

New Mexico Public Education Commission



2023 Charter School Renewal Application Part B: Progress Report

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Approved by the Public Education Commission: March 18, 2022

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Solare Collegiate Charter School

Authorizer: Public Education Commission

Current Charter Term: September 2018-June 30, 2024

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Solare Collegiate Charter School has tracked academic performance during the term of our charter contract. This has been measured through a variety of standardized assessments, including formative, interim, and summative assessments. Solare Collegiate began with a slow growth model in the midst of the COVID-19 global pandemic, factors which have impacted Solare Collegiate's designed assessment framework over the course of our first contract. During the 2019-2020 school year, Solare Collegiate served grades 5 and 6, growing by one grade per year until fully built out as a 5th through 8th grade middle school in 2021-2022. In addition, the COVID-19 disruptions to education impacted year-to-year testing during 2019-2020 and 2020-2021 school years. Below is the academic performance outlined by school year:

2019-2020: During the 2019-2020 school year, Solare Collegiate served grades 5 and 6. During the first year of operation, it was our goal to firmly establish a school in our community of identified need-- ABQ Southwest Mesa. We began our school year in a temporary facility near Presbyterian Hospital, with two busses full of scholars coming each morning from Southwest Albuquerque. During that first half of the school year, we were building a facility in our home community, which was completed in late February 2020, several weeks prior to the state-mandated COVID closure. While having a temporary facility outside of our home community posed some challenges on the front end, in the end we were able to provide our community with a brand new facility situated in the heart of our targeted zip code.

In terms of academic outcomes, it was our goal to significantly outperform our surrounding schools, whose historical low levels of academic performance were the primary driver for opening a school in the 87121 community. Since our opening, we have utilized the NWEA MAP assessment as a short cycle tool, which not only gives us growth data for our individual scholars, grade levels, and school as a whole, but it is also norm referenced, enabling us to compare growth and performance with schools across the nation. In regards to the NWEA MAP short cycle assessment, it was our goal to have 75% of our scholars meet their growth goals each year. Interim assessment data and results is outlined in detail below, in Section 1a: Student Outcomes.

Following the state-mandated COVID-19 closure on March 13, 2020, Solare Collegiate focused on retooling the remainder of the school year, in order to ensure that while the rest of the school year would look different for our scholars, that we would focus on high quality instruction and learning through the end of the school year. Within one week of the COVID-19 closure, 100% of our scholars received paper work packets in all four content areas, and every scholar who needed a chromebook had one in hand. Those two weeks of paper packets gave the Solare Collegiate founding team time to enjoy a hard earned spring break and to create a plan of action for the rest of the school year. Within two weeks of the mandated closure, Solare Collegiate began online classes with live, teacher-led instruction in all four content areas.

Due to the COVID-19 closure, state mandated assessments and accountability system results were not available for the academic year and we did not have proficiency data to assess the results of our first year of operation. Similarly, we did not have end-of-year growth data from the NWEA MAP assessment, as administration of the assessment remotely was not recommended by the test provider.

2020-2021: Following our inaugural 2019-2020 school year, the Solare Collegiate team began the 2020-2021 school year uncertain of what it would look like for scholars and for our team. Our team took the initiative to create plans for remote, in-person, and hybrid instruction, with the focus of ensuring the highest quality of academic experience, regardless of the learning format. We were prepared to be flexible, which turned out to be the best way to prepare for the 2020-2021 school year, as we had school in all three formats that year.

Following our disrupted first year of instruction, we received a clear message from our families-- make online school feel like "real school," as much as humanly possible. Honoring that request from our families, we developed expectations that set up our scholars for success-- live, online classes where scholars must be in uniform from the waist up, with their camera on and actively participating, and scholars must not be seated in bed. These standards, we believe, set us apart from other remote and hybrid learning environments during the COVID-19 disruptions.

We began the school year with the majority of our scholars online, and with a small number of our scholars with special needs in person at school, in order to receive their accommodations and modifications, in alignment with the IEPs. Once it was allowed by the state, we moved to hybrid instruction, with scholars receiving two days of in-person learning, two days of online, live instruction, and one day of asynchronous learning. While the majority of our scholars opted into hybrid learning during this time, we accommodated those who preferred to stay online only. This option was available in September and October, and then a COVID-19 outbreak necessitated that we move into online-only learning through February. In March, we were able to return to in-person learning, with a small percentage of our scholars remaining online for the conclusion of the year.

With the unpredictability of the 2020-2021 school year, we found ourselves adjusting our goals, in order to prioritize scholar learning day-to-day, and holding ourselves to high learning standards. Being within a global pandemic was not a reason to abandon the goals that we made for ourselves, but it also behooved us to adjust our priorities, in light of the situation in which we found ourselves.

With the inconsistencies of school format and the unknown expectations for the school year as a whole, the school chose not to administer the NWEA MAP short cycle assessment. Following conversations with other charter school leaders across the country, administration of this assessment remotely was unreliable-- technology struggles as well as questions of assessment reliability and validity making it difficult to ascertain scholar growth. Our team instead focused on ensuring that our scholars received high quality, live instruction, adapted to be effective in the online environment.

Due to the COVID-19 closure, state mandated assessments and accountability system results were not available for the academic year and we did not have proficiency data to assess the results of our first year of operation. Similarly, we did not have end-of-year growth data from the NWEA MAP assessment, as administration of the assessment remotely was not recommended by the test provider.

2021-2022: It was with great excitement that the Solare Collegiate team prepared for the 2021-2022 school year-- we were excitedly anticipating a more normal school year, as well as opening the second building on our campus, creating in total 21,000 square feet of new construction for scholar learning. This would also be the first year that Solare Collegiate would serve all grades, 5-8. While we welcomed our scholars back to in-person learning with great excitement, we quickly discovered that school life looked quite different than it did in the pre-COVID days.

Perhaps our greatest point of excitement was anticipating a normal school year with summative assessment data-- having no summative assessment data in our first two years of operation felt like a true loss for our school community, not giving us an opportunity to identify strengths and opportunities for growth, as well as points of performance comparison within the state of New Mexico. For the 2021-2022 school year, our assessment plan included NWEA MAP short cycle assessment at the beginning, middle, and end of the school year. This would be the first year where all three assessments were given. In addition, it would be the first time that our scholars were able to participate in the New Mexico Measures of Student Success and Achievement and the New Mexico Assessment of Science Readiness (grades 5 and 8).

With a new standardized assessment and our first year of standardized testing in place, we were unsure on what to expect from ourselves in regards to academic performance. In our charter application, we set the very ambitious standardized assessment proficiency goals:

- * 1 Year at Solare: 35%
- * 2 Years at Solare: 50%
- * 3 Years at Solare: 65%
- * 4 Years at Solare: 80%

When we created these goals, we did not anticipate the COVID-19 pandemic and resulting learning loss that would impact scholars entering our school environment. That has had an impact on our ability to fulfill that goal. Additionally, while we were aware of the significant learning gaps that existed in our community, we were overzealous in how quickly we could overcome those challenges. In addition, we have found ourselves as being a school that attracts a significant percentage of scholars with special needs (ranging from anywhere from 22% to 28%), many of whom have high levels of academic need and are significantly behind in grade level. We are proud to be a school that has open enrollment for all scholars, in alignment with the Charter Schools Act, and we support scholars at all levels of academic performance and accept scholars all through the school year, but we recognize that this does have an impact on overall proficiency.

During the 2021-2022 school year, our scholars had an average proficiency of 25.75% on the NM-MSSA ELA, **see Figure 1**. In regards to ELA, this score was below the state and surrounding district average, but was higher than the surrounding Learning Zone's average of 21.5%, **see Figure 2**. In mathematics, Solare Collegiate's average proficiency was 22.4%, **see Figure 1**, which was just slightly below the state and surrounding district average of 25%. A highlight of this performance was that Solare Collegiate outperformed Learning Zone 2's middle school math average proficiency rate of 11.7% by nearly double, **see Figure 3**.

Areas of particular strength were 7th and 8th grade math performance on the NM-MSSA. In 7th grade math, our scholars' proficiency rate was higher than the state average, and more than double that of Learning Zone 2 (27% Solare vs. 13% LZ2), and in 8th grade mathematics, Solare boasted a 24% proficiency rate (State = 19%) and significantly outperformed local middle schools in Learning Zone 2, which averaged a 8.7% proficiency rate, making our proficiency rate nearly triple that of the surrounding middle schools, **see Figure 3**.

Our scholars with special needs averaged a 6% proficiency rate, which is slightly less than the surrounding district's reported 7% average level of proficiency (average of ELA and Math). However, our scholars with special needs outperformed their peers with disabilities in Learning Zone 2 by double, with LZ2's rate of proficiency for scholars with special needs at 3%. Similarly, our English Learners averaged a

12% proficiency rate, which is on par with the surrounding district and Learning Zone. Both of these subgroups are opportunities for growth for Solare Collegiate, **see Figure 4.**¹

Solare Collegiate received an ATSI designation for low performance of scholars with special needs. At the time of submission of this application, the school was waiting for more clarity from the NMPED regarding this determination. Based on the information provided on the NMVISTAS website, this designation is determined by six data points-- three years of proficiency data of scholars with special needs and three years of growth data of scholars with special needs. Because of our 2019-2020 school opening, when this designation was assigned the school only had one of six of the data points-- one year of proficiency data.

One of the key indicators of Solare Collegiate's effectiveness lies in our math performance in the upper grades, **see Figure 5.** We significantly outperform the surrounding district and Learning Zone in those two grades of math. In addition, for scholars who spend 3 or more years at Solare Collegiate (maximum number of years for 2021-2022 7th grade scholars to have been able to spend at Solare), that performance is even more significant. For example, the average rate of proficiency for 7th graders in the state of New Mexico was 25%, our school wide proficiency was 27%, but for those 7th grade scholars who began 5th grade with Solare, the level of proficiency rose to 41%. In addition, our 8th grade scholars outperformed the state and district, but outperformed the Learning Zone in which we reside by nearly three times.

2022-2023: For the 2022-2023 school year, the academic performance data is presently embargoed and cannot be included in this application at this time, per Chair Brauer. We look forward to sharing our data once it has been un-embargoed.

For the 2022-2023 school year, we jumped into the year with additional clarity on the performance of our scholars, as well as direction in which to continue to make improvements. While we recognize that we are significantly off track from the goals proposed in our charter application, it became clear from our first year of data that 1) we are outperforming our neighborhood schools, particularly in math performance, 2) the more time scholars spend at Solare Collegiate, the more significantly they outperform their peers in this learning zone, surrounding district, and even the state.

Our northstar goals remain the same for our performance on state proficiency testing:

- * 1 Year at Solare: 35%
- * 2 Years at Solare: 50%
- * 3 Years at Solare: 65%
- * 4 Years at Solare: 80%

However, we know that the reality is that we need to develop goals that incrementally get us there. As a result, our goals for the 22-23 school year were as follows:

5th and 6th grade ELA 45% proficiency
6th and 7th grade ELA 50% proficiency
5th grade Math 40% proficiency
6th grade Math 45% proficiency
7th & 8th grade Math 50% proficiency

¹ Data pulled from <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/> please note that the data presented on NMVISTAs shows significantly higher subgroup performance, higher than overall averages, for the state and our surrounding district.

These goals were based on performance during the previous year, as well as where we identified strengths and opportunities for growth. For example, we have discovered that Math instruction is an area of strength for the school, so our goals are significantly higher than current state averages.

At this point, the summative data for the 2022-2023 school year has been embargoed and cannot be shared in this document. We look forward to presenting our data in later meetings with the PEC, where we can share growth and opportunities for continued improvement that are actionably being put into place in the current school year.

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

In Section 1: Academic Outcomes, Solare Collegiate shared data related to our comprehensive assessment plan, which includes formative classroom assessments, interim assessments, and the end-of-year summative assessments. While we outlined our summative assessment data in Section 1 for the 2021-2022 school year, in this section, we will take the opportunity to unpack academic performance on NWEA MAPs (our short cycle assessment) in detail. Solare Collegiate is a school that not only collects data regarding scholar performance, but strives to quickly plan course corrections, based on that data. In addition to assessments, we utilize qualitative data including scholar work, classroom observations, and teacher growth and performance via our internal teacher evaluation system. While we have not performed as strongly as we proposed in our charter application, we have demonstrated strengths in instructional practice and performance, as well as continual improvement in the areas of academic outcomes for scholars in alignment with the school's mission and vision. In addition, we respond to our opportunities for growth with as much fervor as we do in our strengths, retooling our goals and expectations, in order to ensure that we are keeping the performance bar high for ourselves, as well as our scholars.

2019-2020: The 2019-2020 school year—our opening year of operation—was most clearly remembered for the COVID-19 mandated school closure and its disruption to scholar learning. However, it was also our first year of operations. Taking the COVID-19 closure out of the picture, Solare Collegiate grappled with the normal challenges of school start-up, but demonstrated very encouraging academic growth data prior to the COVID-19 closure in mid-March, via the NWEA MAP assessment highlighted in the previous section.

Although COVID-19 prevented our scholars from taking the spring administration of the NWEA MAP assessments, the results of the winter assessments demonstrated growth that met and exceeded normed expectations. Scholars in 5th grade were expected to make 5 points of RIT growth in both reading and math between the fall and winter administrations, while 6th graders' are projected to make 4 points of RIT growth in reading and 5 points in math. During the 2019-2020 school year, Solare Collegiate 5th graders demonstrated 9 points of growth in math and 5 points in ELA, while Solare 6th graders demonstrated 5 points in reading and 4 points in math, after only 6 months of instruction. **See Figure 6.** Over the course of a school year, scholars in 5th grade are expected to make 10 points of

growth in math and 7 points in reading, while 6th graders are expected to make 5 points of growth in reading and 8 points in math. It is reasonable to assume that Solare Collegiate scholars would have exceeded the fall-to-spring growth norms if COVID-19 did not prevent the end of year test administration. As **Figure 6** shows, while all scholars were on pace to meet annual growth goals, our scholars in 5th grade were significantly outperforming expectations.

Some of our challenges included opening up our school in a secondary location while the construction of our permanent building suffered some delays. However, we were able to move our scholars into the new building just a couple weeks prior to the COVID-19 closure. Even with the delay in opening our building in the targeted community of the 87121 zip code, we were able to very closely meet our enrollment goal of 156 scholars, with 142 scholars enrolled. During our first months of operation, we focused on balancing the day-to-day operations of a middle school, as well as project managing the building of our permanent facility. Solare Collegiate modeled itself after high-performing, stand-alone charter schools across the country, while also establishing our own identity as a school. For example, a strong connection to our school and community culture was a significant priority point during our inception. That said, we remained true to our mission and vision of ensuring all scholars have access to high-quality, grade-level learning opportunities. In the midst of our first year of operations, COVID-19 closed our in-person school operations, and we needed to retool our expectations of what school should and could look like. As a result of the COVID-19 closure, we were not able to complete our interim assessment testing, nor was there standardized testing administered by the state of New Mexico during that year. Our focus from mid-March through the conclusion of the school year was to ensure that we adjusted our instructional practices to fit the new format of learning—online, remote learning—while also maintaining high expectations for scholars. Solare Collegiate boasted high, active attendance for our scholars during the remote learning closure.

2020-2021: Our second year of operation began as a remote learning school year, before we transitioned into hybrid learning, then back to remote, and finally resumed in-person learning late into the school year. The summer between 2019-2020 and 2020-2021 left our team unclear about what the new year would look like. However, we wanted to be prepared regardless of the outcome, so we prepared for every conceivable situation. This served the school well, as we had all three formats of learning throughout the 2020-2021 school year. Both hybrid and remote learning proved to be challenging academically, as well as operationally. Technology support in and out of the classroom became a regular part of the office team and administration's day-to-day duties. While in hybrid learning, our teachers became responsible for teaching scholars in person, while simultaneously teaching scholars online. This required teachers to spread themselves incredibly thin in scholar-facing interactions. In addition, it required that our teachers did double the preparation each day, to suit the learning needs of both our online and in-person scholars. We wanted to give our in-person scholars reprieve from the online learning format as much as possible when they were in the school building. That said, the school was appreciative for the opportunity to continue to support scholars with direct, live instruction, regardless of the format. Solare Collegiate created clear expectations for online learning, in order to more closely simulate “real school.” This included expecting that scholars be in uniform from the waist up, with their cameras on at all times, and scholars engaging in each class as active participants. Deviation from any of these expectations would be considered an unexcused absence from school. During this school year, we averaged a 95% attendance rate, even with these rigorous participation standards.

During the 2020-2021 school year, we added the 7th grade to our band of offered grades. We continued to serve high numbers of scholars with special needs, as well as a high number of English Learners. Our scholars with special needs were able to attend school in-person each day during our first session of remote learning, as well as all days of the week during hybrid learning, in order to ensure that our scholars with special needs were receiving all the support outlined in their IEPs. As outlined in Section 1, we were not able to administer short cycle testing during this school year. While we did participate in a

pilot study of the new state standardized assessment during this year, the in-person testing requirements yielded a low participation rate. In addition, the state provided very minimal data on the participation at the school level, and no data on the state participation of this optional standardized test. We were unable to use this data for anything substantive. While we did not have quantitative data to guide the school, we did utilize qualitative data via classroom observations, weekly teacher coaching, and regular review of scholar work and classroom materials.

2021-2022: As we prepared for a return to a more traditional learning format for the 2021-2022 school year, Solare Collegiate was focused on reestablishing our school norms and standards of practice. We began the 2019-2020 school year with 142 scholars and less than 10 staff members, and began our 2021-2022 school year with nearly double those numbers. We knew that it would be difficult to reestablish our school norms with such a large increase in our scholar and staff population, without being intentional in the presentation of our school to our new team members via professional development, as well as how we communicated our school culture to our scholars. We also opened a second school building during this year and offered 8th grade for the first time, filling out our entire grades 5 through 8 band for the first time.

We also anticipated the significant learning loss and skill gaps that our new and returning scholars would bring with them to the new school year. However, we were not prepared for the level of academic and social emotional need that our scholars came to school with during this school year. In addition to the significant skill gaps and learning loss, we discovered that scholars and families seemingly forgot what it was like for scholars to be in school full time. We saw an influx of scholars with chronic absentee issues, as well as enrollees who simply had not attended school for one or more years. We knew it was important to empower our teachers with teaching strategies and resources that would enable them to teach grade level content, with intentional supports to make the learning accessible to our scholars with special needs, limited English proficiency, and COVID-19-related learning loss. In this year, added two content area coaches to our team, which enabled each teacher to continue to receive weekly one-to-one coaching, weekly 45 minute classroom observations, and numerous walk-throughs throughout the week.

All three administrations of the NWEA MAP short cycle assessments were given during the 2021-2022 school year. Our 5th grade scholars were expected to make 10 points of RIT growth in math and 7 points in reading between fall and spring administrations. Solare 5th graders demonstrated an average growth of 8 RIT points in math and 4 points in reading. Our 6th graders were expected to make 8 points of RIT growth in math and 5 points in reading. By Spring of 2022, our 6th grade scholars grew 8 points in math and 2 points in reading. Scholars in 7th grade were expected to make 4 points of growth in reading and 7 points in math. Exceeding this expectation, our 7th graders made an average of 6 points of growth in reading and an average of 9 points in math. Lastly, our 8th grade scholars were expected to make 4 points of growth in reading and 5 points of growth in math. This cohort also exceeded expectations, earning an average of 4 points of growth in reading and an average of 6 points in math. **See Figure 7.**

When reviewing the projected growth data in Figure 7, it is clear that our 7th grade scholars did exceedingly well in the area of mathematics growth. This is supported by their performance on the summative assessment. Particularly, our 7th grade scholars who joined Solare in 5th grade boasted a 41% proficiency rate. We saw similar results with our 7th graders in the area of ELA, where scholars exceeded the growth expectations for the year. However, 7th grade ELA was the only grade level whose ELA growth met expectations overall. We highlight the rationale for this in the paragraph below.

NWEA provides projected growth goals for all scholars based on their individual RIT scores. 50% of 5th graders met their projected growth goal in math and 37% met their projected growth in reading. In 6th grade, 54% of scholars met their math goal and 30% met their reading goal. Additionally, 60% of 7th graders and 61% of 8th graders met their math goal, while 48% of both 7th and 8th graders met their

reading growth goal. Our goal is for 75% of scholars to meet their individual growth goal each year—a benchmark that we failed to hit during this school year. We believe that this is in part related to the learning loss associated with the COVID-19 pandemic, as we saw that pre-COVID, our scholars were exceeding growth expectations in the midyear. In addition, we administered the EOY assessment very late into the school year, which deviates from best practice, per the NWEA MAP administration guide. Nationally, NWEA reported lower-than-expected EOY scores on the assessment for the 2021-2022 school year, which is in alignment with what we observed on our own assessments.

During the 2021-2022 school year, we began our partnership with Powered By Compass, a nationally recognized social emotional program with a three year credentialing process. During the 2021-2022 school year, we focused on the social emotional well-being of our team, as we believe that we cannot expect our team to build scholars who are socially and emotionally safe unless we first focus on ourselves. Compared to national teacher burnout data, Solare Collegiate teachers reported lower than average feelings of burnout during this school year (it should be noted that our burnout rate was still higher than the pre-COVID-19 levels). While we were focusing on the social emotional well-being of our staff, we began to recognize the need for providing more social emotional and mental health support for our scholars. We saw an increase in negative scholar behaviors, as well as reports of stress, distress, and emotional need. We began action-planning to add a social worker to our school team.

Our end of year results showed that we had particular strength in our upper grades' math proficiency, where we outperformed state averages and significantly outperformed Learning Zone 2. While we were dissatisfied with our performance overall in ELA, as well as in the subgroups of scholars with special needs and English Learners, we were happy to note that in all grade levels and content areas, we outperformed the surrounding schools in Learning Zone 2.

While our performance was not as strong as we had hoped on the state standardized assessments, we are encouraged to have summative assessment data that helps us compare our performance to other schools in Albuquerque and across the state.

2022-2023: With the release of 2021-2022 summative assessment data, Solare Collegiate felt more prepared to enter into the 2022-2023 school year with a clear picture of our scholars' academic performance and a path by which to continue making improvements.

The NWEA MAP short cycle assessment demonstrated areas of significant growth. Our 5th grade scholars were expected to make 10 points of RIT growth in math and 7 points in reading between fall and spring administrations; Solare's 5th graders demonstrated an average growth of 14 RIT points in math and 15 points in reading. Our 6th graders were expected to make 8 points of RIT growth in math and 5 points in reading; by spring of 2023 scholars grew an average of 5 points in math and 7 points in reading. Our 7th grade scholars were expected to make 4 points of growth in reading and 7 points in math; our 7th graders made an average of 6 points of growth in reading and an average of 5 points in math. Lastly, our 8th grade scholars were expected to make 4 points of growth in reading and 5 points of growth in math; our 8th graders earned an average of 3 points of growth in reading and an average of 3 points in math. **See Figure 8.**

For the 2022-2023 school year, we saw our fifth grade scholars exceeding growth expectations in both ELA and Math, with quite a significant margin. While the other three grades of math did not hit their growth projections on the NWEA assessment, we look forward to discussing further how this connects or does not connect to summative assessment data once it is no longer embargoed. In response to missing the growth goals in 6th, 7th, and 8th math, the school began a more targeted intervention plan for all scholars, utilized during our FOCUS block each day during the 2023-2024 school year.

In terms of individual growth goals, 67% of 5th graders, 33% of 6th graders, 45% of 7th graders, and 42% of 8th graders met their math growth goal projections. 60% of 5th graders, 48% of 6th graders, and 60% of 7th graders, and 47% of 8th graders met their reading growth goal projections. At Solare Collegiate, we analyze short-cycle assessments for areas of strength and strategically plan how to address the areas of growth to best serve all our scholars. In regards to the lowest performance in 6th grade math, we believe that this is a result of poor instruction internally—a situation that has since been rectified.

Summative Growth Year-Over-Year: One of the benefits of utilizing the NWEA MAP as our short cycle assessment is that it provides us with growth data year over year, so we can better examine the impact of being at Solare for multiple years. **Figure 9** outlines our scholars’ levels of growth and proficiency on the NWEA MAP assessment in the areas of ELA and Math. While we see our scholars demonstrating lower levels of proficiency, the first bar graph for each grade level shows nationally norm-referenced percentile rankings in terms of scholar growth year over year. The data below outlines the outstanding levels of growth we are seeing by our scholars:

Math 2021-2022 Growth:

5th grade Fall 2021-Fall 2022 – 66th percentile

6th grade Fall 2021-Fall 2022 – 56th percentile

7th grade Fall 2021-Fall 2022 – 76th percentile

ELA 2021-2022 Growth:

5th grade Fall 2021-Fall 2022 – 64th percentile

Math 2022-2023 Growth:

5th grade Fall 2022-Fall 2023 – 91st percentile

7th grade Fall 2022-Fall 2023 – 58th percentile

ELA 2022-2023 Growth:

5th grade Fall 2022-Fall 2023 – 81st percentile

6th grade Fall 2022-Fall 2023 – 53th percentile

For the aforementioned grade levels and content areas, our scholars are significantly outperforming their peers nationally in growth. In a community with such low levels of proficiency, we know that the path to making significant academic progress is to begin with academic growth. Our intentional focus on grade-level instruction in the classroom, coupled with intentional supports during DEAR and FOCUS to teach previously-missed content supports this continued academic growth.

1.b. Mission-specific or School-Specific Goals

Report on the school’s performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be

supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Solare Collegiate aimed to create a mission-specific goal that was in alignment with our school's key mission components of academic rigor, individualized supports, and character development, while also not being academic in focus (as was directed during our contract negotiations). The team landed on a mission-specific goal related to oral literacy, as it was one of the educational program components included in our charter contract. The goal written during our contract negotiations is as follows:

On the EOY assessment, 80% of 5th and 6th grade Solare Collegiate scholars, enrolled on the 40th and 120th day STARS report, will score a 3 or better on the Critical Thinking VALUE Rubric; and 80% of 7th and 8th grade Solare Collegiate scholars, enrolled on the 40th and 120th day STARS report, will score a 4 on the Critical Thinking VALUE Rubric.

Solare Collegiate has found it difficult to meet the goals presented above. First and foremost, we created a goal that was focused on overall proficiency on the VALUE rubric. The rigorous target we gave ourselves has been difficult to meet for a variety of reasons, which will be outlined below. We believe that we would have been better served to create a mission-specific goal that was focused on scholar growth, as opposed to proficiency.

Secondly, we have found it challenging to collect data for each individual scholar three times per year on a rubric that requires extensive observation time—sometimes multiple observations—in order to observe each scholar's critical thinking via speaking. In the first couple of years, the Head of School owned the responsibility for these observations, in an effort to ensure that the data collected was consistent. However, as the school has grown in scale, this single-handed data collection has become overwhelming. For the BOY data collection for 2023-2024, we moved to having grade level teams work together to grade each scholar on the rubric.

2019-2020: During our first year of operation, we were able to collect data for the BOY and MOY data collection period. However, because of the disruption to the school year with the COVID-19 closure, we were not able to collect the data for EOY. Therefore, we were not able to assess whether or not we had met the goal as outlined above.

For the BOY assessment period, the average score for our 5th and 6th graders was 1.32 on the VALUE rubric. When we assessed the scholars again for MOY, the average score was 2.59, this represents a growth of 1.28 points on the rubric. **See Figure 1.**

Due to the COVID-19 closure, we cannot say for certain whether we would have met the mission-specific goal outlined in our charter contract. However, we were encouraged by the strong growth demonstrated in the first half of the school year.

2020-2021: Data was not collected during this school year, as we spent the majority of the year in remote learning. While the Solare Collegiate scholars benefitted from rigorous, live instruction via Zoom

during the COVID-19 closure, we found it impossible to assess scholars on the THINK rubric during this time.

2021-2022: For the BOY assessment period for this year, the average score overall was 1.39 on the VALUE rubric. Our 5th and 6th graders had an average BOY score of 1.41 and 7th and 8th grade had an average BOY score of 1.37. While it may seem unexpected that our 7th and 8th grade average scores are lower than those of their younger peers, we expect that it is because we welcomed a significant number of new-to-Solare scholars in 7th and 8th grade that year. **See Figure 2.**

For the MOY assessment period for 21-22, the average score overall was 2.12 on the VALUE rubric. Our 5th and 6th graders had an average MOY score of 2.15, and our 7th and 8th graders had an average MOY score of 2.1

For EOY, our 5th and 6th grade scholars averaged a score of 2.9 on the rubric, just slightly under the goal of 3.0, as outlined on our charter contract. Of the scholars who were assessed, 56% of the 5th grade and 6th grade scholars met the goal of a 3 or better on the VALUE critical thinking rubric. While we did not meet the 80% of scholars hitting this goal, we are proud of the work our scholars did over the course of this year, in order to make improvements in their oral literacy and critical thinking. That said, only 1% of our 7th and 8th grade scholars met the goal of earning a 4 on the VALUE rubric by EOY, with these upper grades having an average score of 2.72 on the EOY evaluation.

When reviewing the data from the 2021-2022 school year, we notice a significant difference between our 7th and 8th grade scholars and our younger scholars, in terms of percentage of scholars meeting the requirements of our mission-specific goal. We recognize that our older scholars are expected to score higher on the rubric. When we designed this goal, we never anticipated that our scholars would spend nearly a year and half homebound. This had a significant impact on our scholars. Many of our scholars returned to school uncomfortable and less familiar with typical classroom norms, including but not limited to classroom discussions and interactions with peers. We believe this made an impact on the percentage of our scholars meeting the mission specific goal requirements. If we adjust the expectation for 7th and 8th graders to align to that of the 5th and 6th graders (earning a 3 or higher on the VALUE rubric), we see that 44% of our older scholars would have met that goal.

The average scholar growth on the VALUE rubric was 1.41 points, which is an increase from 2019-2021. This represents the average growth of 1.5 for our 5th and 6th grade scholars, and 1.34 points of growth for our 7th and 8th grade scholars, both of which are higher levels of growth than we saw in 2019-2020.

Some of our efforts to improve the percentage of our scholars achieving our mission-specific goal include pushing our teachers to facilitate more scholar voice in the classroom. We want our scholars to own the intellectual heavy-lifting in their classroom—the more opportunities they have to speak in the class, the better they get at it. The section below provides clear examples of our teachers' efforts toward increasing scholars' oral literacy. In addition, we believe that pushing our teachers to complete the rubrics as grade level teams (as of 23-24) will help, because teachers are more holistically aware of the rubric and the goals we are trying to achieve as a school.

2022-2023: For the BOY assessment period for this year, the average score overall was 2.34 on the VALUE rubric. Our 5th and 6th graders had an average BOY score of 2.07 and our 7th and 8th graders had an average BOY score of 2.54. It seems important to note that we are seeing a significantly higher BOY score that we had seen in previous years. **See Figure 3.**

For the MOY assessment period for 2022-2023, the average score overall was 2.78 on the VALUE rubric. Our 5th and 6th graders had an average MOY score of 2.49, and our 7th and 8th graders had an average MOY score of 3.0.

For EOY, our 5th and 6th grade scholars averaged a score of 2.92 on the rubric, just slightly under the goal of 3.0, as outlined on our charter contract. Of the scholars who were assessed, 57% of the 5th grade and 6th grade scholars met the goal of a 3 or better on the VALUE critical thinking rubric. This is a 1% increase from 2021-2022. While we did not meet the target of 80% of scholars hitting this goal, we are proud of the work we did over the course of this year. We remained consistent on the percentage of scholars meeting our mission specific goal. Our 7th and 8th grade scholars averaged a score of 3.45 on the VALUE rubric, with 32% of our scholars in the upper grade meeting their mission-specific goal. This is a huge improvement from 2021-2022, when only 1% of our upper grade scholars met the mission-specific goal. Over 86% of the upper grade scholars scored a 3 or higher on the rubric during this school year.

The average scholar growth on the VALUE rubric was 0.88 points during the 2022-2023 school year, which is a significant drop in growth. That said, we began the 2022-2023 school year with significantly higher BOY scores, which left less room for growth over the course of the year. In fact, 20% of scholars fully assessed scored a perfect score of a 4 on the rubric during 2022-2023. Our 5th and 6th graders averaged 0.84 points of growth, while our 7th and 8th graders averaged 0.9 points of growth. While the average growth was lower than we have seen in previous years, we are encouraged by the increasing EOY scores.

We credit the overall increase in scores and increase in the percentage of scholars scoring proficient to a couple of factors. First, we believe that our scholars are slowly recovering from the impact of remote learning—they are more comfortable in classroom environments and the expectation of scholar participation. Secondly, our 7th and 8th graders are our first groups of scholars that benefitted from spending four full years at Solare Collegiate. Similar to our summative assessment analysis, we believe that the more time scholars spend at Solare, the better their overall results.

Last year, we began with a renewed focus on coaching our teachers to increase scholar voice in the classroom, and we saw significant improvements overall. For that reason, we continue to focus on teacher coaching as our primary strategy for improving our outcomes. We plan to continue to actively coach our teachers in increasing scholar voice in their classes. We believe that with this focus, coupled with active teacher engagement with the VALUE rubric, we will continue to see improvements and hit the targets of our mission-specific goal.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

Solare Collegiate's educational program's innovative components are written into our contract as follows:

1. **Extended School Day and Year:** Essential to the fulfillment of our mission is an extended school day and school year. Our extended school day and year provides more contact time between teachers and students, giving us more opportunities to close academic skill gaps.

Solare Collegiate is a community school that intentionally opened in a community that has a record of low academic performance, for the purpose of creating a learning environment that effectively closes

academic gaps. One of our key innovative components is an extended school day and school year. Our school year is 188 days in length and our scholars are in school from 7:40-3:45 on Monday through Thursday and from 7:40-2:00 on Fridays. In addition, our scholars have access to an Out-of-School time program until 6pm each day, including Fridays.

Our extended school day and year ensure that every scholar receives 100 minutes of ELA instruction, 100 minutes of Math instruction, 50 minutes of Science instruction, and 50 minutes of Social Studies instruction each day, Monday through Thursday. In addition, every scholar also has 40 minutes of an elective, 30 minutes of independent reading time, 30 minutes of social emotional learning, and 40 minutes of FOCUS (where scholars work on previously missed skills in Math and ELA), as well as dedicated morning and afternoon breaks and lunch time. By having an extended school day model, we are able to ensure that 300 minutes a day of our scholar's instruction are focused on teaching grade-level content in all subject areas, in alignment with best practices—post-pandemic and otherwise². Our FOCUS and independent reading time focus on individualized supports for previously missed skills in ELA and Math, using an accelerated, mastery-based approach. Our Out-of-School time program includes options for academic tutoring and enrichment classes, to supplement scholars' regular school day learning. We have utilized our Out-of-School time program to support scholars following both short- and long-term absences, in order to get them back on track academically.

2. Oral Literacy: A key innovative focus of our school is the purposeful focus on oral literacy in each of our classes and throughout our school community. Teacher-led instruction will be limited to no more than 30% of an individual class period. In each of our core content classes, dedicated blocks of class time will be focused on student-led discussions, for example, Socratic seminars, where students discuss the grade level content using academic language and oral literacy skills aligned to the NMCCSS.

Solare Collegiate emphasizes oral literacy in a number of ways, in academic classroom settings, as well as in alternative learning settings. In the traditional classroom, we utilize teacher coaching as a method of increasing scholar voice in the classroom. For example, teachers are coached to review their lesson plans, ensuring that there are maximum opportunities for scholar voice to be heard, and teachers are intentionally reducing the traditional "teacher talk." Some of the common strategies utilized in the classrooms include the following:

- Turn and Talks: Teachers pose a question and, as opposed to one or two scholars answering whole-group, each scholar discusses the question with a partner. This gives all scholars the opportunity to meaningfully discuss the topic at hand.
- Universal questioning strategies: Our teachers are coached to use universal questions, which can be applied in any context and in any classroom to further engage scholars in discussion. These universal questions include: "How do you know?", "What's your evidence?", "Can anyone build upon that idea?", "Tell me more," and "Agree or disagree?"
- Scholar Nonverbals: Our scholars are taught a series of nonverbal hand signals, which they are encouraged to use during classroom discussions. These indicate scholars' agreement/disagreement with an idea, the desire to build upon an idea, and silent support of their peers. These hand signals encourage all scholars to constantly participate in a classroom discussion, while also giving cues to the teacher about which scholars may want to continue a classroom discussion. For example, a scholar showing that they disagree with an argument can quickly be identified by the teacher, in order to add an additional

² <https://tntp.org/publications/view/the-opportunity-myth>
<https://tntp.org/publications/view/accelerate-dont-remediate>
<https://tntp.org/publications/view/teacher-training-and-classroom-practice/unlocking-acceleration>

level of depth to the conversation. Similarly, a scholar who uses the nonverbal “build upon” signal communicates to their teacher that they have additional comments to add to the conversation.

- **Think About It/Interaction with New Material:** Our math teachers are coached to use a conceptual approach to teaching mathematics. Part of this conceptual approach includes putting the intellectual lift on the scholars. For the purposes of our math classes, our scholars begin class each day with a Think About It, where they review a new math problem that builds on the previous day’s skill. The purpose is for scholars to independently determine what the new skill is and try to complete the problem without guidance. Scholars then discuss as a class how they solved the problem and what they believe that day’s new skill might be. Similarly, the Interaction with New Material (or the daily lesson) is designed to have the scholars guide the teacher through the new concept, as opposed to the opposite, as traditionally happens in the math classroom.

- **Sundial Points:** At the conclusion of each class, scholars engage in a whole-group discussion about how well their class lived up to the school’s Sundial Habits. This is a scholar-led activity, where scholars determine whether they lived each Habit and discuss the proof that they did so.

3. **FOCUS Block:** Solare Collegiate prioritizes teaching our scholars grade-level content in their regular classes. However, we recognize the very true reality that the majority of our scholars come to us significantly behind in reading and math. In order to combat that lost learning, we intentionally dedicate parts of our day to returning to missed learning. One of those components is the daily FOCUS block. The daily FOCUS block is an intentional, flexible time period at the end of the school day, which allows our team to provide students support, based on their individual needs over short or long periods of time. This time may be used for student-created and led groups, such as the planning committee for our weekly Community Circle. Students work with their FOCUS teacher in order to support their learning in core classes, as well as using the time to explore personal interests.

Our FOCUS block has continued to be a vital component of our school programming, though some slight adjustments have been made. We moved away from having FOCUS at the end of the day. Scholars and teachers alike were struggling to maintain the structure and programming of FOCUS when it was at the end of the school day, as opposed to purposefully using the block for the very vital learning time that we know it is. Beginning in 2023-2024, we moved our FOCUS block to the middle of the day. In addition, as we have learned more about our scholars through classroom, short cycle, and summative assessments, we have moved to a FOCUS block that prioritizes the individual needs of each scholar. Each scholar has their own individualized work plan for FOCUS, based on our remediation tool (iXL) and results from our short cycle assessments. If an individual cohort has an average attendance rate of 95% or higher, they earn a once-per-week “Free FOCUS,” where they get to play various board games and have recess. While this is less time for reteaching previously missed skills, it does help to incentivize good attendance, which ultimately helps to close academic gaps.

3. **Spanish and New Mexico Culture Programming:** Solare Collegiate will provide robust New Mexico Culture and Spanish language programming for all students. Students will be grouped based on current Spanish proficiency levels, with a focus on ensuring that our students have access to a balanced literacy Spanish language program. Solare Collegiate will provide in-school programming in Arts, Culture, and Community, with a particular focus on the greater South Valley and New Mexico communities.

Solare Collegiate offered Spanish language programming in 2019-2020, with a partnership with the Instituto Cervantes. However, because of some cultural misunderstandings, we found the Castilian-dialect teachers struggled to connect with our scholars. Some of these teachers were verbally disparaging towards our scholars and the dialect of Spanish many of our scholars speak, and built a highly negative culture in the Spanish classroom. Since then, we have struggled with family buy-in for our

Spanish program, with many families resistant to participating. We have attempted to reintroduce Spanish via a Spanish literature elective and Spanish classes which scholars can opt into, with very little interest. We are presently brainstorming as a community regarding how to include Spanish language opportunities for our scholars. We are looking at using programs like Duolingo for Schools or other self-paced programs to reintroduce the Spanish component.

Solare Collegiate approaches our NM Culture programming with the focus on self, school community, local community, and New Mexico community. The former two are thoroughly embedded in our various school programs, and we dedicate intentional learning time to the latter two. Each Friday, our scholars have a New Mexico Culture lesson, which is active and hands-on in nature. Previously, we used a community partner for this component of our educational program, but it was difficult to keep the external partnership as the school grew in size. In addition, as the school grew, we have cultivated teacher talent invested in developing our curriculum for this part of our program.

4. Student Identity: Solare Collegiate Charter School scholars will utilize a self-paced social emotional learning curriculum to demonstrate growth in self-awareness, identity and character.

At its inception, Solare Collegiate recognized the value of a comprehensive educational program that prioritized rigorous academics, individualized supports, and a focus on the personal development of our scholars. With our first five years of operation being impacted by the COVID-19 global pandemic, the importance of social emotional learning has become even more clear. Our social emotional program is embedded within the entire school day, with our Sundial Habits being the focal point of our individual scholar behavior management system. In addition, at the conclusion of each class, we conduct scholar-led check-ins for the class, aligned to the school's Sundial Values, in order for scholars to determine how they operated as a team. Our teachers and team are coached on using language that supports our Sundial Habits and SEL program. For example, if a scholar is unkind, teachers will ask, "Does that demonstrate Big Heart (one of our Sundial Habits)?"

In addition, our scholars have daily AM Advisory from 7:40-8:10 am each day, where our scholars focus on goals and growth, a self-paced SEL curriculum, and participating in mini and full-class restorative circles. Each Monday, our scholars begin their week by reviewing their academic performance data during their AM Advisory and setting personal and academic goals. On Tuesdays and Thursdays, the scholars work on their independent, self-paced SEL curriculum, in which a scholar selects a Sundial Habit that they would like to focus on to identify their strengths and opportunities for growth (this is called Badge Work). On Wednesday, our scholars participate in a mini-circle, where scholars check in with one another and offer appreciations. On Friday, our AM Advisory time is extended to 9:00 am, and the scholars participate in a New Mexico culture lesson, as well as a restorative circle with their class. During this circle, scholars begin with a meditative practice before checking-in by sharing a feeling word. Their teacher checks back with a few scholars who may need some time to share out with the group. Then a couple scholars share their individual Badge Work. Following the scholars' sharing, their peers are encouraged to share resonance by expressing what stood out to them during their classmate's Badge Work presentation and what the Badge Work revealed about that scholar's character and values. Finally, the circle closes with appreciations, giving scholars the opportunity to vocalize gratitude for other members of their community.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

In FY20, Solare Collegiate Charter School received several compliance and material weakness findings. These issues included: incorrectly accounting for liabilities and expenses on the general ledger, failing to establish pledged collateral, incomplete payroll files, and incorrect FICA withholdings. All of these issues were resolved in FY21, and the school did not have an audit finding in FY21. In FY22 the school received a compliance finding over the timing of end of year voids being handled incorrectly in the financials. Solare Collegiate Charter School has not had a repeat audit finding since its inception.

In FY20, FY21, and FY22 The Solare Collegiate Foundation did receive a repeat material weakness finding for the accounting of the construction project of The Solare Collegiate School facility. Below are the steps the Solare Collegiate Foundation is taking to address this finding:

1. The Foundation recognizes that it did not have adequate and necessary financial policies and procedures in place in its start-up year. This creates issues related to accounting for the construction loan and payments to the contractor, as well as building all financial documents accurately and in compliance with accepted practices. The Foundation will develop, adopt, and implement appropriate policies and procedures over reporting, general accounting, and annual financial close. The Foundation will place ending balances in an appropriate accounting program such as QuickBooks and engage an accounting firm to record transactions and maintain finances on behalf of Foundation. The Foundation will also work with the lender for compliance in all areas of finance.
2. The Foundation management acknowledges that an outside foundation provided \$200,000 to RAZA for buyer's equity in the Phase 1 building. As funds did not pass-through Foundation accounts, they were not included in the 2020 financial statement. In 2021, the Foundation began to make payments to the outside foundation as repayment and at that time recorded the \$200,000 liability.
3. The Solare Collegiate Foundation Board will seek out an accountant that is versed in matters related to public school finance and the general accounting principles that the school and its supporting foundation are required to follow. Prior to any additional construction projects, the Foundation will ensure that its accountant and the CDFI providing financing for said projects are working together to follow the accounting principles specific to public schools in New Mexico.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the

governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Solare Collegiate presently has six governing board members, two of whom were founding board members and the four of whom have served on the board for more than three years. While our membership numbers are in alignment with the range of board members outlined in our by-laws, the Solare Collegiate Governing Board is actively working to recruit new board members, as the board prefers to work with a larger membership.

Solare Collegiate has an active board, with the following committees: Governance, Academic, Finance, and Audit. In addition, we have standing discussion and report out time on our monthly agenda for our Equity Council. The Governing Board takes its role in oversight very seriously and strives not just to fulfill compliance and statutory government requirements, but also to be a value-add to the Solare Collegiate community. Our Governance Committee focuses on board membership recruitment, as well as providing the Head of School regular feedback and support, in alignment with her annual performance review and outlined goals for the academic year. Our Academic Committee reviews and shares data in alignment with our short cycle assessments and the release of state summative assessment data. All board members have access to a living dashboard that outlines average performance on short cycle assessments in ELA, Math, and Science for BOY, MOY, and EOY. The dashboard also includes data on scholar attendance, staff retention, summative assessment data in ELA, Math, and Science, and social emotional well-being surveys for both staff and scholars. The Finance Committee meets monthly and shares out a monthly presentation on the financial health of the school. Our Audit Committee meets in alignment with the annual audit. The Solare Collegiate Governing Board has also utilized ad hoc committees in the past, including a Facilities Committee and a Fundraising Committee.

Each summer, the Solare Collegiate Governing Board hosts an annual retreat, where the board reviews the school's successes and opportunities for growth, as well as priority planning for the following school year. The board does an annual self-assessment, in alignment with the Head of School annual evaluation. Finally, the Solare Collegiate Governing Board conducts an annual evaluation of its singular employee, the Head of School. The Head of School then works with the Governing Board to identify goals and areas of improvement for the new school year, in alignment with the whole-school goals and targets for improvement.

In the past, the Solare Collegiate Governing Board has struggled with ensuring all board members completed their required training hours. However, beginning in the 2022-2023 school year, we moved to a more holistic board training model, in lieu of segmented board training hours. For 2022-2023, the Board worked with Kelly Callahan from PCSNM to provide a day-long, NMPED approved board training through our annual retreat. Our Board completed the required hours in each of the statutorily required focus areas, while applying the training to our annual strategic plan and goal setting. For the 2023-2024 school year, the school is working again with PCSNM, with a NMPED-approved board training coach, who attends our governing board meeting and provides live coaching and feedback, in alignment with the annual training requirements. This year, the primary priorities of the Governing Board's training are to have a more comprehensive and cyclical Head of School Evaluation, and to ensure that they are able to rebuild into a larger board, for more active committee work to be completed.

The Governing Board missed several deadlines with submission of board member change paperwork last year. This includes an untimely submission of a board member's resignation, following the death of said board member. In addition, paperwork (both designation and resignation) was not submitted for a board member who was on the board only for a very short time. In order to prevent this issue from occurring in the future, the Head of School and the office administrator have a standing meeting following each monthly board meeting. This standing meeting time ensures that the Head of School is able to sit down and review the board meeting notes and complete any paperwork that comes out of said board meeting (for example, new board membership). In addition, the Board has created an internal Google Drive folder with subfolders for each board member, present and previous. The Head of School completed an audit of all submitted documents and PDFed email communications between the school and the CSD, ensuring that all paperwork, past and present, is in compliance.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

Solare Collegiate has met all the requirements for the 4a. Indicator on the performance framework. The school has not received any valid complaints that the school's processes for lottery, admissions, or enrollment practices were deemed unfair, discriminatory, or non-compliant. In regards to discipline, we have not received any complaints about our practices and processes, and our practices are in line with state law and due process. We have not received complaints regarding scholars' privacy, civil rights, or constitutional rights. Solare Collegiate has a highly committed and experienced McKinney-Vento Liaison and program of support for our scholars and families experiencing home instability. As such, we have not received any complaints regarding implementation of the requirements of the McKinney-Vento Act. The school has not received any complaints regarding the protections of scholars in the foster care system. Our school has board-approved policies in the areas of complaints and dispute resolution in alignment with 6.10.3D NMAC.

The Solare Collegiate team has a strong investment in ensuring that all of our scholars receive an academically rigorous education that provides them the supports that they need to be successful in their grade-level learning. This includes creating and maintaining an environment that includes culturally and linguistically-relevant instructional practices, as well as highlighting the history and cultures of our school community. In addition, inherent to our school's educational programming is a focus on New Mexico culture. For the context of our school, this includes intentionally embedding a focus on self, school community, the Southwest Mesa/Albuquerque community, and the broader New Mexico community. In addition to academic programming, the school is in its planning year for the Community Schools program via NMPED. We are utilizing a Community Schools format, in order to more wholly engage our community as decision makers, ensuring that all voices are heard and elevated in our school. Through the leadership of our Community Schools Coordinator, we have developed a multifaceted approach to ensuring that scholars thrive in a community that is asset focused, with a specific focus on equity and inclusion.

Solare Collegiate has established an Equity Council and a community schools Site-Based Leadership Team, in addition to other committees that include membership from our community, in order to ensure that we are operating our school with a focus on equity and inclusion of all our scholars. Our community

does a thorough analysis of our content area curriculums, book choices, and even the language used in our math curriculum, in order to ensure that our curriculum demonstrates inclusivity of our school community. Finally, our school community examines data and subgroup performance weekly for in-class assessments, as well as via short-cycle and summative assessment data.

Early in the history of our school, Solare Collegiate established an Equity Council to meet the requirements of the Martinez-Yazzie mandate, in alignment with the rights established from the Indian Education Act (IEA), the Hispanic Education Act (HEA), the Bilingual Multicultural Education Act (BMEA), and the federal Individuals with Disabilities Education Act (IDEA) as well as Office of Civil Rights (OCR) requirements for English Learners (ELs) under Title VI of the Civil Rights Act of 1964. In alignment with the Martinez-Yazzie mandate, our Equity Council's work has focused on the completion of our Readiness Assessment, as well as creating an action plan for ensuring equity in learning opportunities for our scholars that fall under the Martinez-Yazzie lawsuit, include Indigenous scholars, Hispanic scholars, scholars with disabilities, English Learners, and scholars from low income communities.

Solare Collegiate's scholar population overwhelmingly falls within the student groups identified in the Martinez-Yazzie mandate. At present, 27% of our scholars are students with disabilities, 34% of our scholars are English Learners, and 45% of our scholars come from low income households. Internal and summative data revealed to us that our scholars with disabilities and our scholars who are English Learners were not showing academic proficiency at the same rate as their peers. While they are showing significant academic growth, the gap between these two subgroups' proficiency performance in ELA and Math was noted and we began making adjustments to our program to ensure more of our scholars with special needs and our English Learner scholars moved toward academic proficiency.

Because our scholar population is overwhelmingly composed of the subgroups named and protected by the Martinez-Yazzie lawsuit, our work to ensure that these scholars are receiving a high quality education is a whole school endeavor. Every decision our school makes is in alignment with our mission to provide our scholars with a rigorous academic program with individualized supports, in order to support scholar success. In practice, this includes a longer school day and year, supports to backfill missed learning while continuing to provide grade-level learning (both embedded within a regular school day), and intensive teacher coaching and support. Additionally, in alignment with the Multi-Levels of Student Support (MLSS) protocol, Solare Collegiate approaches individualized scholar supports with a purposeful tiered support system. With our inclusion based special education model, nine of our fourteen classrooms have two teachers in the classroom for ELA and Math classes, with five of those classrooms having two teachers in the classroom all day. While the additional teacher in the classroom is intended to support the students with qualifying special needs, we have discovered that all scholars benefit when there is additional support in the classroom, regardless of whether or not they have special needs.

The Solare Collegiate leadership team thoroughly reviews and responds to short cycle testing, creating academic plans of action to support all scholars demonstrating academic struggles and needs for enrichment. We pay special attention to our scholar subgroup performance, ensuring that the Martinez-Yazzie identified subgroups are not being left behind and are instead beneficiaries of strong, data-driven instruction in the whole group, as well as via supplemental instructional support during our daily FOCUS and independent reading blocks. Specifically, our leadership team examines our NWEA short cycle assessment results, and each scholar receives an independent FOCUS (structured study hall) plan for backfilling previously missed skills. This learning opportunity combines small group instruction, video instruction, worksheet-based skills practice, and intervention software practice. Scholars who are performing below the 20th percentile receive an even more specialized program of intervention.

During the 2021-2022 school year, Solare Collegiate received an ATSI designation for low proficiency performance on the 21-22 NM-MSSA assessments for our scholars with special needs. While the school

is unclear on how this designation was assigned to the school (as there was only one of six data points available), we are in agreement that the academic performance of our scholars with special needs is an area meriting additional attention. As previously mentioned, we utilize an inclusion special education model, with nine of our fourteen classrooms having two teachers in the classroom for ELA and Math, and five of those classrooms being supported by two teachers for the entire day. In addition to the inclusion model, scholars receive small group support during our independent reading blocks, as well as during our FOCUS intervention blocks. In previous years, our special education teachers supported kids in the same academic content area, resulting in the teacher often supporting two or three grade levels on their daily schedule. This year, our special education team decided that our special education teachers would support the same group of scholars across each of their content areas, so the teachers are able to focus on knowing the scholars and their needs, more so than focusing on the content. For the first time this year, our special education teachers are receiving the same levels of intensive coaching support as their general education peers—weekly 45 minute classroom observations to assess how well they are supporting their scholars with special needs, as well as weekly 45 minute coaching meetings, during which the teacher and the coach work on strategies to improve their instructional practices. Finally, our special education teachers participate in a modified Intellectual Preparation Protocol, which ensures that they are adequately prepared to support the scholars in the classroom in accessing the grad-level content.

In regards to our scholars who are English Learners, during the 2022-2023 school year we made the goal of improving scholar ACCESS scores. We noticed that our scholars had great strength in the areas of listening, while they seemed to struggle with the speaking section of the assessment. Our team worked diligently with our scholars to practice the art of a constructed oral response, focusing on building confidence while speaking into a recorded device, and even purchased higher quality headphones and microphones, after reviewing scholar performance and noticing sound quality was an issue. While the 2022-2023 ACCESS data was still embargoed at the time of the submission of this application, we look forward to being able to share with the Public Education marked growth on scholar performance on the ACCESS test when compared to previous participation years.

Additionally, Solare Collegiate provides a sheltered-instruction format, but is continually adding layers of support for our scholars. For example, during coaching meetings, our teachers are encouraged by their coaches to ensure that instruction is provided with multiple modes of access for our scholars, ensuring that anything that is stated orally is also accessible visually, whether that be on a projection screen or in a student handout. In addition, teachers are coached to create multiple versions of scholar handouts, in order to meet the needs of our scholars who are in the process of learning academic English. Many of our English learners are provided with direct instruction in academic vocabulary in the area of mathematics, as we discovered that many of our scholars are comfortable with the computational aspect of math instruction, but struggled with the math vocabulary. Additionally, our teachers provide classroom handouts in English and Spanish, for those scholars who need it. Finally, our school culture welcomes our scholars to speak in the language in which they are most comfortable.

This school year, we have seen a significant increase in the number of scholars arriving to us as monolingual Spanish speakers. As this was a new challenge for our school community, we reached out to the NMPED to receive advice on how to best support our scholars. In alignment with that guidance, these scholars are receiving support by strategically being placed in classrooms that have at least one bilingual teacher. These scholars are also seated near peers who have volunteered to support our monolingual scholars with translation support when needed. In addition, these scholars are receiving daily English language direct instruction. Finally, each of our monolingual scholars have received an iPad with translation apps, as well as programs for learning English, including DuoLingo for Schools and Imagine Learning's Language & Literacy program. We are presently in the process of trying to hire an additional staff member who can support our monolingual scholars in their classes.

Solare Collegiate also has a strong focus on ensuring that our staff and scholars have shared experiences, with an emphasis on hiring practices that prioritizes DEI. In 2020-2021, with grant funding provided by NMPED, we partnered with TNTP and several charter schools, in order to ensure that we are recruiting diverse teaching candidates and retaining them in our school community. Presently, 63% of our staff identify as a person of color (this is significantly higher than the national average of 21%). In addition, 12% of our teachers are the first in their family to graduate from high school, 32% are the first in their family to graduate from college, and 46% of our team report growing up in a low-income or working poor household, supporting our goal of having a school team with background and cultural experiences similar to that of our scholars. In addition, we have implemented a teacher-leadership model within our school community, breaking down traditional barriers of school leadership—teachers young in their career take on prominent school-based leadership in our school, supplementing their teaching.

As we continue on our path toward being a fully-functioning Community Schools program, we recognize the importance of a unified approach to school community building and maintenance. For this reason, the school is continuing to build community with vested parties ranging from lawmakers and policy creators at the state and federal level, our community partners at the regional, city and state levels, and (most importantly) the families that we serve each and every day. We strive to have authentic and meaningful coalition-building with each of these stakeholders, in order to ensure that we are continually improving the educational experience we are providing our scholars, with a specific focus on the scholars who fall under the protections of the Martinez-Yazzie mandate.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Solare Collegiate is not located on tribal land and does not serve a high percentage of indigenous scholars.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Solare Collegiate takes very seriously our annual site visits and the results from said visits, and we work actively to continuously make improvements in each of the areas highlighted on our annual site visit report. During the terms of our contract, we have received three “Does Not Meet Standards” and three repeated “Working to Meet Standards” designations. We earned “Does Not Meet Standards” in the area of 1b. State Assessment Requirements in 2021-2022 and in 2b. Accounting Principals in 2020-2021 and 2021-2022. We earned “Working to Meet Standards” repeatedly in the areas of 3a. Governance Requirements, 3c. Reporting Requirements, and 4b. Attendance and Retention.

1b. State Assessment Requirements – At present, this indicator is marked as “Does Not Meet Standards” for the 2021-2022 school year, based on the internally procured data from NMPED of a participation rate of 94% for NM-MSSA ELA, 93% for NM-MSSA Math, 89% for NM-ASR Science, and 77% for ACCESS testing. For the 2022-2023 school year, we made a concerted effort to improve our participation rates from the year prior. Based on our internal tracking, we estimate that participation rates for 22-23 mandated testing was approximately 99% for NM MSSA ELA, 99% for NM MSSA Math, 96% for NM ASR Science, and 99% for ACCESS. We credit the improvement in this participation to a couple key factors. First and foremost, in 2021-2022, our testing coordinator was a contracted vendor, who does not regularly work on site at the school. During the testing season of 2021-2022, we recognized how important it was to have someone readily available on site, in order to manage testing make-ups in a community where chronic absenteeism greatly impacts testing participation. For 2022-2023, we had an internal staff member assigned the role of testing coordinator, which made it much easier to get make-up testing completed, based on scholar attendance. In addition, in 2022-2023, we began testing a week earlier than we had in previous years. While we want to prioritize maximizing the instructional hours prior to summative testing, we recognized with the scholar attendance issues that we need to ensure that we give our scholars ample opportunity to make up summative assessments, in the event of an absence during the testing week. Another effort that positively impacted our testing participation rate was increased communication with our families prior to testing, in which we communicated the dates and the importance of summative testing. Finally, we worked to establish a data-driven culture across our community during the 2022-2023 school year, which resulted in improvements in scholar and family investment in our summative testing.

2b. Accounting Principles – This indicator earned a “Does Not Meet Standards” designation in 2020-2021 and 2021-2022. The school earned “Meets Standards” during the 2022-2023 school year. The school’s nonprofit foundation received 1 material finding during 2020-2021 and 2021-2022 related to a construction loan. The school board and the foundation boards have updated financial policies over the last four years to ensure that we reduce the number of annual findings, as well as to ensure that we do not continue to receive recurring findings.

3a. Governance Requirements – This indicator earned a “Working to Meet Standard” designation in 2019-2020, 2020-2021, and 2021-2022. During the 2022-2023 year, we earned “Meets Standard.” The repeated “Working to Meet Standard” designation was earned because we had board members who failed to complete the total number of required training hours. At this time, the Solare Collegiate team was working with the Charter School division to ensure that there was accurate record keeping of this data—at present, we can verify that one board member did not complete his training requirements in 2021-2022, because he had to step off the board to manage a family commitment internationally. Beginning in the 2022-2023 school year, the Solare Collegiate Governing Board has moved to a retreat style board training via Public Charter Schools of New Mexico, which ensured all board members completed their required training during our annual summer retreat in June 2023. For the 2023-2024 school year, our governing board is working with PCSNM to receive year-long board coaching and training, in alignment with NMPED training requirements, throughout the school year, to ensure that all members are completing regular and complete training.

4b. Attendance and Retention – This indicator earned “Working to Meet Standard” in 2019-2020, 2021-2022, and 2022-2023, with our average attendance standing at 91% for the 2021-2022 and 2022-2023 school years. We continue to strive towards improvement of daily attendance of our scholars, in alignment with the Attendance for Success Act, by building additional supports for our families to enable scholars’ regular daily attendance at school. In conversation with our families, they have indicated that COVID-related absence and cautionary practices, transportation, and increases in illnesses in the home contribute to low rates of attendance. We have observed an increase in chronic absenteeism—and we attempt to work directly with families to decrease these absences, through regular attendance team meetings with the family, education on the impact of low attendance rates, and providing supports to families struggling with regular attendance. We are working to continue to improve attendance rates—specifically that of our chronic absentees (28% of our scholars missed 10% or more of the school year in 21-22)—through consistent family engagement and communication, as well as individual and cohort-based incentives for good attendance. We continue to strive toward hitting the 95% average daily attendance rate for all of our scholars.

The school would like to take the opportunity to address the “Working to Meet Standard” designation for 1a. Mission and Education Program. The CSD originally assigned the school “Meets Standard,” but adjusted the rating to “Working to Meet Standard,” because the site visit team stated that key elements of the educational program were not observed during the annual site visit. The school would like to note that during the annual site visit, one of the two 45-60 minute observations were canceled, as a result of scheduling conflicts that occurred during the visit. The key elements of the program which the site visit team contends were not observed included oral literacy, self-paced SEL curriculum, New Mexico Culture programming, and Spanish language programming. Because of the brevity of the classroom observation component of the site visit, as well as the limitations of assessing programs in walk through structure, it is not surprising that elements may not have been observed during the walk through observations. Additionally, many of the programmatic elements of the school may have been overlooked by the site visit team, based on interpretation of meaning of said programmatic elements. Below are the descriptions of how each of programmatic elements described as not being present are actually living within our school community:

1. Oral Literacy – In alignment with our core belief that “voice strengthens identity,” we believe that highlighting scholar voice is vital for true engagement and scholar participation. We see scholar voice through their writing and other works produced in class, but we place a special emphasis on Oral Literacy. The CSD annual site visit team said they did not see elements of oral literacy during their brief classroom observation period, however the site visit teams specifically stated that they did not see socratic seminars. Socratic seminars are one of many types of oral literacy components present in our educational program. While there was not a socratic seminar on the day of the site visit, scholars were certainly engaging in oral literacy practices. Specifically, our scholars engage daily in conceptual, discussion based math instruction, in which a key (daily) component of the lesson called the Think About It entails scholars independently studying a new math concept (a concept that adds a step to the previous day’s learning) and then having student-led classroom discussions regarding what they think the day’s lesson will be about. Additionally, our scholars lead the instructional component of the math class’s key lesson, where teachers are trained in minimal language questioning strategies, which require the scholars to do the intellectual lift and explaining. In all content areas, our teachers utilize “habits of discussion.” These are universal questioning strategies, where teachers are coached to use minimal-language questions and prompts, such as “How do you know?”, “Tell me more,” “What’s your evidence?,” amongst other prompts. While each of these are not performative examples of scholarly discussions and oral literacy, each of these strategies maximize scholar voice and the intellectual heavy lifting that scholars are responsible for in the classroom.

2. Self-Paced SEL Program – The 22-23 annual site visit team stated that they did not see our self-paced

SEL program in action. However, at Solare Collegiate, our SEL program is not encapsulated into a single class, it guides everything we do in and out of the classroom. Our community is guided by our Sundial Values, which are adorned throughout the school. Our behavior management system includes positive and negative points, in alignment with our Sundial Values, that scholars independently earn for behaviors in alignment with our Sundial Habits. In addition, at the end of each class period, the class checks in as a group to determine whether or not the class as a whole positively demonstrates our Sundial Habits in class each day. This is most often a scholar-led exercise. In addition, our scholars receive weekly awards for being a positive example of our Sundial Values in weekly celebratory events. Each of our scholars have an AM Advisory each day, where the bulk of our SEL program lives. Each Monday through Thursday, our scholars have AM Advisory from 7:40-8:10. On Fridays, we have an extended advisory from 7:40-9:00 AM, during which time scholars participate in New Mexico Culture activities and a restorative SEL circle. On Monday, our scholars do a grade review and create goals for the week, academic and personal. On Tuesdays and Thursdays, our scholars are working on their individualized SEL curriculum (we call this Badge Work), where they select one of our Sundial Habits to work on, and during that work time, the AM Advisory teachers are checking in with scholars. Scholars receive one-on-one coaching with their AM Advisory teacher, in preparation for sharing Badge Work during Friday's restorative circle. On Wednesdays, our scholars meet in small "mini-circle" groups of three or four, where scholars complete a check-in with one another and give each other appreciations. This also supports our oral literacy focus.

3. New Mexico Culture – As outlined in our charter application, our approach to New Mexico Culture is to think about it within four spheres: Self, our School Community, the Southwest Mesa/Albuquerque Community, and the New Mexico Community. The first two are deeply rooted in our day-to-day environment and can be found in everything we do in the classroom. The latter are introduced (as outlined in our charter) in Friday programming during our extended AM Advisory time.

4. Spanish-Language Curriculum – This is the only educational program element that doesn't currently exist in our school. We previously had a partnership with the Instituto Cervantes for our Spanish Language programming. However, we found the team of teachers were not trained to adequately support our middle school students. In addition the team of teachers were verbally abusive to our scholars—primarily focused on disrespecting our Spanish speaking students' dialect and use of Spanish slang. After that first year, our community was very hesitant to participate in the Spanish programming. In 2022-2023, we attempted to provide a Spanish Literature elective for our scholars, which resulted in very low enrollment. This year, we offered Spanish as an elective option, again, with very low enrollment. We are presently working as a school community to determine how to best include Spanish language programming in our educational program. We plan to utilize our Community Schools Site-Based Leadership Team to lead the discussion on how to better fulfill this commitment to our community.

Solare Collegiate has an open door policy regarding visitation, and we love having professionals visit our school community to provide feedback and support. That said, the format of isolated 10-20 minute classroom visits does not lend itself well to demonstrate educational programs outlined in the charter contract. As outlined in the Site Visit Protocol, when assessing all parts of the school's programming, classroom observations should be supplemented with interviews, document review, and other follow-up questions, in order for the site visit team to be able to make an accurate assessment of programs at the school. A more comprehensive review of program via documents (as was done during the 2020-2021 modified site visits) would help the site visit team to have a better understanding of the school's application of program, as well as prevent the site visit team from reviewing schools through a very narrow lens (as in the case of oral literacy being viewed as only a socratic seminar). In addition, the Solare Collegiate team felt that the 2022-2023 Site Visit Team did not honor the Site Visit Code of Conduct, specifically the following:

“Under no circumstances criticize the work of a teacher or anyone else involved with the school during an observation or focus group.”

“Do not offer personal or professional opinions or recommendations, even if solicited by interviewees.”

“Do not evaluate the performance of individuals, either orally or in written descriptions of the evidence.”

“Findings must be supported by evidence in documents, focus groups and observations.”

Our Site Visit Team lead voiced concern about the performance of a teacher in the classroom. This young teacher was receiving significant coaching support from the Solare Collegiate team—at this point, it was 2-3 hours a day for academic and behavioral support. Additionally, the Solare Collegiate team was following state personnel rules, ensuring that a struggling teacher received support above and beyond that of state standards. This value judgment was clearly in violation of several of the items outlined in the Site Visit Code of Conduct, and created a lack of trust between the school and the site visit team. Judgments and recommendations were also made about various elements of the school and its programs, again in violation of the Code of Conduct. And finally, there was no request for additional documentation, context, video, or other information that would enable the site visit team to make an informed decision before scoring the school in the area of 1a. Mission and Educational Program.

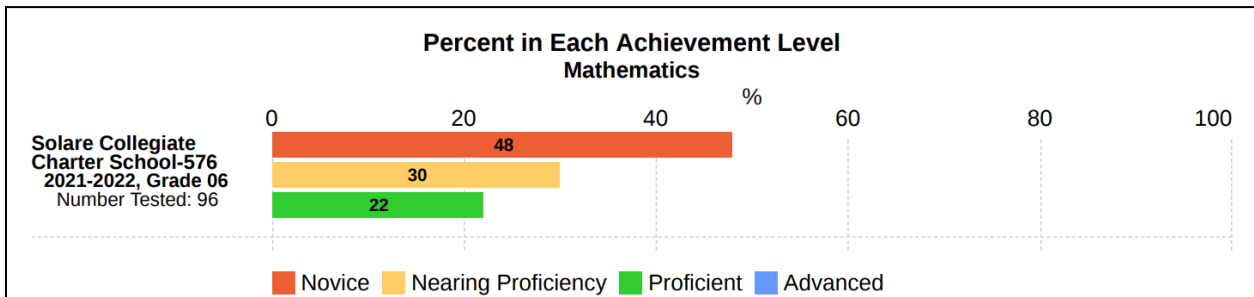
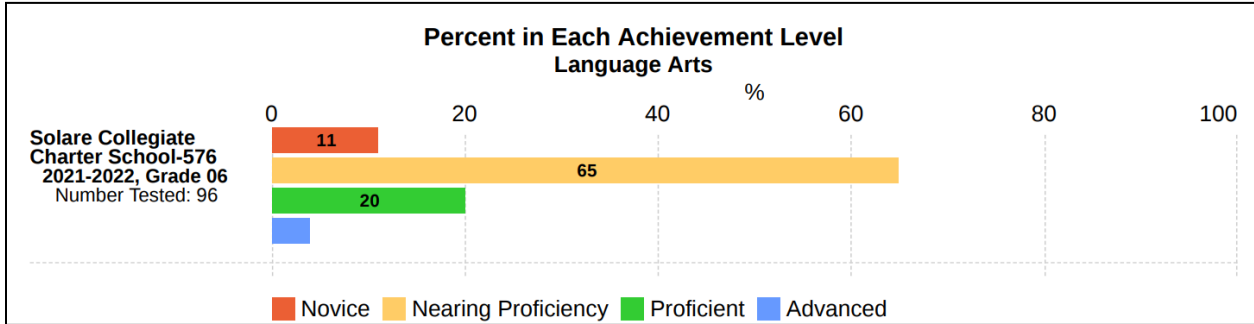
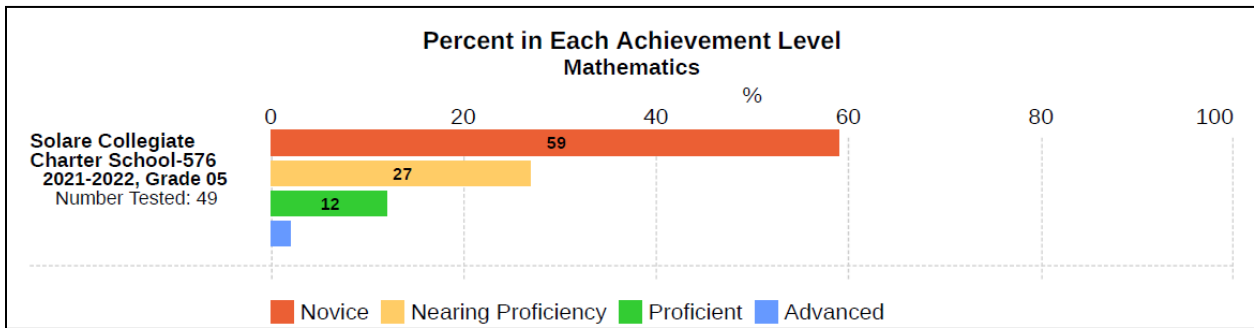
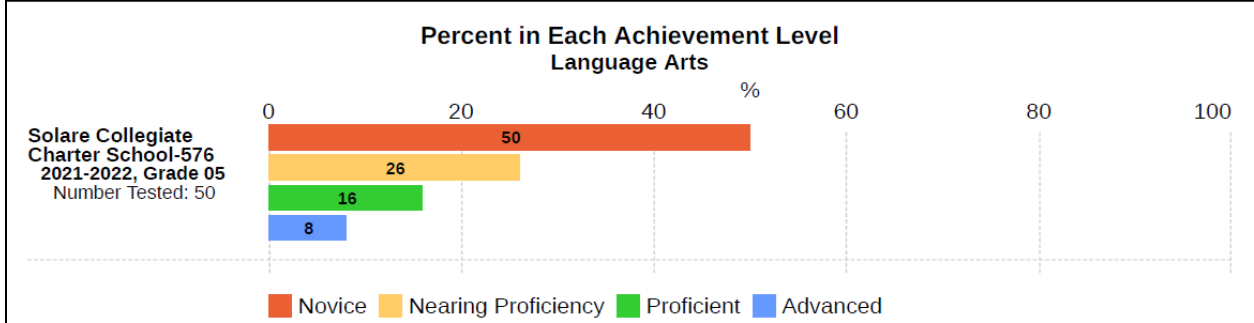
A final request from the school is for the Charter School Division to provide a rubric and rationale for how the Site Visit Team is scoring schools, particularly in areas so important to mission-driven organizations, like Solare Collegiate. We have requested a rubric for our annual site visits for each of the last three years, including for our renewal site visit, and we have consistently been declined. It is difficult to understand the expectations for the annual site visit, without clarity on the bar that is being set for each indicator of success. We are unclear if the site visit teams are trained to look for a preponderance of evidence for each indicator or are using a checklist approach (with the former being best practice in the use of evaluative rubrics), or if a rubric is being used at all when scoring. In alignment with the Site Visit Code of Conduct, site visit teams are expected not to make value judgements or to use personal or professional bias when visiting a school or providing finalized assessments. While the lack of a rubric has been a consistent concern regarding site visits since our school’s founding, the 2022-2023 annual site visit raised additional concerns. We have previously enjoyed our annual site visits, which included very warm and supportive interactions from all team members. This was especially true during 2020-2021 when the CSD responded to our remote school year in a way that felt both helpful and supportive, as well as during the 2021-2022 school year, when the site visit team made a strong, positive impact during classroom observations and visits—a memory that sticks in the minds of our teachers to this day. We are optimistic that our Annual Site Visit will have a similar tone, as the Site Visit Lead has demonstrated a willingness to work with our school, in order to ensure that the team sees all that they need to see during the site visit.

The school would also like to note that 2019-2020 was our first year operation, as such, we were supposed to receive two site visits during that school year, one in the fall of 2019 and the second in the spring of 2020, as is standard practice for state authorized charter schools. However, in light of the COVID-19 pandemic, spring site visits were canceled, and we did not have the opportunity to have the traditional spring site visit, hence the number of unavailable scores.

Solare Collegiate has not received any Office of Civil Rights complaints, Special Education complaints, or New Mexico Attorney General complaints.

Appendix A-1 Academic Data Solare Collegiate Charter School

Figure 1: 21-22 NM-MSSA, Summative Achievement, Grades 5-8



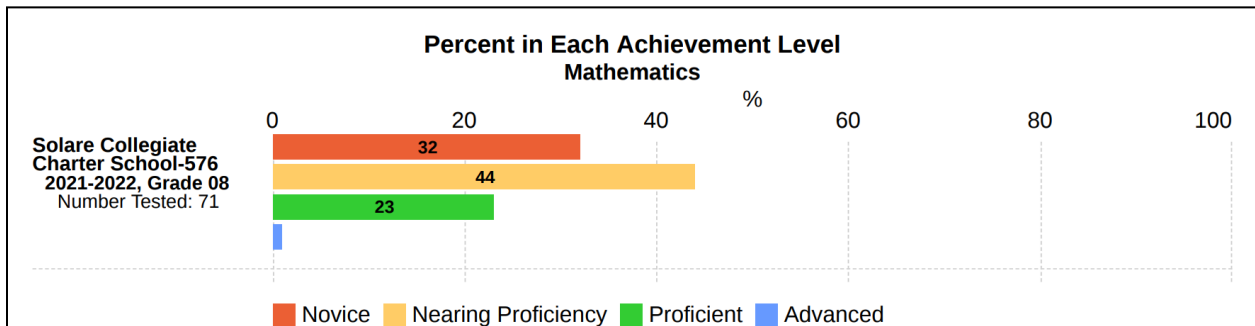
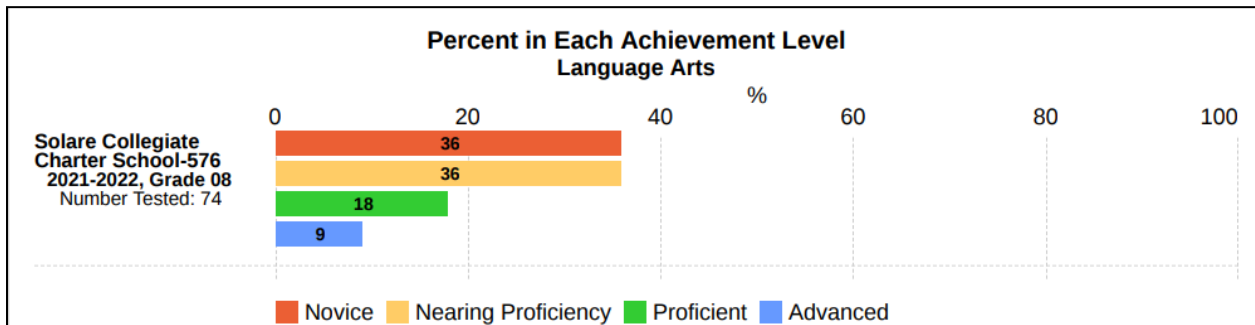
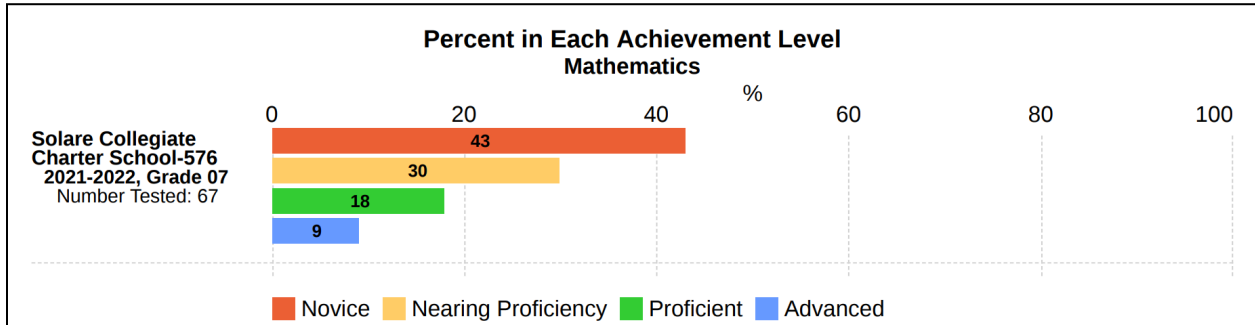
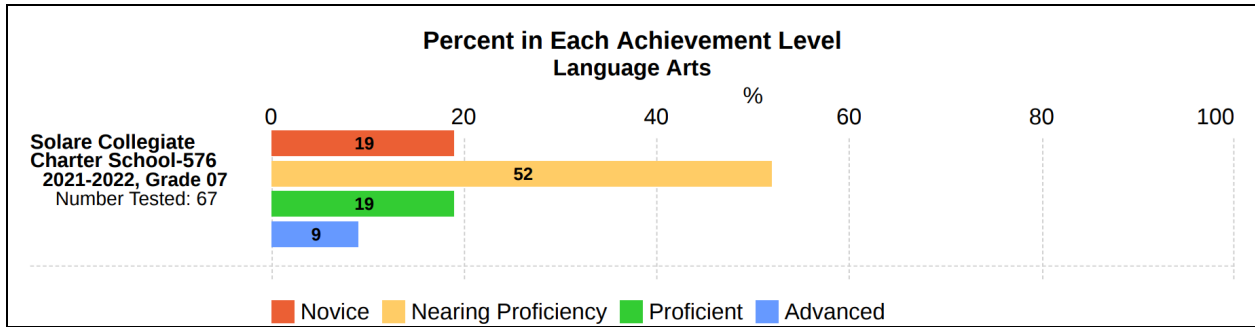


Figure 2: 21-22 Summative Proficiency Achievement, Statewide and Local District Comparative, ELA

	5th grade	6th grade	7th grade	8th grade
Solare Collegiate	24%	24%	28%	27%

Learning Zone 2	22.6%	17%	22%	24%
APS	36%	34%	37%	35%
Statewide	36%	31%	35%	33%

Figure 3: 21-22 Summative Proficiency Achievement, Statewide and Local District Comparative, Math

	5th grade	6th grade	7th grade	8th grade
Solare Collegiate	14%	22%	27%	24%
Learning Zone 2	13.8%	14.3%	13%	8.7%
APS	27.5%	32.3%	27.1%	19.6%
Statewide	31%	33%	25%	19%

Figure 4: 21-22 Summative Proficiency Achievement, SwD and EL, State and Local District Comparative

	ELA		Math	
	SwD	EL	SwD	EL
Solare Collegiate				
Learning Zone 2	4.1%	11%	1.4%	5.4%
APS	9%	13%	5%	8%

Figure 5: Summative Proficiency Achievement, 3 Years at Solare, Math

	6th grade	7th grade	8th grade
Solare Collegiate 2 Years 6th, 3 Years 7th/8th	32%	41%	24%
Solare Collegiate	22%	27%	24%
Learning Zone 2	14.3%	13%	8.7%
APS	32.3%	27.1%	19.6%
Statewide	33%	25%	19%

Figure 6: 2019-2020 NWEA Growth Data BOY and MOY, Grades 5 & 6

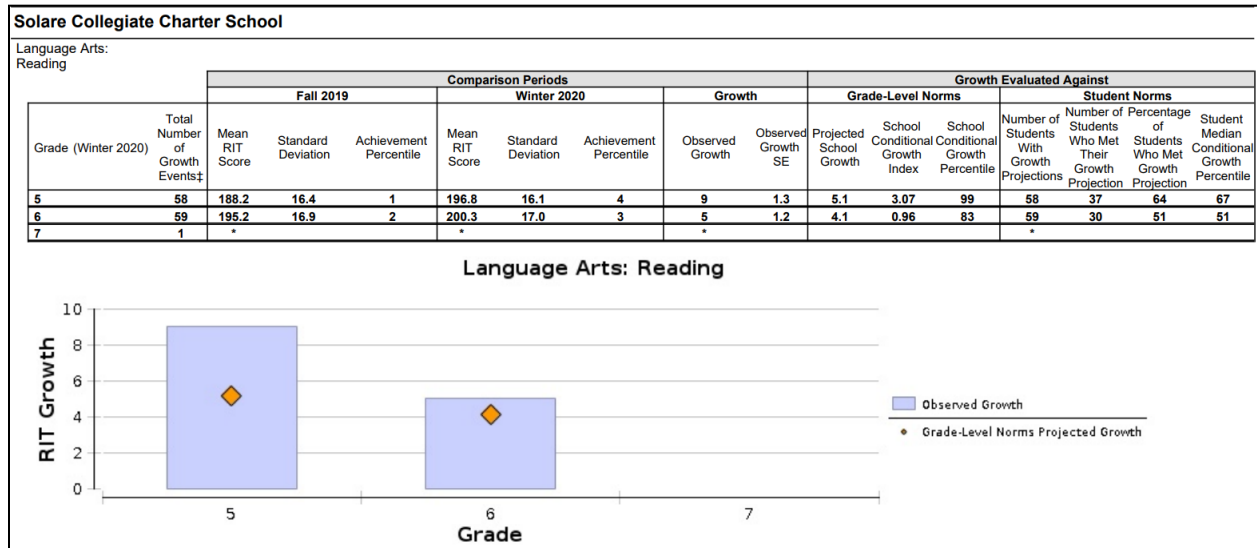
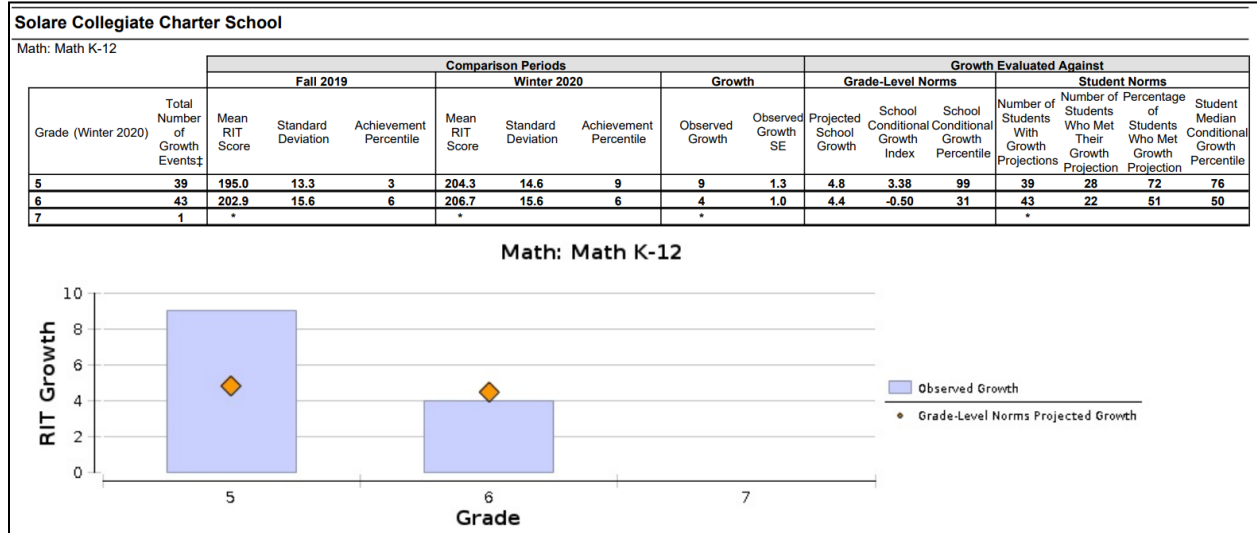


Figure 7: 2021-2022 NWEA Growth Data BOY, MOY, EOY, Grades 5, 6, 7, and 8

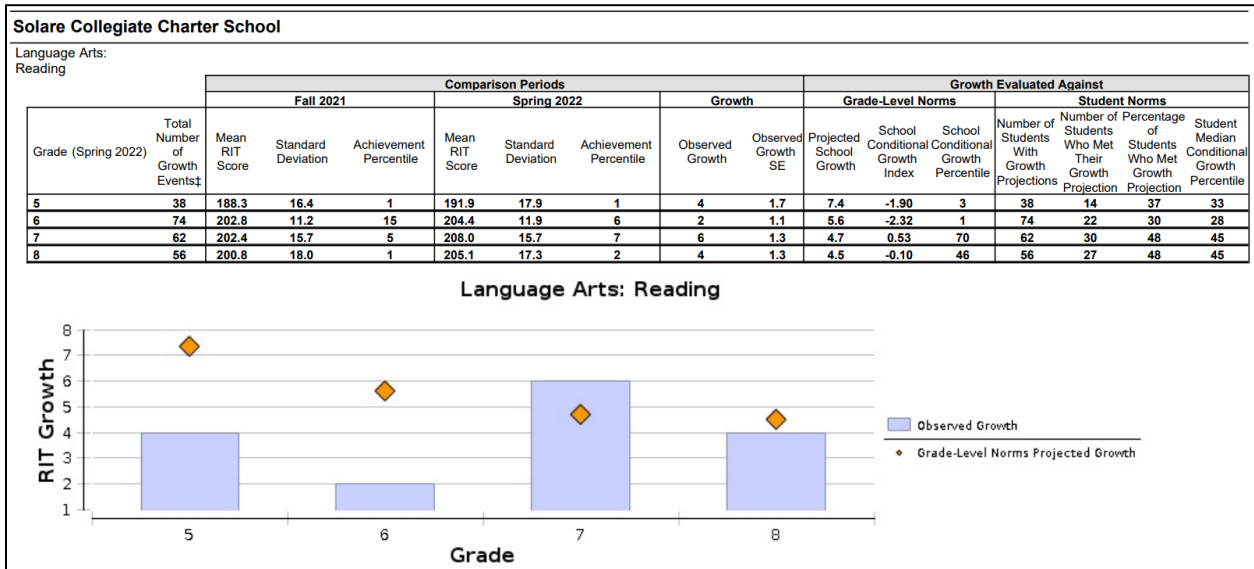
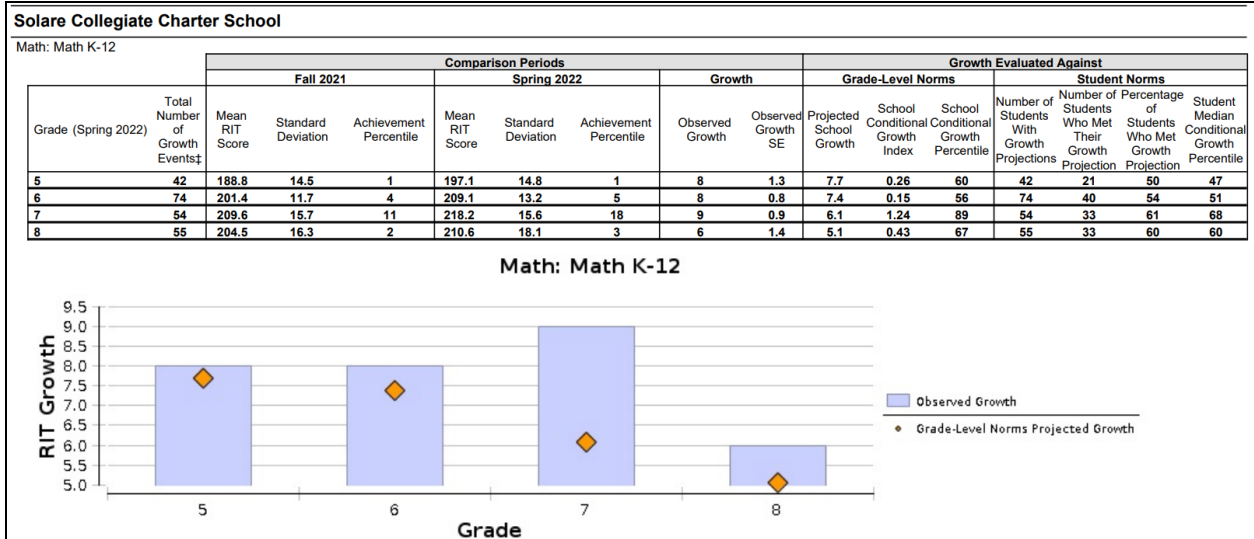


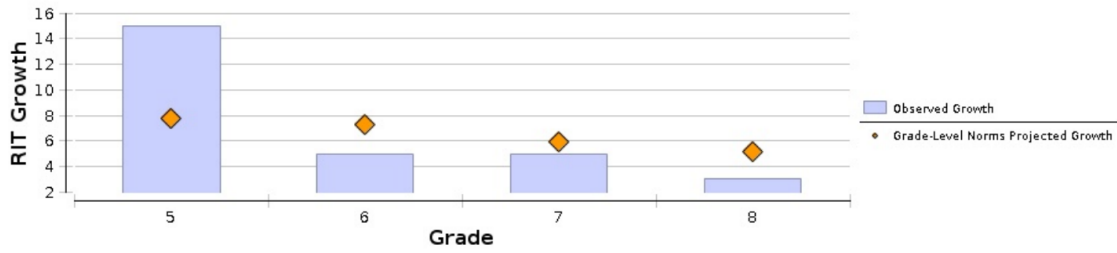
Figure 8: 2022-2023 NWEA Growth Data BOY, MOY, EOY, Grades 5, 6, 7, and 8

Solare Collegiate Charter School

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	15	189.3	14.0	1	204.3	14.7	4	15	3.2	7.8	3.12	99	15	10	67	74
6	64	199.1	15.2	2	204.0	15.8	1	5	0.8	7.2	-1.07	14	64	21	33	27
7	73	205.6	13.9	5	211.0	17.3	4	5	1.1	5.9	-0.24	41	73	33	45	41
8	66	213.0	15.4	11	216.0	17.3	8	3	1.0	5.2	-0.91	18	66	28	42	41

Math: Math K-12



Solare Collegiate Charter School

Language Arts: Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
5	15	185.6	20.9	1	199.9	17.7	6	14	3.2	7.5	3.44	99	15	9	60	52
6	64	194.0	16.0	1	200.5	15.6	2	7	1.1	6.1	0.20	58	64	31	48	46
7	68	202.5	15.8	5	208.6	16.0	9	6	1.2	4.7	0.81	79	68	41	60	62
8	64	206.8	16.7	8	209.8	16.6	6	3	1.3	4.2	-0.60	27	64	30	47	36

Language Arts: Reading

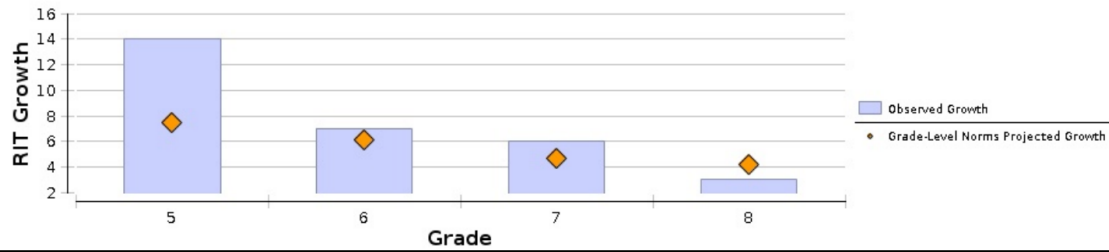
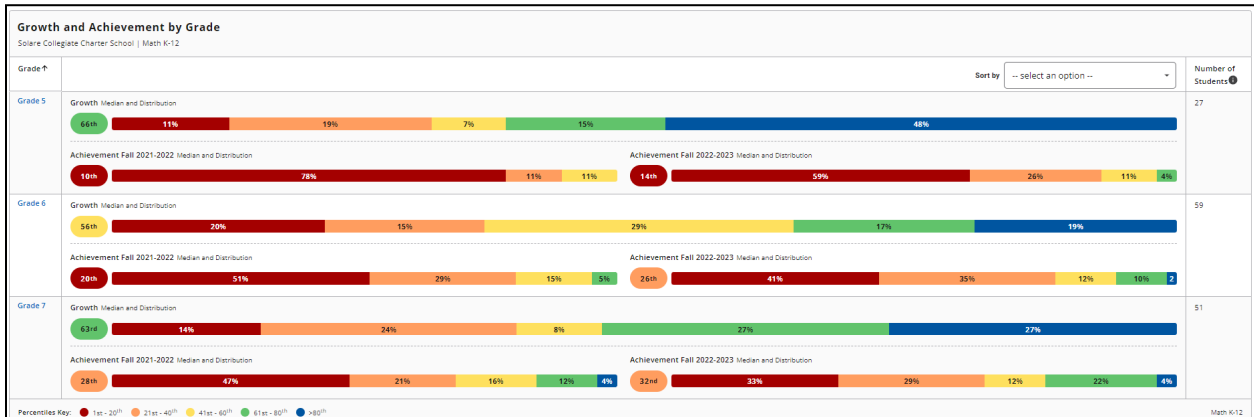
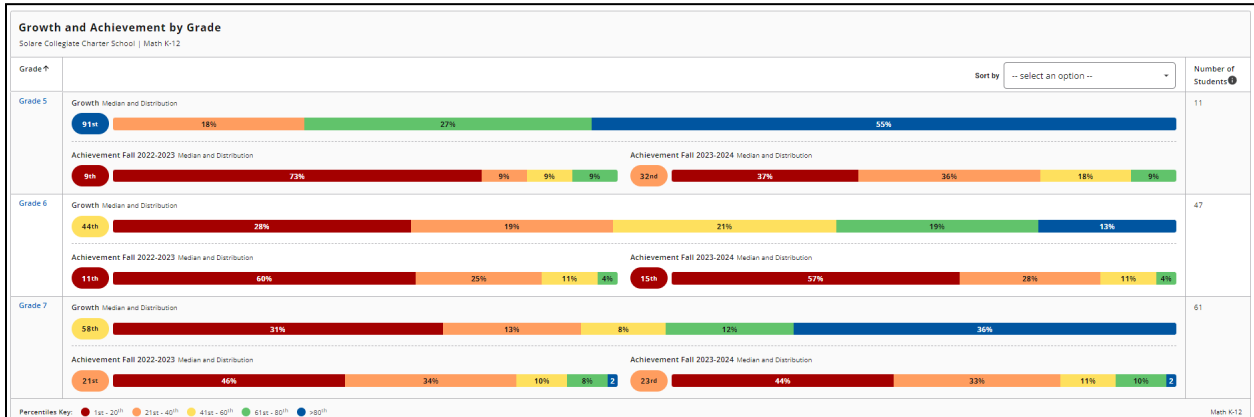
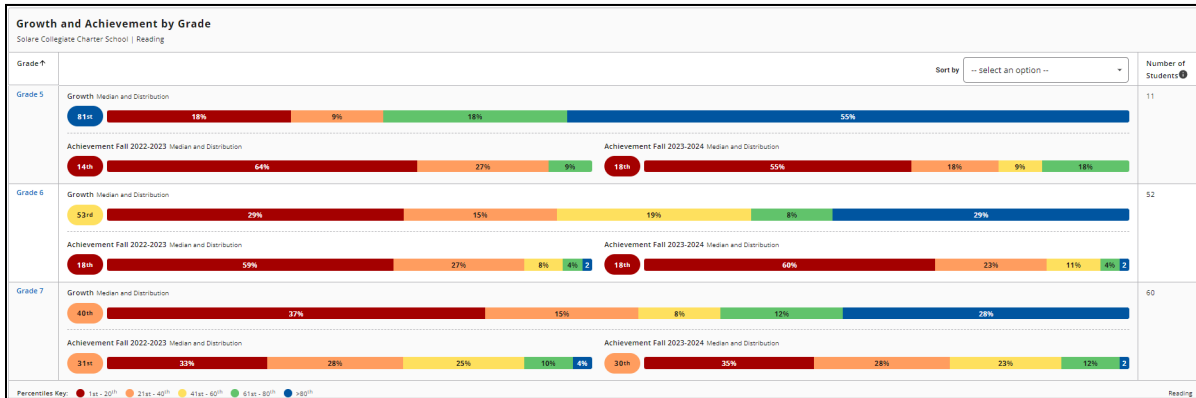
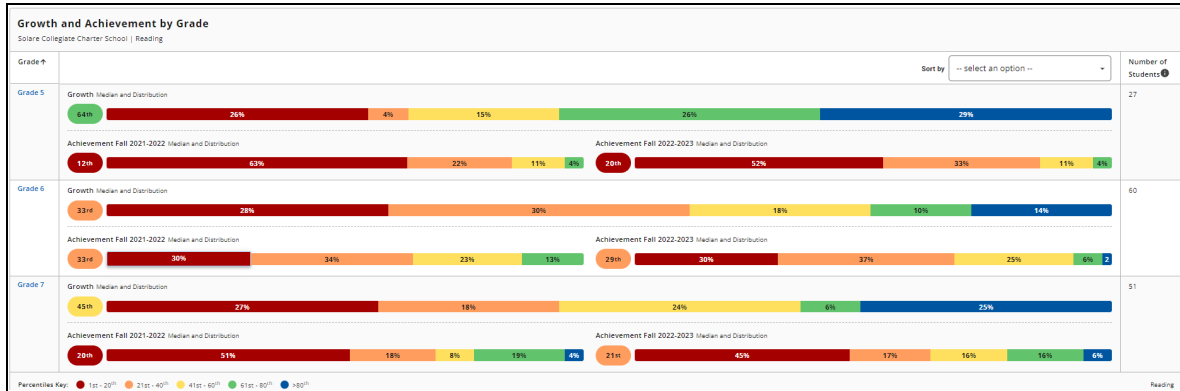


Figure 9: NWEA MAP Year-Over-Growth





Appendix A-2 Mission Specific Growth Goals

Figure 1: 2019-2020 Mission Specific Goals Data

	Average BOY	Average MOY	Average EOY	Change
Student 1	1	2		1
Student 2	1	1.6		0.6
Student 3	1	2.2		1.2
Student 4	1	2.6		1.6
Student 5	1	2.4		1.4
Student 6	1	2.8		1.8
Student 7	1.2	2.4		1.2
Student 8	1	2.6		1.6
Student 9	1.8	3.4		1.6
Student 10	1	2		1
Student 11	1.8	3.4		1.6
Student 12	2	3.2		1.2
Student 13	1	2.4		1.4
Student 14	1.4	2.8		1.4
Student 15	1	2.4		1.4
Student 16	1	2.2		1.2
Student 17	1.2	2.6		1.4
Student 18	1	2		1
Student 19	1.2	2.6		1.4
Student 20	1	2.4		1.4
Student 21	1	2.2		1.2
Student 22	1.4	3		1.6
Student 23	1	2.6		1.6
Student 24	1	2		1
Student 25	1	2.2		1.2
Student 26	1.8	3.2		1.4
Student 27	1	2.6		1.6
Student 28	1.2	2.6		1.4
Student 29	1.4	2.6		1.2
Student 30	1	2.2		1.2
Student 31	1.8	3		1.2

Student 32	1.8	2	0.2
Student 33	2	3.4	1.4
Student 34			
Student 35	1.8	3.4	1.6
Student 36	1.4	2.6	1.2
Student 37	1.6	2.8	1.2
Student 38	2.2	3.4	1.2
Student 39	1	2.2	1.2
Student 40	2.2	3.8	1.6
Student 41	1.6	2.6	1
Student 42	1.4	2.6	1.2
Student 43			
Student 44	2.2	3.6	1.4
Student 45	2.4	3.4	1
Student 46	1	2	1
Student 47	1.6	2.6	1
Student 48			
Student 49	1	2	1
Student 50	1.8	2.6	0.8
Student 51	1.2	2.4	1.2
Student 52	1.4	2.6	1.2
Student 53	1	2.6	1.6
Student 54	1.8	3.2	1.4
Student 55	1.4	2.8	1.4
Student 56	1	2	1
Student 57	1.8	3.6	1.8
Student 58	1	2	1
Student 59	1	2	1
Student 60	1.2	2.4	1.4
Student 61			
Student 62	1.2	2.2	1

Student 63	1.2	2.2	1
Student 64	1.8	3	1.2
Student 65	1.4	3	1.6
Student 66	1	2.2	1.2
Student 67	1.2	2.4	1.2
Student 68	1	2.4	1.4
Student 69	1	2	1
Student 70	1	2.4	1.4
Student 71	1.8	3.4	1.6
Student 72	1	2.2	1.2
Student 73	1	3	2
Student 74	1	2	1
Student 75	1	2.4	1.4
Student 76	2	3.6	1.6
Student 77			
Student 78	1	2.4	1.4
Student 79	1	2.6	1.6
Student 80	1	2	1
Student 81	1	2.6	1.6
Student 82	2	3	1
Student 83	1.2	2.4	1.2
Student 84	1	2.4	1.4
Student 85	1	2.4	1.4
Student 86	1.8	3	1.2
Student 87	2	3.6	1.6
Student 88	1	2	1
Student 89	1	3	2
Student 90	2	3.6	1.6
Student 91	1	2.2	1.2
Student 92	1.2	2.4	1.2
Student 93	1	2.4	1.4

Student 94	2.4	4	1.6
Student 95	1.8	3.4	1.6
Student 96	2.2	4	1.8
Student 97	1	2.4	1.4
Student 98	1	2.6	1.6
Student 99	1	3.4	2.4
Student 100	2	3.4	1.4
Student 101	1	2	1
Student 102	1.6	3	1.4
Student 103	1	2	1
Student 104	1.6	3.6	2
Student 105	1.4	3	1.6
Student 106	2.4	2.6	0.2
Student 107	1	2	1
Student 108	2	3.4	1.4
Student 109	1	2.4	1.4
Student 110	1.4	2.6	1.2
Student 111	1	2.6	1.6
Student 112			
Student 113	1.4	2.4	1
Student 114	1	2	1
Student 115	1	2	1
Student 116	1	2.4	1.4
Student 117	1	1	0
Student 118	1	2.2	1.2
Student 119	2	3.4	1.4
Student 120	1.6	2.6	1
Student 121	1	2	1
Student 122	1.2	2.4	1.2
Student 123	1.4	3.2	1.8
Student 124	1	2.4	1.4

Student 125			
Student 126	1	2.4	1.4
Student 127	1.2	2.6	1.4
Student 128	1	2.2	1.2
Student 129	1	2	1
Student 130	1.8	3.4	1.6
Student 131	1.2	3	1.8
Student 132	1	2	1
Student 133	1	1	0
Student 134	1	1	0
Student 135	1	2.4	1.4
	1.315625	2.590625	1.2765625

Figure 2: 2021-2022 Mission Specific Goals Data

	Average BOY	Average MOY	Average EOY	Change	
Student 1	1	2	2.4	1.4	
Student 2	1	2.2	3	2	
Student 3	1.2	2.2	3.2	2	
Student 4	1.4	1.8	2.4	1	
Student 5	2	2.2	2.8	0.8	
Student 6	1	2	2.4	1.4	
Student 7	1.2	2.4	2.8	1.6	
Student 8	1.2	2	3	1.8	
Student 9	1	1.8	2.6	1.6	
Student 10	1.4	1.8	2.4	1	
Student 11	1	2	3	2	
Student 12	1	2.2	2.8	1.8	
Student 13	2	2.2	2.8	0.8	
Student 14	2	2.8	3.2	1.2	
Student 15	2	2.4	2.8	0.8	
Student 16	1	2	2.4	1.4	
Student 17	1	2	2.8	1.8	
Student 18	1	2.4	2.8	1.8	
Student 19	1.2	2.4	2.8	1.6	
Student 20	1.8	2.2	2.4	0.6	
Student 21	1	2	2.6	1.6	
Student 22	1.2	2.2	2.6	1.4	
Student 23	1.8	2.2	2.8	1	
Student 24	1.2	2.4	3	1.8	
Student 25	1	2	3	2	
Student 26	1.2	1.8	2.6	1.4	
Student 27	1.2	2	2.6	1.4	
Student 28	1.2	2.2	2.6	1.4	
Student 29	1	2	2.6	1.6	
Student 30	1	1.8	2.4	1.4	
Student 31	1.4	1.8	2.6	1.2	
Student 32	2	2.8	3.2	1.2	
Student 33	1	2	3	2	
Student 34	2.2	2.6	3.2	1	
Student 35	1	2	2.8	1.8	
Student 36	1.4	1.8	2.2	0.8	
Student 37	1.2	2.2	3.4	1.2	
Student 38	1	2	3.2	2.2	
Student 39	1	2	3	2	
Student 40	1	2.2	2.6	1.6	
Student 41	1	2.4	2.8	1.8	
Student 42	1	1.8	2.2	1.2	
Student 43	1	1.8	2.8	1.8	
Student 44	1.2	2.2	3	1.8	
Student 45	1.6	2.4	2.2	0.6	
Student 46	2.2	2.8	3.4	1.2	
Student 47	1	1	2	1	
Student 48	1	1.8	2.2	1.2	
Student 49	1.2	1	2.2	1	
Student 50	2	2.4	3.4	1.4	
Student 51	1	2	3.2	2.2	
Student 52	1.2	2.4	3	1.8	
Student 53	1	2	2.6	1.6	
Student 54	1.2	2	2.8	1.6	
Student 55	1.2	2	3.2	2	
Student 56	1.2	2.4	3	1.8	
Student 57	1	1.6	2.8	1.8	
Student 58	2.2	2.4	2.4	0.2	
Student 59	2.4	3	3.2	0.8	
Student 60	1	2	4	3	
Student 61	2	2.6	3.2	1.2	
Student 62	1	2	3	2	
Student 63	2	2.4	3.2	1.2	
Student 64	1	2	2.6	1.6	
Student 65	2	2.2	2.8	1.8	

Student 66	2	2.8	3.2	1.2
Student 67	2	2.4	3.2	1.2
Student 68	1.4	1.8	3	1.6
Student 69	1.6	2.2	3	1.4
Student 70	2.4	2.8	3	0.6
Student 71	1	2	3	2
Student 72	1	1.2	3.2	2.2
Student 73	2	2	3	1
Student 74	2	2.4	2.8	0.8
Student 75	2	2.8	3.4	1.4
Student 76	2	2	3	1
Student 77	2	2.4	3.4	1.4
Student 78	2	3	3.4	1.4
Student 79	2	3.2	3	1
Student 80	2	2.2	3.2	1.2
Student 81	1	2	3	2
Student 82	1.4	1.8	3.2	1.8
Student 83	1	2	3	2
Student 84	1	2.2	3.2	2.2
Student 85	1	2.4	3	2
Student 86	1	1.8	2.8	1.8
Student 87	1.2	1.8	3	1.8
Student 88	1	2	3	2
Student 89	1.2	2.4	3.4	2.2
Student 90	1.2	2.4	3	1.8
Student 91	1	2	3.4	2.4
Student 92	1	2.4	3	2
Student 93	1	1.8	2.4	1.4
Student 94	1.4	1.8	2.4	1
Student 95	1	1.8	3	2
Student 96	1.2	2	2.6	1.4
Student 97	1.4	2	2.8	1.4
Student 98	2	2	3	1
Student 99	2	2.6	3.4	1.4
Student 100	2	2.4	3.6	1.6
Student 101	1.6	2.6	3.6	2
Student 102	1.4	1.8	2.8	1.4
Student 103	1.2	2.2	3	1.8
Student 104	1.2	2.4	4	2.8
Student 105	1	2	3.2	2.2
Student 106	2	1.6	3.6	1.6
Student 107	2	2.2	3	1
Student 108	3	3.4	3	0
Student 109	2	2.8	3.4	1.4
Student 110	3	3.4	3.2	0.2
Student 111	1	3	3.2	2.2
Student 112	1	1.6	3	2
Student 113	1	1.6	3.2	2.2
Student 114	1	1.8	2.3	1.3
Student 115	1	1	2.2	1.2
Student 116	1	1.2	3	2
Student 117	1	2	2.2	1.2
Student 118	1	2	3	2
Student 119	3	3.6	4	1
Student 120	2.2	2.6	3	0.8
Student 121	1.4	1.8	2.4	1
Student 122	1.2	1.8	2.4	1.2
Student 123	1	2	3	2
Student 124	1	1.8	2.4	1.4
Student 125	1	1.6	2.2	1.2
Student 126	1.2	1.8	2.6	1.4
Student 127	2.2	2.6	3	0.8
Student 128	1	1.8	3	2
Student 129	1	2	3.2	2.2
Student 130	1	2	4	3

Student 131	2	2	2.8	0.8
Student 132	2.2	2.6	2.8	0.8
Student 133	1.2	1.8	2.8	1.4
Student 134	3	3	3.4	0.4
Student 135	2	2	3	1
Student 136	1	1.8	3.2	2.2
Student 137	2	2.6	2.8	0.8
Student 138	1	1.6	2.4	1.4
Student 139	2	2.2	3.2	1.2
Student 140	1	1.6	2	1
Student 141	1	1.8	2.4	1.4
Student 142	1	1	2.8	1.8
Student 143	1	2	2.4	1.4
Student 144	1.2	1.8	2.4	1.2
Student 145	1.4	1.8	3	1.8
Student 146	1	2	2.6	1.6
Student 147	2	2	3	1
Student 148	2	2.4	2.8	0.8
Student 149	2.4	2.8	4	1.8
Student 150	1	2	3.2	2.2
Student 151	1.2	1.8	2.6	1.4
Student 152	1	2	3	2
Student 153	2.2	2.8	2.8	0.4
Student 154	2	3	2.8	0.8
Student 155	1	2	3.2	2.2
Student 156	1	2.8	3.4	2.4
Student 157	1.2	2.4	3	1.8
Student 158	1	2	2.6	1.6
Student 159	1.2	1.8	2.2	1
Student 160	1	2	2.4	1.4
Student 161	1	2	2.6	1.6
Student 162	1	2.4	3	2
Student 163	1	2.2	3.2	2.2
Student 164	2	2.2	3.2	1.2
Student 165	1.8	2.2	3.4	1.6
Student 166	1.8	2.4	2.8	1.2
Student 167	1.8	2.2	3	1.2
Student 168	1.8	2.8	3	1.2
Student 169	1	1.8	3.2	2.2
Student 170	1	2	3.2	2.2
Student 171	1	1	3	2
Student 172	1	1.2	1.8	0.8
Student 173	1	1.4	2.2	1.2
Student 174	1	1	1.4	0.4
Student 175	1	1	1	1
Student 176	1	2.4	3	2
Student 177	1	1.4	1.8	0.8
Student 178	2	2	2.2	
Student 179	1	1.8	2.4	0.2
Student 180	1	1.6	2	1
Student 181	1	2	2.4	1.4
Student 182	1.4	2.4	2.8	1.4
Student 183	1.8	2.8	3	1.2
Student 184	1	2	2.8	1.8
Student 185	1.8	2.4	3	1.2
Student 186	1.8	2.4	3.2	1.4
Student 187	1	2	1.8	0.8
Student 188	1	1	1.2	0.2
Student 189	1	2	2.2	1.2
Student 190	1	1.4	2	1
Student 191	1	2.8	3	2
Student 192	1.8	2.4	3.2	1.6
Student 193	1.8	2.4	2.8	1
Student 194	1.8	2.8	3.2	1.4
Student 195	2	3	3	1
Student 196	2	3.2	3.8	1.8

Student 197	1.6	3.2	3.2	1.6
Student 198	1.2	2.4	3	1.8
Student 199	1	2	3.2	2.2
Student 200	1.8	2.4	2.8	1
Student 201	1.8	1.8	2.2	0.4
Student 202	2	3	3.2	1.2
Student 203	2	3.4	3	1
Student 204	1	2	2.6	1.6
Student 205	1	2.4	3	2
Student 206	2	2.4	2.8	0.8
Student 207	1	1.8	2.8	0.8
Student 208	2	2.4	3	1
Student 209	1	2	2.4	1.4
Student 210	3	3.4	3.8	0.8
Student 211	1.2	2.4	3	1.8
Student 212	1.2	2	2.8	1.6
Student 213	1.2	1.8	2.2	1
Student 214	2	3	3.2	1.2
Student 215	2	2.4	2.8	0.8
Student 216	1.2	2.4	2.4	1.2
Student 217	1.4	1.8	1.8	0.4
Student 218	1	1	2	1
Student 219	1.2	1.8	2.6	1.4
Student 220	1.4	1.8	2.2	0.8
Student 221	1	1	1.4	0.4
Student 222	1	2	2.8	1.8
Student 223	1	2.2	3	2
Student 224	1	2.4	3.4	2.4
Student 225	1.2	1.8	2.2	1
Student 226	1	2	2.4	1.4
Student 227	2	3	3	1
Student 228	2	2.6	3	1
Student 229	1	2	2.8	1.8
Student 230	1	1.8	2.2	1.2
Student 231	1.2	2.4	2.8	1.6
Student 232	1.4	2.4	2.8	1.4
Student 233	1	2	2.2	1.2
Student 234	1	1.4	2.2	1.2
Student 235	1	1.8	3	2
Student 236	1	1	1.8	0.8
Student 237	1	2	2.6	1.6
Student 238	1	2	3	2
Student 239	1	2	3	2
Student 240	1.4	2	3	1.6
Student 241	1	2.2	2.8	1.8
Student 242	1	2	2.6	1.6
Student 243	1	1.8	1.8	0.8
Student 244	1	1.4	2.6	1.6
Student 245	2	1.8	3	1
Student 246	2	2.2	3	1
Student 247	2.2	2.8	3.2	1
Student 248	2.2	3	3.6	1.4
Student 249	2	3	2.8	0.8
Student 250	1	1.8	3	2
Student 251	1	1.2	1.8	0.8
Student 252	1	2	2	1
Student 253	1.2	2	2.6	1.4
Student 254	1.8	2	3	1.2
Student 255	1	1.8	2.2	1.2
Student 256	1.8	2.6	2.8	1.2
Student 257	1.4	2	3	1.6
Student 258	1.4	2.2	3	1.6
Student 259	1	2.6	2.8	1.8
Student 260	3	3.4	3.4	0.4
Student 261	1	2	3	2
Student 262	2	2	2.2	0.2

Student 263	1	1.8	2.8	1.8
Student 264	2	1.4	3	1
Student 265	1	2	2.2	1.2
Student 266	1	2	2.8	1.8
Student 267	1	2.2	2.8	1.8
Student 268	1	2	2.4	1.4
Student 269	1.2	2	2.8	1.4
Student 270	1.2	2	2.2	1
Student 271	2	2.8	3.2	1.2
Student 272	1.2	3	3.2	1
Student 273	1.2	1.8	2.8	1.4
Student 274	1	2	3	2
Student 275	1	1.8	2.2	1.2
Student 276	1	2	3	2
Student 277	1	1	2.2	1.2
	1.38700361	2.122743882	2.804893141	1.414130435

Figure 3: 2022-2023 Mission Specific Goal Data

	Average BOY	Average MOY	Average EOY	Change
Student 1	1	2	2.2	1.2
Student 2	2	2	3	1
Student 3	2	2.4	3.2	1.2
Student 4	2.4	2.8	3.2	0.8
Student 5	1.8	1.8	2.4	0.6
Student 6	2.2	2.8	2.4	0.2
Student 7	3	3.4	3.2	0.2
Student 8	2	2.4	2.4	0.4
Student 9	1.8	2.2	3.2	0.4
Student 10	1.2	1.8	2.2	1
Student 11	2	2.4	3	1
Student 12	2	2.8	3.2	1.2
Student 13	3	3.2	3.2	0.2
Student 14	1.8	2.4	3.4	1.6
Student 15	3	3.2	3.2	0.2
Student 16	3	3.4	3.4	0.4
Student 17	3.4	3.4	3.6	0.2
Student 18	2	2.2	2.8	0.8
Student 19	1	1.2	1.8	0.8
Student 20	1	1.4	2.4	1.4
Student 21	1.8	2.2	3	1.2
Student 22	1	2	2.6	1.6
Student 23	2	2.4	2.8	0.8
Student 24	1.4	1.8	2.6	1.2
Student 25	3	3.2	3.6	0.6
Student 26	2	2.4	3	1
Student 27	1.4	1.8	2.4	1
Student 28	1.4	2.2	2.8	1.4
Student 29	1.8	1.6	2.2	0.4
Student 30	1	1.4	2.2	1.2
Student 31	1	1.8	2.2	1.2
Student 32	1.4	1.8	2.6	1.2
Student 33	2	2.2	3	1
Student 34	2.4	2.8	3.2	0.8
Student 35	2.2	2.6	3.2	1
Student 36	2.2	2.4	2.8	0.6
Student 37	2.6	3.2	3.2	0.6
Student 38	1.4	1.8	2.2	0.8
Student 39	1	1.8	2.2	1.2
Student 40	1.4	2.2	2.8	1.4
Student 41	3	3.4	3.6	0.6
Student 42	3.2	3.4	3.6	0.4
Student 43	1.8	2.2	2.8	1
Student 44	1.2	2.2	2.6	1.4
Student 45	1.6	2.2	3	1.4
Student 46	3	3.4	3.4	0.4
Student 47	3.2	3.6	3.8	0.6
Student 48	2.2	2.6	3	0.8
Student 49	2.6	3.2	3.4	0.8
Student 50	2	2.8	3.2	1.2
Student 51	2.4	2.6	2.8	0.4
Student 52	1	1.8	2.2	1.2
Student 53	2.4	2.8	3.2	0.8
Student 54	3	3.2	3.4	0.4
Student 55	2.6	2.8	3.2	0.6
Student 56	3.2	3.4	3.4	0.2
Student 57	3.2	3.6	4	0.8
Student 58	1	1.4	1.8	0.8
Student 59	1.4	1.6	2.2	0.8
Student 60	2	2.4	2.8	0.8
Student 61	3.4	3.6	4	0.6
Student 62	2	2.4	3	1

Student 63	1.8	2.2	2.8	1
Student 64	1.6	1.8	2.2	0.6
Student 65	1.6	2.2	2.6	1
Student 66	1	1.8	2.2	1.2
Student 67	2	2.4	2.8	0.8
Student 68	3	3.4	3.6	0.6
Student 69	3.2	3.6	4	0.8
Student 70	1	1.6	2.2	1.2
Student 71	1.4	1.8	2.2	0.8
Student 72	1.8	2.6	3	1.2
Student 73	1.6	1.8	2.2	0.6
Student 74	2.2	2.6	3.2	1
Student 75	2.2	2.6	3	0.8
Student 76	3	3.2	3.6	0.6
Student 77	2.4	2.8	3.2	0.8
Student 78	1.8	2.2	3	1.2
Student 79	3.2	3.6	4	0.8
Student 80	2.6	3	3.2	0.6
Student 81	1.2	1.8	2.2	1
Student 82	2.2	2.6	3	0.8
Student 83	3	3.2	3	0
Student 84	2.2	2.8	3.2	1
Student 85	1.8	2.2	2.8	1
Student 86	2	2.4	2.8	0.8
Student 87	1.8	2.2	3	1.2
Student 88	3	3.2	3.6	0.6
Student 89	2.2	2.6	3	0.8
Student 90	2.2	2.8	3.2	1
Student 91	2.4	2.8	3.2	0.8
Student 92	1.8	2.2	2.6	0.8
Student 93	2.4	2.8	3.2	0.8
Student 94	3	3.4	3.8	0.8
Student 95	3.2	3.6	4	0.8
Student 96	2.6	3	3.4	0.8
Student 97	2.4	2.8	3.2	0.8
Student 98	3	3.4	4	1
Student 99	2.6	3	3.4	0.8
Student 100	2.2	2.6	3.2	1
Student 101	3	3.4	3.8	0.8
Student 102	3.2	3.6	4	0.8
Student 103	2.8	3.4	3.6	0.8
Student 104	1.8	2.4	3	1.2
Student 105	2.2	2.8	3.2	1
Student 106	3	3.6	4	1
Student 107	3.2	3.6	4	0.8
Student 108	1	1.4	1.8	0.8
Student 109	2.2	2.6	3	0.8
Student 110	3	3.2	3.6	0.6
Student 111	4	4	4	0
Student 112	3.2	3.6	4	0.8
Student 113	2.2	2.8	3.2	1
Student 114	2.6	3	3.2	0.6
Student 115	2.2	2.6	3.2	1
Student 116	3	3.4	3.8	0.8
Student 117	3.2	3.6	4	0.8
Student 118	4	4	4	0
Student 119	3.6	3.8	4	0.4
Student 120	2.4	3	3.2	0.8
Student 121	1.8	1.8	2.6	0.8
Student 122	1.8	2.2	2.8	1
Student 123	2.2	2.6	3.2	1
Student 124	3	3.4	3.8	0.8

Student 125	3.2	3.6	4	0.8
Student 126	2.8	3.2	3.6	0.8
Student 127	3.2	3.6	4	0.8
Student 128	3	3.4	4	1
Student 129	2.8	3.4	4	1.2
Student 130	1.8	2.2	3	1.2
Student 131	2.2	2.8	3.2	1
Student 132	2.6	2.8	3.4	0.8
Student 133	3	3.4	4	1
Student 134	3.2	3.6	4	0.8
Student 135	3.4	3.6	4	0.6
Student 136	3	3.4	4	1
Student 137	3.2	3.6	4	0.8
Student 138	2	2.6	3	1
Student 139	2.2	2.8	3.2	1
Student 140	2.8	3.2	3.6	0.8
Student 141	2.2	2.8	3.2	1
Student 142	2	2.6	3.2	1.2
Student 143	1.8	2.6	3	1.2
Student 144	2.4	2.8	3.2	0.8
Student 145	3	3.6	4	1
Student 146	3.2	3.4	3.8	0.6
Student 147	2.8	3.2	3.6	0.8
Student 148	3.2	3.6	4	0.8
Student 149	1.8	2.4	3	1.2
Student 150	2.2	2.8	3.4	1.2
Student 151	2.6	3.2	3.6	1
Student 152	3	3.4	4	1
Student 153	3.2	3.6	4	0.8
Student 154	3.4	3.6	4	0.6
Student 155	1.8	2.4	3	1.2
Student 156	1.2	1.8	2.4	1.2
Student 157	2.2	3	3.4	1.2
Student 158	2.4	3.2	3.8	1.4
Student 159	3	3.4	4	1
Student 160	2.8	3.4	4	1.2
Student 161	1.8	2.6	3.2	1.4
Student 162	1.2	1.8	2.4	1.2
Student 163	1.8	2.2	2.6	0.8
Student 164	2.4	3	3.4	1
Student 165	3.2	3.6	4	0.8
Student 166	1.2	1.8	2.6	1.4
Student 167	1.8	2.4	3	1.2
Student 168	2.2	2.8	3.4	1.2
Student 169	2.8	3.2	3.6	0.8
Student 170	3	3.6	3.8	0.8
Student 171	3.2	3.4	3.6	0.4
Student 172	3	3.4	4	1
Student 173	1.2	1.8	2.2	1
Student 174	2.2	2.6	3.2	1
Student 175	3	3.4	4	1
Student 176	3.2	3.6	4	0.8
Student 177	2.6	3.2	3.8	1.2
Student 178	3	3.4	4	1
Student 179	2.2	2.6	3	0.8
Student 180	2.8	3.2	3.6	0.8
Student 181	3	3.4	4	1
Student 182	2.2	2.6	3.2	1
Student 183	1.8	2.2	2.8	1
Student 184	1	1.4	1.8	0.8
Student 185	3.2	3.6	4	0.8
Student 186	2.6	3.2	3.6	1
Student 187	1.6	2	2.4	0.8

Student 188	2	2.6	3	1
Student 189	2.4	2.8	3.2	0.8
Student 190	3.2	3.6	4	0.8
Student 191	2.6	3.2	3.8	1.2
Student 192	2.2	3	3.4	1.2
Student 193	1.8	2.2	3	1.2
Student 194	1	1.8	2.4	1.4
Student 195	3.2	3.6	4	0.8
Student 196	1	1.8	2.2	1.2
Student 197	2.6	3.4	3.8	1.2
Student 198	2.8	3.2	3.6	0.8
Student 199	1.2	1.8	2.2	1
Student 200	4	4	4	0
Student 201	3.2	3.2	3.6	0.4
Student 202	2.8	3.2	3.8	1
Student 203	3.2	3.8	4	0.8
Student 204	2	2.8	3.2	1.2
Student 205	2.4	2.8	3.2	0.8
Student 206	3	3.6	4	1
Student 207	3.2	3.6	3.8	0.6
	2.339130435	2.781642512	3.223188406	0.8792270531