

Contract Negotiations

Albuquerque Collegiate

April 19th 1:00-3:00 The school provided a more detailed description of their educational program that was accepted by the PEC negotiating team	Albuquerque Collegiate	Jade Rivera	Dan Hill, attorney Scott Hughes Cynthia Al-Aghbary Jesus Ontiveros	Bekka Burt Steven Carrillo Pattie Gipson Stuart Ingham <u>CSD</u> Missy Brown Corina Chavez Lucy Valenzuela Julia Barnes
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School/mission specific goal

Indicator 3: School-Specific Goals Additional indicators to augment external evaluation of performance, consistent with the purposes of the Charter Schools Act NMSA§22-8B-9.1(C.)	
Description	Points
	100

GOAL:	Albuquerque Collegiate teachers are rated highly effective or higher, as measured by the school’s comprehensive evaluation system, which includes classroom observations (50%), student growth data (30%), and student proficiency data (20%). Important Notes: <ul style="list-style-type: none"> Data will only be considered for students who were at the school for the enrolled in 40th and 120th day of the school year. Evaluation data will only be included for teachers who begin with summer professional development and complete the full school year at the school (ex., a teacher who starts in January would receive an evaluation, but it would not count toward the school-specific goal calculation). 	
Measure Rating Category	Description of Target for Each Performance Level	Score

Exceeds Standards	80% or more of classroom teachers are rated highly effective or higher, as measured by the school's comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	100 points
Meets Standards	Between 60%-79.9% of classroom teachers are rated highly effective or higher, as measured by the school's comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	75 points
Working to Meet Standard	Between 40%-59.9% of classroom teachers are rated highly effective or higher, as measured by the school's comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	25 points
Falls Far Below Standard	Less than 40% of classroom teachers are rated highly effective or higher, as measured by the school's comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	0 points

Altura Preparatory School

April 18 th	School	HA Leader	GC Members and attorney	PEC members
April 18 th 8:00-10:00	Altura Preparatory School	Lissa Hines and Meaghan Hindman	Dan Hill Christine Sargent	Bekka Burt Steven Carrillo Pattie Gipson KT Manis Stuart Ingham <u>CSD</u> Missy Brown Brigette Russell Lucy Valenzuela Shayrn Perea Julia Barnes <u>School</u> Jake Lujan Pam Scanlon Leanne Ortiz

Indicator 3: School-Specific Goals	
Additional indicators to augment external evaluation of performance, consistent with the purposes of the Charter Schools Act NMSA§22-8B-9.1(C.)	
Description	Points
	100

GOAL:	<p>Altura Preparatory School was founded with the belief that students need more than just an excellent academic foundation in order to truly be able to thrive in middle school, high school, and post-secondary pursuits. Altura Prep students learn more when they feel physically and emotionally safe; believe their abilities and skills can grow with effort; and develop ways to cope with their stress, emotions, feelings, and behaviors. Grades 3-5 participate twice each year in a Social Emotional Learning (SEL) Survey that helps Altura teachers and staff better understand and ensure that students are socially and emotionally prepared for their futures.</p>	
Measure Rating Category	<p>Description of Target for Each Performance Level The results will be identified by the Kelvin Social Emotional Learning Pulse Survey (“SEL Survey Pulse”) according to their scoring system set nationally.</p>	Score

Exceeds Standards	On the end-of-year SEL Survey Pulse scoring, 90%-100% of Altura Prep students in grades 3-5 responded favorably to 80% of SEL survey questions.	100 points
Meets Standards	On the end of year SEL Survey Pulse scoring, 70%-89% of Altura Prep students in grades 3-5 responded favorably to 80% of SEL survey questions.	75 points
Working to Meet Standard	On the end of year SEL Survey Pulse scoring, 60%-69% of Altura Prep students in grades 3-5 responded favorably to 80% of SEL survey questions	25 points
Falls Far Below Standard	On the end of year SEL Survey Pulse scoring, 59% or less of Altura Prep students in grades 3-5 responded favorably to 80% of SEL survey questions.	0 points

Cottonwood Classical

April 19th 3:30-5:30 Section 3 PF Need CSD approval of scoring sheet	Cottonwood Classical	John Binnert Mike Vigil	Rathi Casey Daniel Castille	Bekka Burt Steven Carrillo Pattie Gipson KT Manis Stuart Ingham Alt Sharon Clahchischilliage <u>CSD</u> Missy Brown Corina Chavez Lucy Valenzuela Julia Barnes
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Indicator 3: School-Specific Goals

Additional indicators to augment external evaluation of performance, consistent with the purposes of the Charter Schools Act NMSA§22-8B-9.1(C.)

Description	Points
	100

GOAL:	CCPS is dedicated to ensuring that students thrive in the global community and become exemplary leaders. With math being a universal language among all countries and societies, it is important that CCPS students thrive in this subject and demonstrate mastery of this universal language.	
Measure Rating Category	Description of Target for Each Performance Level	Score
Exceeds Standards	76%-100% of students demonstrate growth in math using the following assessments: <ul style="list-style-type: none"> Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	100 points

Meets Standards	<p>51%-75% of students demonstrate growth in math using the following assessments:</p> <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	75 points
Working to Meet Standard	<p>25%-50% of students demonstrate growth in math using the following assessments:</p> <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	25 points
Falls Far Below Standard	<p>Up to 24% of students demonstrate growth in math using the following assessments:</p> <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	0 points

Horizon Academy West

<p>April 18th 10:30-12:30</p> <p>Section 3 PF Need CSD approval of scoring sheet</p>	<p>Horizon Academy West</p>	<p>Carissa Cantrell Andrea Gallegos</p>	<p>Storm Gonzalez Patty Matthews</p>	<p>Bekka Burt Steven Carrillo Pattie Gipson KT Manis Stuart Ingham</p> <p><u>CSD</u> Missy Brown Brigette Russell Lucy Valenzuela Shayrn Perea</p> <p>Julia Barnes</p> <p><u>School</u> No others</p>
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Indicator 3: School-Specific Goals

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Description	Points
	100

<p>GOAL:</p>	<p>Horizon Academy West is committed to providing a rigorous, creative, and well-rounded education for all students through the integration of technology where all students will be challenged and encouraged to think critically and creatively to improve levels of achievement of state standards and benchmarks.</p>	
<p>Measure Rating Category</p>	<p>Description of Target for Each Performance Level Technology Literacy Portfolio is an internally created school rubric. A score of 3 is the highest score on the rubric and reflects that a student is proficient in the skill for a student in that grade. Istation levels are assessed through the Istation technology. Scoring is 1-5, with 3 being at grade level.</p>	<p>Score</p>
<p>Exceeds Standards</p>	<p>81% or more of students in grades K-5, enrolled on the 40th and 120th days, will receive a 3 or better on the EOY Technology Literacy Portfolio and a 3 or better on Istation by EOY.</p>	<p>100 points</p>

Meets Standards	70%-80% of students in grades K-5, enrolled on the 40th and 120th days, will receive a 3 or better on the EOY Technology Literacy Portfolio and a 3 or better on Istation by EOY.	50 points
Working to Meet Standard	50%-69% of students in grades K-5, enrolled on the 40th and 120th days, will receive a 3 or better on the EOY Technology Literacy Portfolio and a 3 or better on Istation by EOY.	25 points
Falls Far Below Standard	Less than 50% of students in grades K-5, enrolled on the 40th and 120th days, will receive a 3 or better on the EOY Technology Literacy Portfolio and a 3 or better on Istation by EOY.	0 points

Hózhó Academy

<p>April 19th 10:30-12:30</p> <p>Section 3 PF Need CSD approval of scoring sheet</p>	<p><i>Hozho Academy</i></p>	<p>Juliane Hillock</p>	<p>Dan Hill Jeremy Boucher</p>	<p>Bekka Burt Steven Carrillo Pattie Gipson Stuart Ingham</p> <p><u>CSD</u> Missy Brown Corina Chavez Lucy Valenzuela Shayrn Perea</p> <p>Julia Barnes</p>
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Indicator 3: School-Specific Goals

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Description	Points
	100

GOAL:	<p>Hózhó Academy students will be able to demonstrate knowledge of classical concepts in art, music, architecture, poetry, and civic awareness of basic rights and responsibilities as citizens of the United States. The ability to identify classical pieces of art and music is the first step in promoting an appreciation and later, a love for beautiful art and music. With this love, students can access beautiful things and improve their quality of life and open doors to connect with others across countries, cultures, and time. It is our goal to ensure that students who graduate have a knowledge of these pieces. All Hózhó Academy students who are enrolled from the 40th to 120th day each year will be assessed on the Hózhó Academy Grade Level Classical Education Assessment and to be given by a school administrator or classroom teacher prior to the last day of school each school year and tracked on the school-wide spreadsheet.</p>	
Measure Rating Category	Description of Target for Each Performance Level	Score
Exceeds Standards	80% or more of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	100 points

Meets Standards	65%-79% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	50 points
Working to Meet Standard	50%-64% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	25 points
Falls Far Below Standard	Less than 50% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	0 points

New Mexico Academy of Media Arts

April 19 th	School	HA leader	GC Members	
April 19th 8:00-10:00 Section 3 PF Need CSD approval of scoring sheet	NMAMA	Jonathan Dooley	Mike Trujillo & Carolyn Carlson Sue Fox	Bekka Burt Steven Carrillo Pattie Gipson KT Manis Stuart Ingham <u>CSD</u> Missy Brown Corina Chavez Lucy Valenzuela Shayrn Perea Julia Barnes

Indicator 3: School-Specific Goals

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Description	Points
	100

NARRATIVE	The overarching goal at the NMAMA is for students to graduate with an extensive knowledge of Media Literacy and its impact and influence on their lives. Each year, core subjects and Career Technical Education courses tackle the tenets of Media Literacy, as well as offering collaborative media experiences that enrich the student’s exploration and interests in the media arts. From Middle School through High School, students are required to complete media activities and organize media portfolios that demonstrate a comprehensive experience. Student completion of all prescribed elements of the Media Literacy Program culminates in a 60-hour media internship in the student’s chosen field.	
GOAL:	NMAMA students in grades 6-12, enrolled on the 40th and 120th day of the school year, will complete all of the Media Literacy Program elements prescribed for their grade level, and NMAMA graduates who are on the traditional graduation track (not the ability-option for students with severe cognitive disabilities, unless that student completes an internship) will successfully complete one or more Media Arts related internship(s) (60-contact hours) as evaluated by the Internship Program Agreement Form.	

Measure Rating Category	Description of Target for Each Performance Level	Score
Exceeds Standards	<p>85%-100% of NMAMA students in grades 6-12, enrolled on the 40th and 120th day of the school year will complete all of the Media Literacy Program elements prescribed for their grade level, and 85%-100% of NMAMA who graduate on the traditional track will have completed one or more Media Arts related internship(s).</p> <p>To score in this category, at least 85% of both groups listed must attain the goal.</p>	100 points
Meets Standards	<p>70%-84% of NMAMA students in grades 6-12, enrolled on the 40th and 120th day of the school year will complete all of the Media Literacy Program elements prescribed for their grade level, and 70%-84% of NMAMA who graduate on the traditional track will have completed one or more Media Arts related internship(s).</p> <p>To score in this category, at least 70% of both groups listed must attain the goal.</p>	75 points
Working to Meet Standard	<p>60%-69% of NMAMA students in grades 6-12, enrolled on the 40th and 120th day of the school year will complete all of the Media Literacy Program elements prescribed for their grade level, and 60%-69% of NMAMA who graduate on the traditional track will have completed one or more Media Arts related internship(s).</p> <p>To score in this category, at least 60% of both groups listed must attain the goal.</p>	25 points
Falls Far Below Standard	<p>59% or less of NMAMA students in grades 6-12, enrolled on the 40th and 120th day of the school year will complete all of the Media Literacy Program elements prescribed for their grade level, or 59% or less of NMAMA who graduate on the traditional track will have completed one or more Media Arts related internship(s).</p> <p>If either group scores in this category, then the school is scored “falls far below.”</p>	0 points

NM Connections Academy

<p>April 18th 1:00-3:00</p> <p>Follow up meetings on School Specific/Mission Specific Goals and Condition Monitoring Document</p> <p>5/9/23: P Gipson KT Manis Stewart Ingham Bekka Burt Sandy Berry Brigette Russell Missy Brown Julia Barnes</p> <p>5/30/23 P Gipson Stewart Ingham Bekka Burt Steve Carillo Sandy Berry Brigette Russell Missy Brown Julia Barnes</p>	<p>NMCA</p>	<p>Sandy Beery</p>	<p>Paul Gessing Sue Fox</p>	<p>Bekka Burt Steven Carrillo Pattie Gipson KT Manis Stuart Ingham</p> <p><u>CSD</u> Missy Brown Brigette Russell Lucy Valenzuela Shayrn Perea</p> <p>Julia Barnes</p>
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Description	Points
	100

GOAL:	Students will report high self-management skills (as measured by students scoring self-management skills, on average, as “easy” or “very easy” for them) at the spring survey administration (Grades 5-12). (Based on an average of 3 or above on eleven questions. 4-Very Easy, 3-Easy, 2-Difficult, 1-Very Difficult)	
Measure Rating Category	Description of Target for Each Performance Level	Score
Exceeds Standards	75-100% of students report high self-management skills on the spring survey	100 points
Meets Standards	54-74.9% of students report high self-management skills on the spring survey	75 points
Working to Meet Standard	35-53.9% of students report high self-management skills on the spring survey	25 points
Falls Far Below Standard	0-34.9% of students report high self-management skills on the spring survey	0 points