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**Charter Schools Division
2021-22 Preliminary Renewal Analysis
November 1, 2022**

School Name: Cottonwood Classical Preparatory School (CCPS)

School Address: 7801 Jefferson St. NE, Albuquerque, NM 87109

Head Administrator: John Binnert (Executive Director)

Governing Board Chair: Rathi Casey

Business Manager: Michael Vigil

Authorized Grade Levels: 6-12

Authorized Enrollment: 800

Current Enrollment: 744

Current Authorizer: Albuquerque Public Schools

Contract Term: 2018-2023

Mission: To develop skillful, knowledgeable, compassionate, balanced, and internationally minded lifelong learners who are inspired to improve themselves and shape a more peaceful world. To provide a publicly funded, inclusive, and rigorous education whereby the skills of inquiry, critical thinking, clear communication, independence, responsibility and open mindedness are fostered through the use of the International Baccalaureate curriculum and utilizing Paideia methodologies. To develop students and graduate scholars who are prepared to thrive in colleges and universities of the world and to become exemplary leaders in their regional, national, and global communities.

Educational Program of School as written in the contract:

In the contract between CCPS and Albuquerque Public Schools (APS) the following terms were approved in the contract:

The Parties agree that the following are the “Material Terms” of the approved Charter:

- Paideia model of instruction
- International Baccalaureate Diploma Programme offered
- Average class size will be lower than state requirement
- Required service opportunities built into each grade level
- Graduation requirements will exceed the state’s
- Students will be promoted based on academic proficiency
- An Advisory Program will be provided
- Meet or exceed the state’s required instructional hours
- Will be on a 5-day week
- Will provide students with a two-week break in each semester
- IB teachers will receive at a minimum category 1 training
- CCPS will ask families to provide volunteer services to the school
- Staff will receive 3-weeks of professional development time built into their contracts

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract.
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.
- (3) failed to meet generally accepted standards of fiscal management.
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Renewal Application

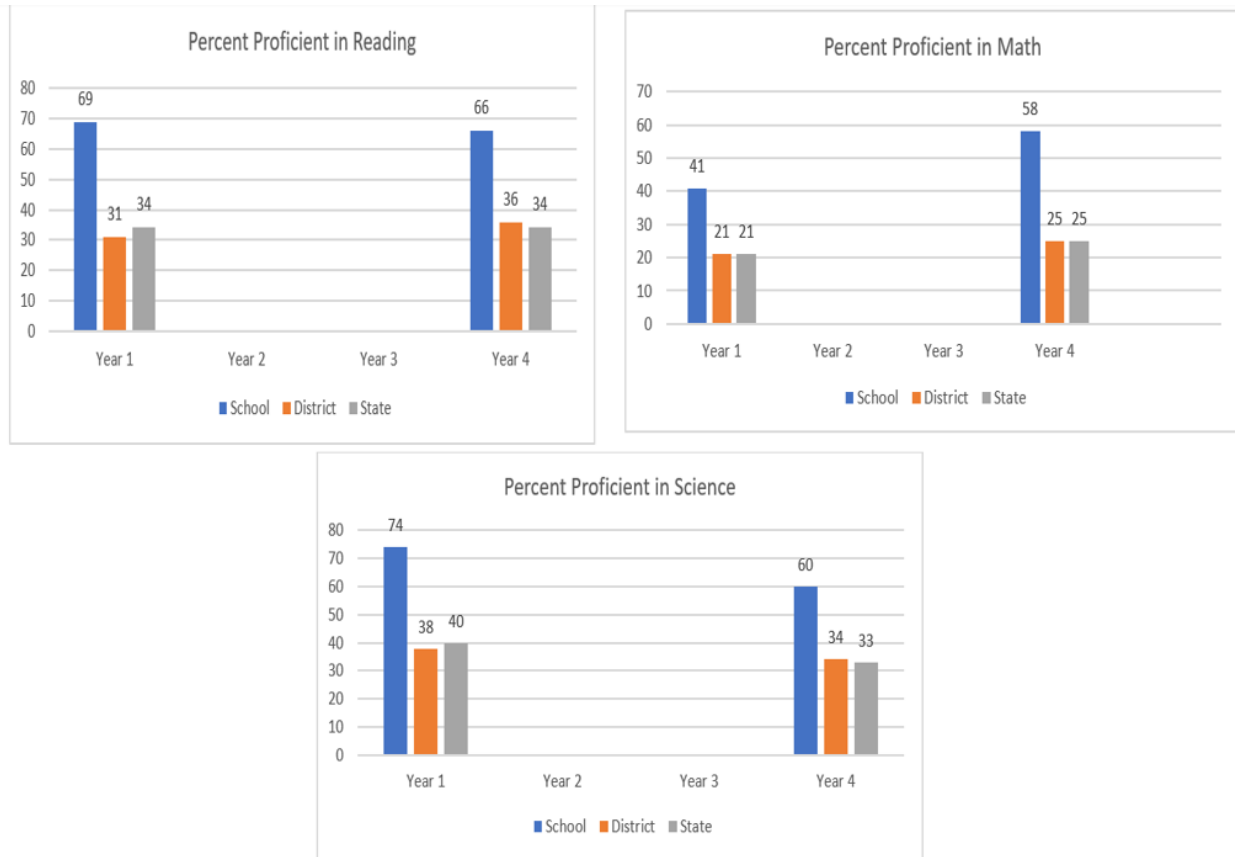
Part A of the Renewal Application is provided by the Charter Schools Division (CSD). All other parts of the application are provided by the school.

Part B: Progress Report

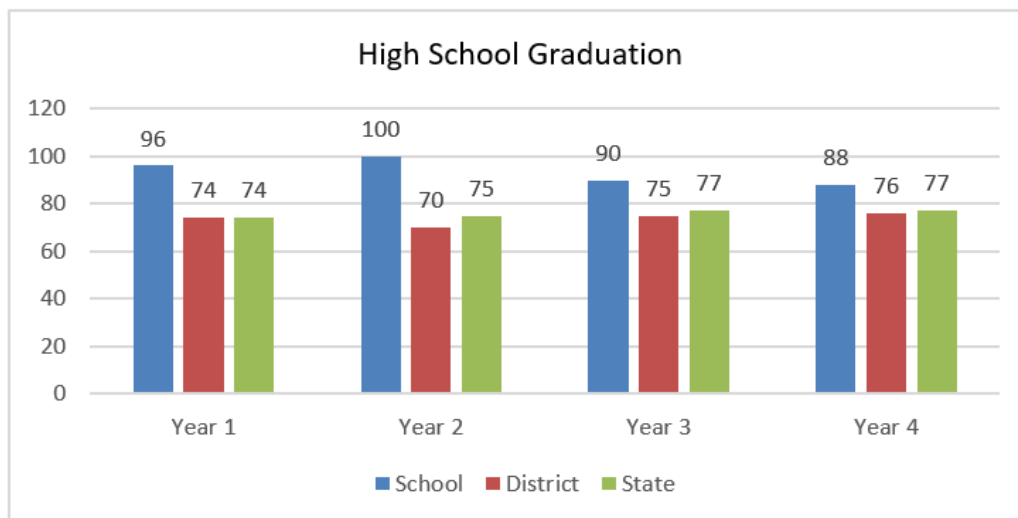
The school’s narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress, or Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2022 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Meets the Standards
1.b. Mission-Specific Goals	N/A
Organizational Performance	Rating
2.a. Educational Program	Demonstrates Substantial Progress
2.b. Financial Compliance	Demonstrates Substantial Progress
2.c. Governance Responsibilities	Meets the Standards
2.d. Equity and Identity	Demonstrates Substantial Progress
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	N/A

1.a. Student Outcomes



Cottonwood Classical Preparatory school has a demonstrated record of meeting the department's standards of excellence in terms of student proficiency and growth. The school provides evidence in the renewal application that during the years where state testing was not available, the school continued to conduct internal interim NWEA assessments for math and reading that demonstrates student academic performance. The use of interim data to inform instruction was confirmed at the renewal site visit.



The school consistently outperforms both the district and the state in graduation rates.

Given the 2022 spring interim assessment data provided by the school in Part B of their renewal application, over half of the students in grades 6-12 have scored in the 61st percentile or above on the language usage, reading, and math NWEA/MAP exams.

The school's state-level proficiency scores are above the district and state averages for all years of the contract term where data is available. Their renewal application also includes student pass-rate percentages for the International Baccalaureate exams administered to 11th and 12th - grade students as a part of the schools Diploma Programme (DP). In 2022, CCPS students outperformed the world average for IB math exams scores, and as of 2018, CCPS students have outperformed the world average for Literature, 4 of 5 years of the school's contract term.

There is evidence that leaders and staff are deeply committed to student success. The renewal application addresses a wide variety of support tools available for students who need additional help. The school provides a robust after-school tutoring program using ELTP funds, has started a heritage language track for native Spanish-speaking students, as well as for students who transfer from a bilingual school student; the school also has a strong SEL focus and provides both academic and non-academic counseling for students in need.

The school has noticed that they tend to lose 30% of their incoming 9th-grade students to alternative high schools in the area and that in terms subgroup demographics, the school needs to make a more concerted effort to attract students with disabilities, those who are economically disadvantaged, and those with EL designations, because their percentages are well below the district and state average.

2.a. Educational Program

There is observable evidence as well as documentation to verify that the Educational Program, as delineated in the contract, is being implemented with fidelity. Notably, the specific educational programmatic terms of the contract were lauded by staff, students, and parents as the most innovative and unique components of the school.

The school's mission and educational program were evident across classrooms and stakeholder groups. The Paideia method of instruction was observed during renewal visit classroom observations, where, in some cases students were leading a very thoughtful discussion about a report they had read. Student teacher ratios, especially in the high school classes were lower, allowing for more individualized attention and support.

Across stakeholder groups, the community at CCPS feels as though students are learning to become global citizens through the school's continuous exploration of global perspectives that is entrenched in the IB model, and therefore, across curriculum. CCPS provides 16-hours of Paideia methodology training to teachers over the summer, as well as a wide variety of IB related training that takes place internally. During the teacher focus groups, they stated that the Paideia methodology helps to support "all students" because it utilizes multiple modalities. Teachers stated that they felt supported by administration and that they were given the tools to grow as professionals.

Throughout classrooms and focus groups, it was clear that students are taught IB principals, which help them to develop a keen ability to reflect, connect, and articulate their experiences. Teachers and leadership states that the skills cultivated by students at CCPS have helped

several students get into the BA/MD program at UNM. All stakeholder groups expressed that there's a strong and supportive community of teachers, parents, and students.

However, regarding special education, staff expressed that in order to help the school's increasingly diverse student population, they need to more special education support. The school is using less of an inclusion model and more of a "pull out" model given the lack of staff to support a full inclusion model. The school would need more special education staff, and specialized-EA support, to best support students with specific learning needs. While the school does a tremendous job with the resources they have, teachers at CCPS struggle to figure out how to meet the needs of all students while maintaining high standards with limited staff.

2.b. Financial Compliance

Cottonwood Classical Preparatory School received a total of six audit findings in the last three reporting periods; five were categorized as non-compliance, one was a material weakness finding under the school's foundation. None of the findings were repeated.

Over the past four years, the school has consistently prioritized spending in the classroom, spending an average of 79% of operational expenses in instruction and support, and only 6% of FTEs in FY22 were grant funded.

Student enrollment is healthy and steady showing a 5% increase since FY19. School leaders have conservatively projected no more than a 5% increase over the next two years.

Cash balances have doubled in every year of their current contract term but have projected a decrease this final year. The school has two separate buildings on the same campus. Both are under lease purchase arrangements and according to their current authorizer, shared intentions to earmark some of their cash balance for construction.

2.c. Governance Responsibilities

The governing board at CCPS has completed all required board hours over the term of their contract with APS.

2.d. Equity and Identity

The renewal application describes various methods of ensuring a commitment to equity and identity, most notably, the school has a student-led equity council, who creates roughly 85% of the agenda for the school's formal equity council. CCPS also has a Black student union, natural helpers club, social action club, student government, GSA safe zone, national honor society, student council; there are representatives from each entity on the student-led equity council. The school has also contracted with Dr. Hollie to fulfill NMPED's CLR component. Eleven staff members at CCPS have also attended Dr. Hollie's institute, which has helped the school to develop more inclusive dress-code and hair policies for students. The school is committed to NMPED's "score card," to ensure that academic texts are culturally relevant and inclusive. The school has expressed in Part B of their application that they are committed to attracting a more diverse population of students to their school.

CCPS has received “no complaints determined to be valid” regarding: the school’s lottery, admission, and enrollment practices, discipline hearings and practices, students’ privacy, civil rights, constitutional rights, the McKinney Vento Act and students in the foster care system. The school’s lottery application consists of five questions families must answer; the application is then randomized through the Power School platform, which is what generates the selection and process.

To comply with the Martinez-Yazzie mandate to provide culturally and linguistically relevant (CLR) instruction and to support and validate students’ cultures, identities, and sense of belonging, the school is required to submit a CLR Readiness Assessment, Inventory, and Framework for implementation of CLR objectives. The school has not yet submitted its Readiness Assessment, the first of these documents required.

2.f. Other Performance Framework Indicators

CCPS is in good standing for all the years outlined in their contract with APS. The school also received high marks on their 2022 IB World Schools Department evaluation report.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	Submitted as Required