



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](http://www.ped.state.nm.us)

KURT STEINHAUS, ED.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

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

**School Name:** Horizon Academy West

**School Address:** 3021 Todos Santos NW, Albuquerque, NM 87120

**Head Administrator:** Carissa Cantrell

**Governing Board Chair:** Storm Gonzales

**Business Manager:** Alice Chavez

**Authorized Grade Levels:** PreK-5

**Authorized Enrollment:** 500

**2021-22 End of Year Enrollment:** 367 K-5, 36 Pre-K

**Contract Term:** 2018-2023

**Mission:** Horizon Academy West has committed to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects and learn to think- critically and creatively.

**Educational Program as written in the contract:**

Every student participates in a daily 90-minute reading block at their reading level with both whole group and small group instruction. Students are evaluated several times a year for placement at their level using the schools short cycle assessment. Between evaluations, teachers identify students who are outpacing their group or struggling and have students moved at the teachers' discretion to a group with a commensurate skill set. In addition to whole group instruction, every student participates in small group instruction for math; students move to a higher level as they become proficient at their initial placement. The use of technology and equipment is integrated into classroom strategies to improve levels of

achievement of the state standards and benchmarks, which includes technology and literacy. Students attend school four days a week. Every grade level participates in a Community Service Project each year. Horizon Academy West holds various family engagement events such as Art Expo, Math and Science nights, and Literacy nights.

### **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**

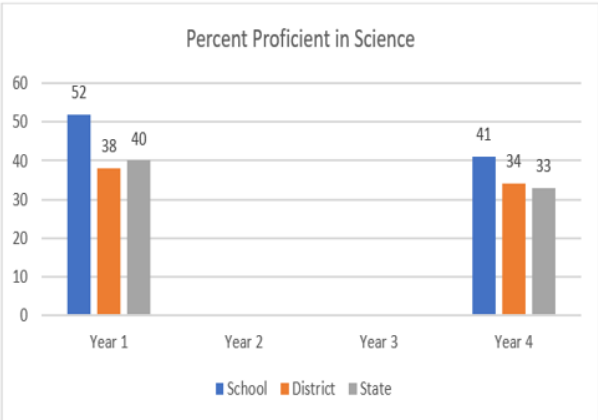
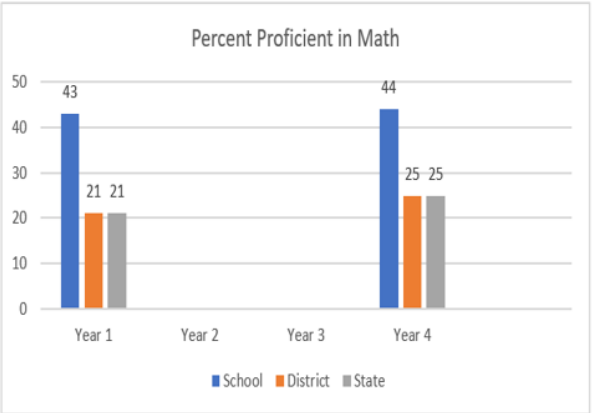
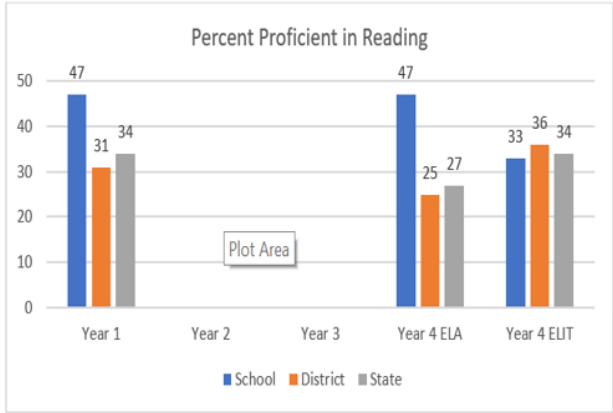
Part A of the Renewal Application is provided by the Charter Schools Division (CSD). All other parts of the application are provided by the school.

### **Part B: Progress Report**

The school's performance over the charter term, the narratives in Part B, and information verified through the renewal site contribute to a rating of **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	Demonstrates Substantial Progress
1.b. Mission-Specific Goals	N/A
Organizational Performance	Rating
2.a. Educational Program	Meets the Standards
2.b. Financial Compliance	Meets the Standards
2.c. Governance Responsibilities	Demonstrates Substantial Progress
2.d. Equity and Identity	Demonstrates Substantial Progress
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Meets the Standards

**1.a. Student Outcomes**



In the first year of the contract, students performed above the district and state averages for proficiency in Reading, Math, and Science. Growth data showed students performing above district and state percentages in Reading. English Learner Progress was below both state and district percentages.

The school's formal learning assessments include Istation, iMSSA, DRA, WIDA Access, ECOT, Dyslexia Screener. Teachers also create their own assessments such as exit tickets and end-of-unit assessments.

There is no state assessment data during the second and third years of the contract. To support student learning during the pandemic, the school made use of online platforms. Teachers used Google Meets for teaching and assessing, meeting with parents, administering tests to individual students and meeting in grade level teams. School leaders and support staff called parents when students were not on the virtual platforms or were neglecting their assignments. One student with unstable internet was allowed to come into the school building and the librarian monitored her schedule and offered support.

When students returned to school in person, the school hired additional staff to quickly identify learning gaps and ensure student success in math and reading, which provided continuity in the educational program and led to strong academic performance. Now that students are attending school in-person, teachers are able to see where the academic gaps are and are working to close those gaps.

Grade-level meetings and data meetings occur regularly. All teachers have some form of a data binder or wall (many are visible on walls). The Director monitors Istation and ACCESS scores, progress monitoring reports provided by interventionists, behavior data and attendance data. A schoolwide data binder is updated monthly, and the school makes changes to goals that reflect the monthly data. The school improvement plan remains fluid in the attempt to improve teaching and learning in math and reading.

**1.b. Mission-Specific Goals:** The contract does not include mission-specific goals.

### **2.a. Educational Program**

The educational program has been implemented with fidelity. Teachers, parents and students confirmed the school provides a rigorous, creative and well-rounded education for all students, where teachers help students think critically and creatively while mastering content. During classroom observations, delivering creative instruction and assignments was less evident than what was described in focus groups and interviews. When asked what happens when students struggle in their assignments and learning, students, teachers and school leaders described ways in which teachers provide coaching, probing questions. Students said ways in which they demonstrate mastery of the content include being able to answer all the questions and being able to help other students who struggle in their learning. The 90-minute reading block is in place, as is both whole group and small group instruction, which is regularly adjusted by teachers to meet the needs of students. Students are evaluated both formally and informally throughout the year and are moved to different groups when they either struggle with or exceed learning expectations. Use of technology during classroom instruction was evident during some but not all classes observed. Resources and supports for special education

students was seen during classroom observations; resources and supports for EL students were not seen during classroom observations. The school has pinpointed the EL program as an area for improvement, a plan for improvement is in place (see 2.d.).

### **2.b. Financial Compliance**

By adequately staffing the business office with an average of over 2.0 FTE, Horizon Academy West has shown a commitment to making sure the important work of the accounting department is consistently accomplished correctly, which is reflected in receiving no audit findings during the last three fiscal years.

The school historically spends at least two-thirds of their annual operating funds within instruction and student support services and have not had to dip into prior year cash balances to support operations. Even though the school's enrollment decreased by 18% from FY19 to FY22, they maintained approximately the same number of staffing FTEs from year to year.

Throughout the contract term, the school has operated under solid fiscal management by concentrating funding to instructional functions and adequately staffing school business all while more than doubling cash reserves. If the school continues their current practices in this area, they will be poised to ensure the school will be able to continue to serve their students and provide financial stability to the staff for years to come.

### **2.c. Governance Responsibilities**

In May of 2022, the Governing Board membership dropped to four members. Difficulty in replacing the position led to a request and subsequent approval for an extension of the 45-day required time frame. The board recently brought on two new members; however one member is planning to resign. This will leave the board with the required five members. The board is seeking additional ways to recruit members in the future.

Although the board earned a training exemption in the area of Fiscal Understanding, three members did complete these hours, earning more total hours than required. One member completed only 7 of the 10 required hours of training, possibly due to a misunderstanding regarding the number of hours a new member is required to complete. The Board has a plan in place to improve the tracking of completed training hours.

### **2.d. Equity and Identity**

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 has submitted its CLR Readiness Assessment, Inventory, and Framework for implementation of CLR objectives.

The school's Equity Council is a work in progress. The leadership team verified monthly meetings of the Equity Council would begin soon. All staff have completed the Black Education Act course in Canvas. Information about school activities goes out to families in both English and Spanish.

The initial change to MLSS was a challenge, due in part to contracted service providers being misinformed about the process. That person received training and the current Coordinator has ongoing support by a PED-provided MLSS coach. The school has also focused attention on

special education/inclusion. Two interventionists support students exhibiting learning gaps, and the SAT follows up if the student is found to need an IEP. Educational Assistants are available to support small groups of specific students who are struggling. Students who struggle with reading and dyslexia are supported through Specialized Program Individualizing Reading Excellence (SPIRE), a research-based structured literacy program. There are several levels and is a structured program based in word attack, phonics, and other foundational skills. General education teachers have access to IEPs and collaborate with special education staff.

Both push-in and pull-out models are used to provide special education services. In September 2022, approximately 85% of special education students are on track to meeting their IEP goals this year. A category identified by the school for growth is students with disabilities who are also ELs. One special education teacher is also endorsed in TESOL and has National Board Certification in ELL.

The school has placed TESOL-endorsed teachers in every grade level and they attend grade level meetings to collaborate with other teachers of English language development (ELD).

Gifted students take STEM projects into classes and act as “Lead Engineer” for their classmates. The school does not offer Spanish language classes, but gifted students have opportunities to take online Spanish instruction.

The school has submitted its Culturally and Linguistically Relevant (CLR) Framework with CLR objectives.

**2.f. Other Performance Framework Indicators**

The school has not received a rating of does not meet, or a repeat rating of working to meet standard for any indicator on the performance framework during their contract term.

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