ethnicity Subgroups - Proficiency in Math***



### ***Other Subgroups - Proficiency in Reading***

### Other Subgroups - Proficiency in Math



#### 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

*The school has been District Authorized.*

*Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>*

	<b>Goal 1</b>	<b>Goal 2</b>
<b>2018</b>	N/A	N/A
<b>2019</b>	N/A	N/A

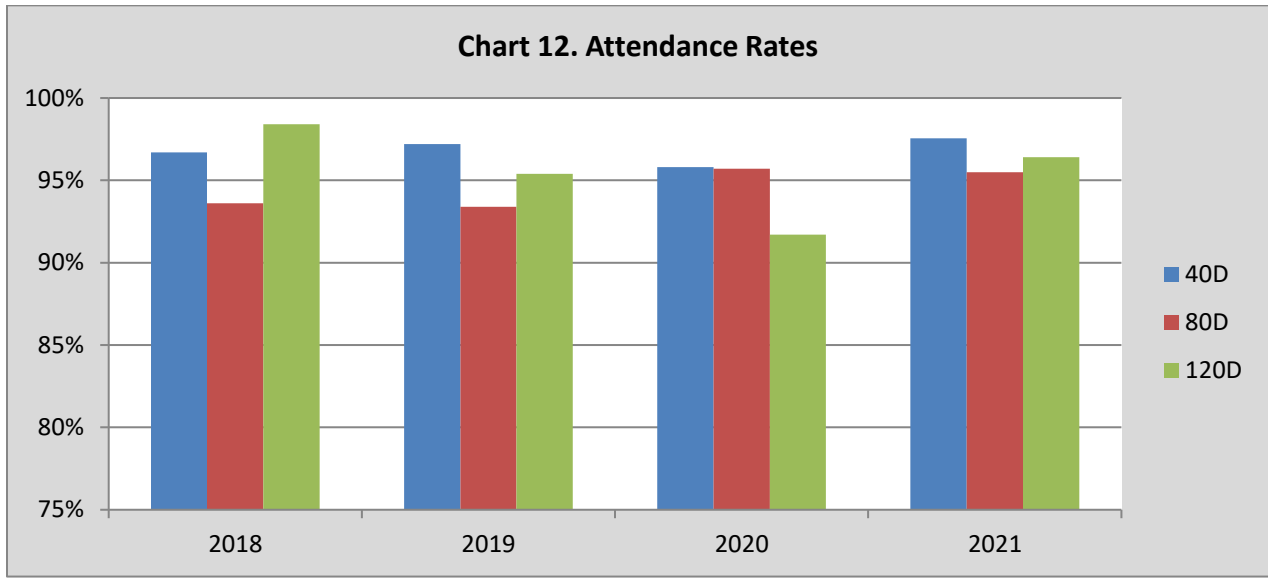
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<sup>1</sup> Charter Specific Goals are referred to as “*Mission-Specific Indicators*” or “*Performance Indicators*” in the school’s contract and performance framework.

### 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.

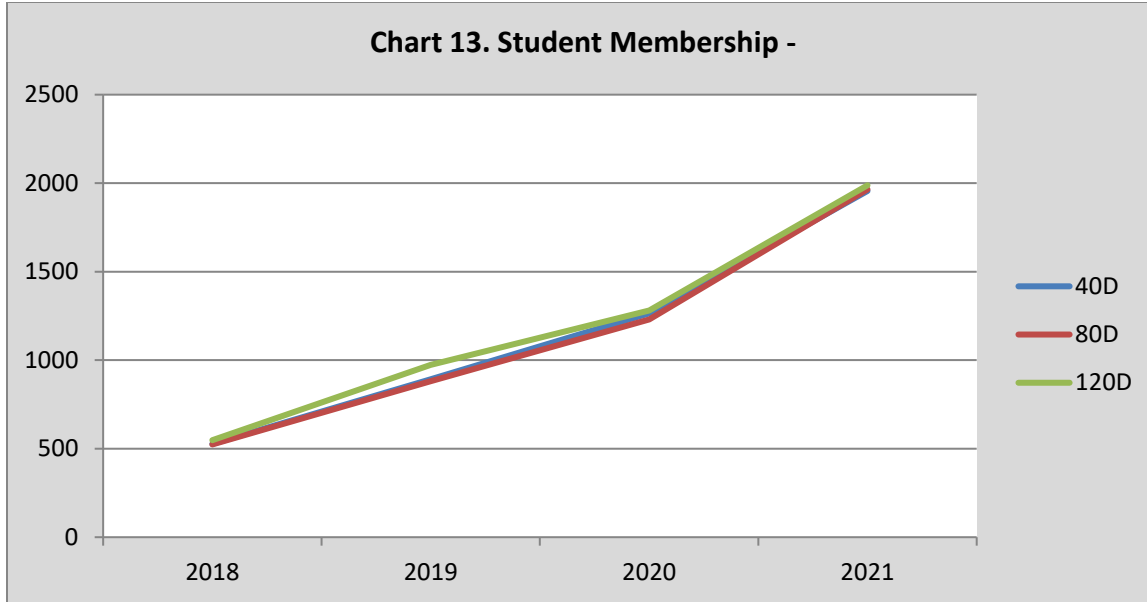
#### ***Attendance Rate (The statewide target is 95% or better.)***



Source: STARS District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary

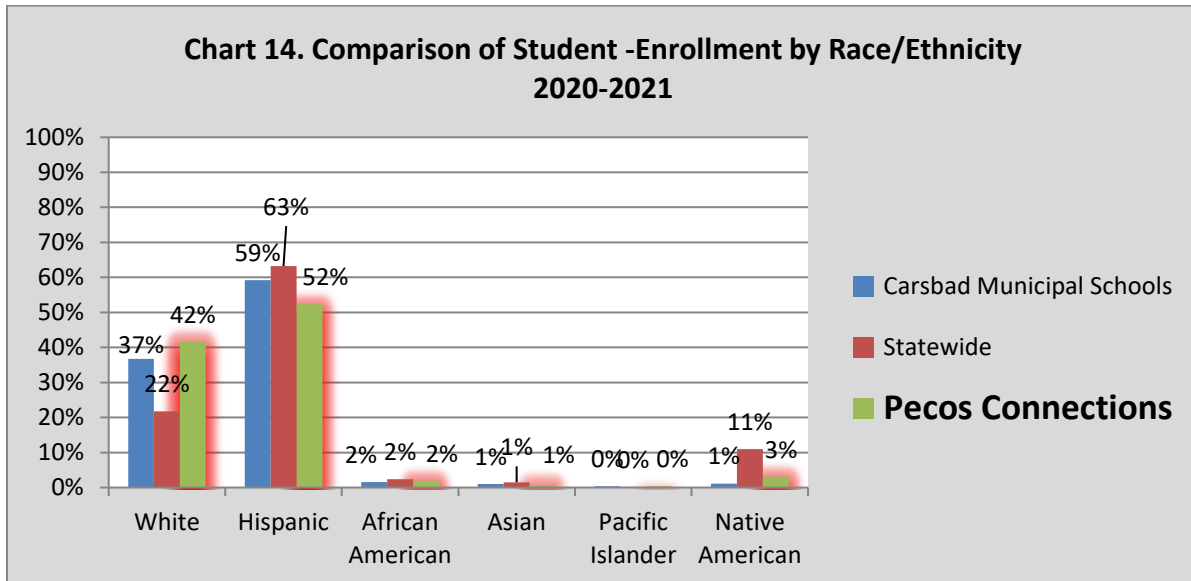
#### ***Student Membership (Enrollment)***

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).



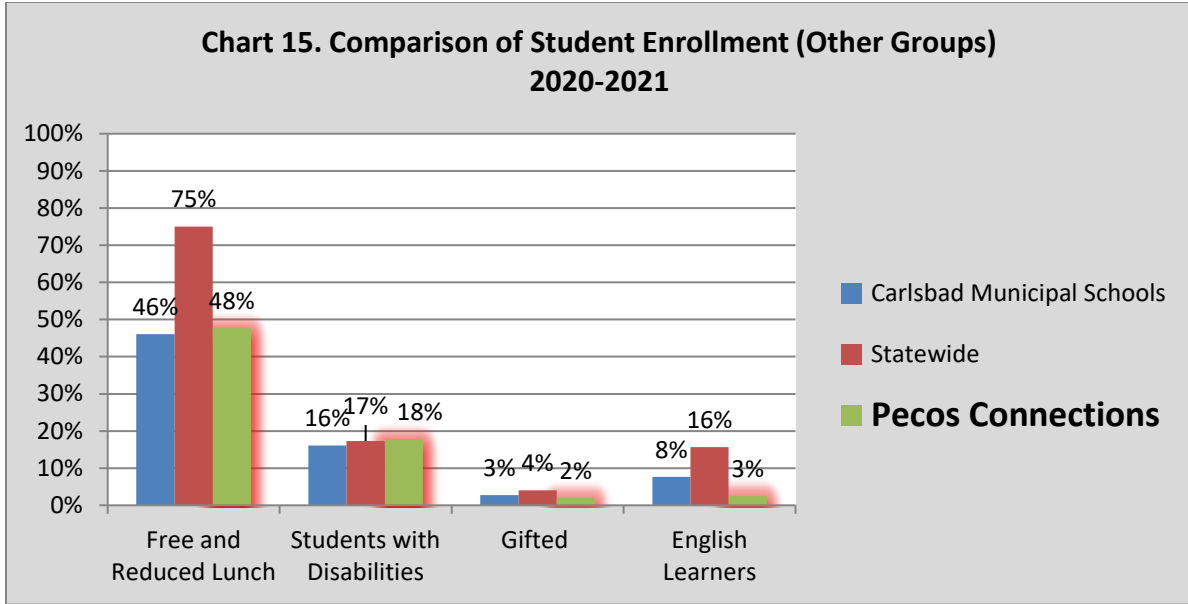
Source: STARS District and Location Reports General Reports Enrollment by district by location by grade

### Enrollment by Race/Ethnicity



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

### Enrollment by Other Subgroups



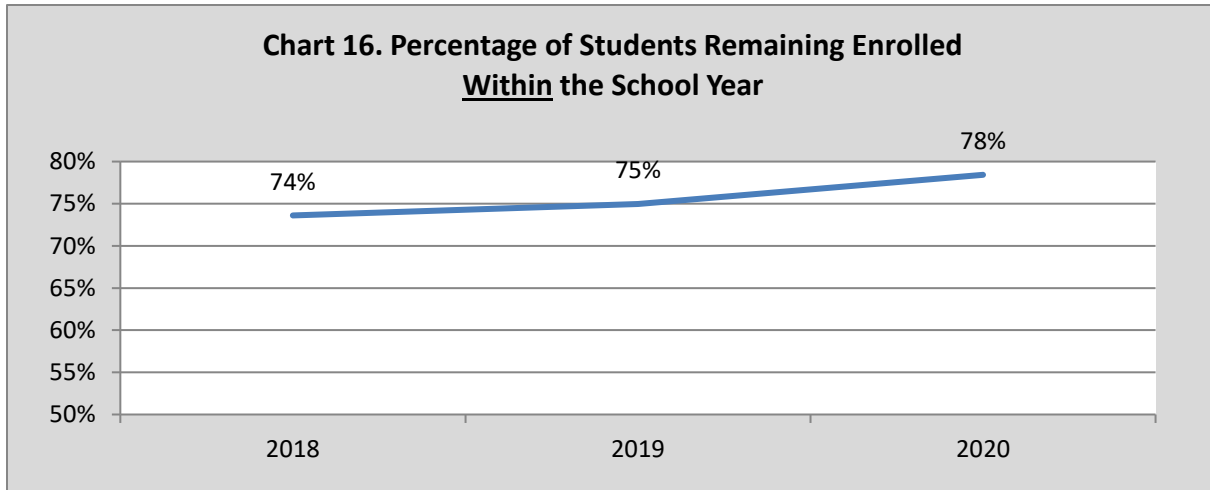
Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages



### ***Retention and Recurring Enrollment***

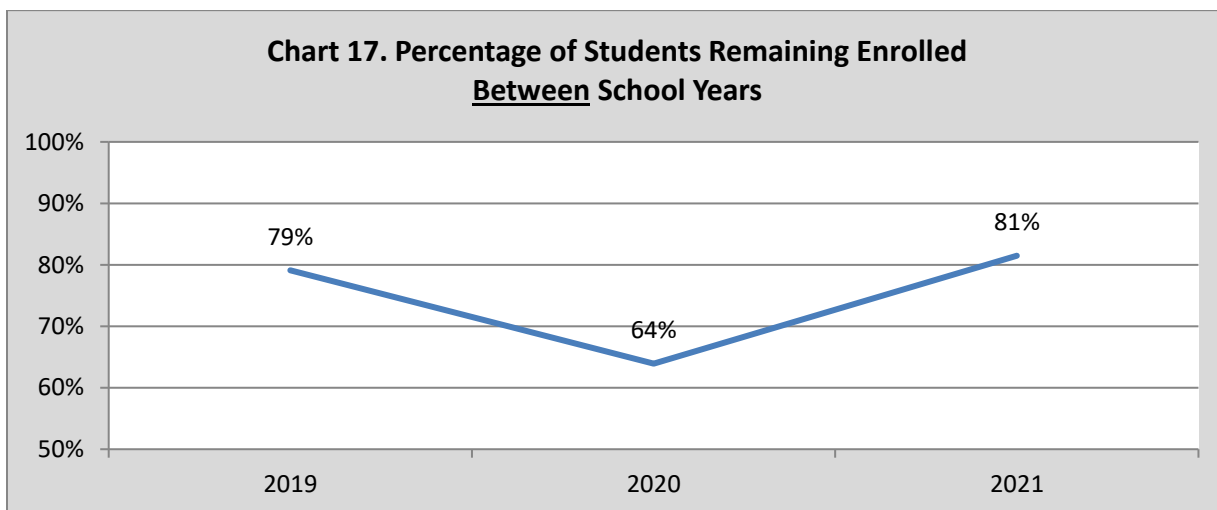
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 16, 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 the student’s control are removed from the data set.



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 re enroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

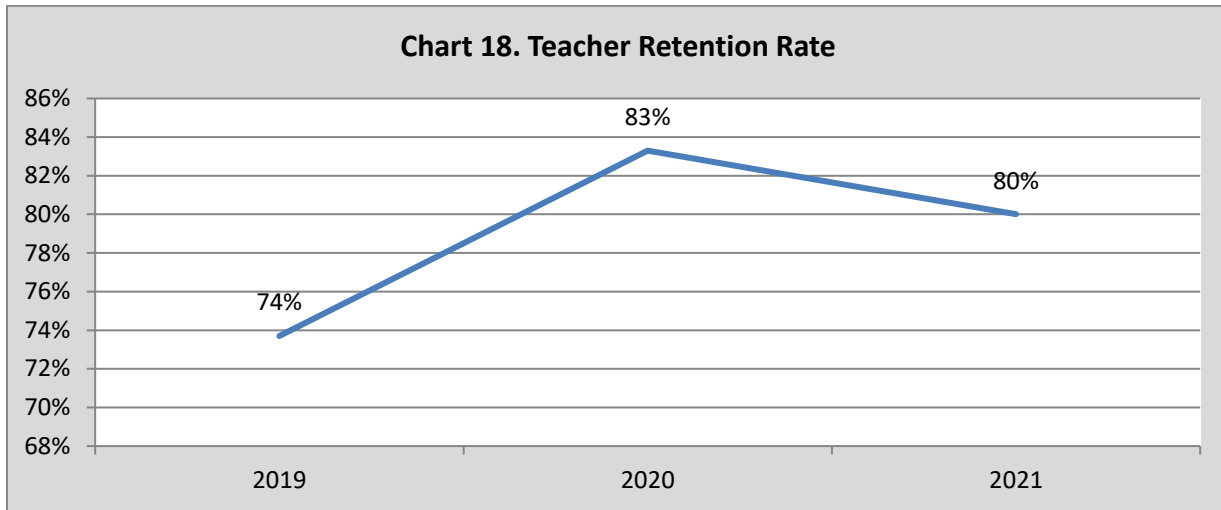


Source: STARS District and Location Reports Options for Parents Charter School Enrollment Report

### 1d. Teacher Retention Rate

Chart 18 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.



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

● **SECTION 2. FINANCIAL COMPLIANCE**

**2a. Audits**

*Figure 3. Fiscal compliance over the term of contract.*

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
<b>FY20</b>			
<b>FY19</b>	<b>2</b>	<b>2</b>	
<b>FY18</b>	<b>2</b>	<b>2</b>	

***Summary of Most Recent Fiscal Report***

In FY20, the school received the following audit finding:

**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**

Pecos Connections Academy will be a virtual school serving students statewide with plans to partner with Connections Academy of New Mexico, LLC. The instructional model and pedagogy that will be fundamental to School's educational program and delivery of educational services to its student population is available only through, and is unique and proprietary to Connections Academy of New Mexico, LLC.

### **3b. Organizational Performance Framework**

This school has been district authorized.

### 3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

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
Kyla Anderson	President	8	8
Vivian Cullen	Secretary	12	10
Brandy Tillian		10	10
Danielle Johnston		12	10
Jennifer Sears		10	10

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

## Appendices and Attachments

Appendix Number	File Naming Convention	Contents	Attached (Check if Yes)
A1	Appendix_A1_Pecos	Academic Data	<input checked="" type="checkbox"/>
A2.1	Appendix_A2.1_Pecos	Literacy	<input checked="" type="checkbox"/>
A2.3	Appendix_A2.3_Pecos	Reading	<input checked="" type="checkbox"/>
A2.6	Appendix_A2.6_Pecos	Parental Involvement	<input checked="" type="checkbox"/>
A2.7	Appendix_A2.7_Pecos	Personalized Learning	<input checked="" type="checkbox"/>
A2.8	Appendix_A2.8_Pecos	Math	<input checked="" type="checkbox"/>
A2.9	Appendix_A2.9_Pecos	Attendance	<input checked="" type="checkbox"/>
B	<i>Non-Applicable</i>	Complaint Communications	<input type="checkbox"/>
C	Appendix_C_Pecos	Employee Petitions	<input checked="" type="checkbox"/>
D	Appendix_D_Pecos	Household Petitions	<input checked="" type="checkbox"/>
E1	Appendix_E1_Pecos	E-Occupancy	<input checked="" type="checkbox"/>
E2	Appendix_E2_Pecos	NMCI score from PSFA	<input checked="" type="checkbox"/>
E3	Appendix_E3_Pecos	Lease Agreement	<input checked="" type="checkbox"/>
E4	Appendix_E4_Pecos	Facility Master Plan	<input checked="" type="checkbox"/>
E5	<i>Non-Applicable</i>	Facility Assurances Certificate	<input type="checkbox"/>
F	Appendix_F_Pecos	Letters of Support	<input checked="" type="checkbox"/>
G	Appendix_G_Pecos	Student Handbook	<input checked="" type="checkbox"/>
H	Appendix_H_Pecos	Employee Handbook	<input checked="" type="checkbox"/>
I	Appendix_I_Pecos	Special Education Handbook	<input checked="" type="checkbox"/>
J	Appendix_J_Pecos	Board Meeting Minutes	<input checked="" type="checkbox"/>

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K	Appendix_K_Pecos	COVID Safe Plan	<input checked="" type="checkbox"/>
L	Appendix_L_Pecos	Course Offerings	<input checked="" type="checkbox"/>
M	Appendix_M_Pecos	Master Schedule	<input checked="" type="checkbox"/>
N	Appendix_N_Pecos	Sample Teacher Schedule	<input checked="" type="checkbox"/>



## Additional Information

Additional Information	File Naming Convention	Attached (Check if Yes)
910B5	910B5_Pecos	<input checked="" type="checkbox"/>
Annual Report	Annual Report_Pecos	<input checked="" type="checkbox"/>
Audit Report	Audit Report_Pecos	<input checked="" type="checkbox"/>
Cash Report	Cash Report_Pecos	<input checked="" type="checkbox"/>
Charter Contract	Charter Contract_Pecos	<input checked="" type="checkbox"/>
Corrective Action Plan	Corrective Action Plan_Pecos	<input checked="" type="checkbox"/>
Improvement Plan	Improvement Plan_Pecos	<input checked="" type="checkbox"/>
Performance Framework	Performance Framework_Pecos	<input checked="" type="checkbox"/>
Site Visit Document	Site Visit Documents_Pecos	<input checked="" type="checkbox"/>
Special Education Maintenance of Effort	Special Education MoE_Pecos	<input checked="" type="checkbox"/>
STARS Membership	STARS Membership_Pecos	<input checked="" type="checkbox"/>