



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

<p>Meets the Standards</p>	<ul style="list-style-type: none"> ● In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
<p>Demonstrates Substantial Progress</p>	<p>Demonstration Through Data</p>	<p>Demonstration Through Systemic Improvement Plan</p>
	<ul style="list-style-type: none"> ● The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> ● An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> ● The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> ● The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND ● The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND ● The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND ● An evaluation of the data and evidence supports the observable and reported successes.
<p>Failing to Demonstrate Progress</p>	<ul style="list-style-type: none"> ● The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. ● An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING: ● The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or ● The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence 	

	<p>presented during the site visit;</p> <p>or</p> <ul style="list-style-type: none"> • The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes.
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1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:

Teaching Methods

Progress Made/Adult Action(s):

Albuquerque Bilingual Academy has revised instructional practices and methodology to yield more positive learning outcomes for students. The major shift to instruction came via a redesign of the unit planning process that included a revised template with more data-driven components. The unit plan template and following strategies and methods were first implemented during the 2016-2017 school year and include: (a) Hattie’s Visible Learning, (b) Marzano’s High Yield Instructional Strategies, (c) Guided Language Acquisition Design (GLAD), (d) Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S3), (e) Contextualized Learning for Access, Validation, Equity, and Success (CLAVES), and (g) Differentiated instruction -data-driven instruction through small flexible grouping structures.

- **Hattie’s Visible Learning and Marzano’s High Yield Instructional Strategies** are both a collection of strategies that ABA introduced during the 2017-2018 implementation of the NM Dash 90 day plan. Visible learning strategies were used during PD and collaboration to create an improved staff belief system. Marzano’s strategies were used as a resource bank. Both visible learning and high yield strategies were integrated into instructional planning and then implemented during daily lessons to influence the rate of student achievement at ABA.
- **GLAD, AIM4S3, and CLAVES** were introduced to ABA by Dual Language Education of New Mexico, in keeping with ABA’s mission of serving language learners to facilitate grade level proficiency. GLAD certification and training began prior to 2016 and continues through the current school year. GLAD consists of professional development and strategies that helps students build academic language and literacy across all content areas for language learners. AIM4S3 is also built around professional development and strategies/methods that help teachers shelter mathematics instruction to make learning more accessible and

comprehensible for English and academic language learners. CLAVES is a framework made up of eight core components. CLAVES includes extensive professional development for instructional staff and promotes culturally and linguistically responsive instruction.

- **Data-driven differentiated instruction** is built into each teacher-developed unit plan. Small flexible groups are formed and used during daily instruction to meet the individual needs of ABA students. I-Station or NWEA MAP student assessment results help inform instruction so that teachers can tailor instruction to the needs of students.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Unit Plan Template Revisions and Unit Development
 - Appendix A1
- 2017 NM Dash 90 Day Plan - full implementation reviewed and approved by NMPED
 - Appendix A2
- Contextualized Learning Implementation
 - Appendix A3
- Increase to overall proficiency as indicated by 2018 A-F School Letter Grade (59.90 points, .10 points short of 'B' letter grade (60 points))
 - Appendix A4
- 6.2% English language proficiency rate in 2018 (100% higher than the state of New Mexico's average); 11% English language proficiency rate in 2019 (almost 300% higher than the state of New Mexico's average)
 - Appendix A5
- 49% math proficiency rate for 3rd grade as indicated by 2019 TAMELA results (3rd grade math teacher AIM4S3 trained)
 - Appendix A6
- 75% of students made 1.5 years growth or attained grade level proficiency as indicated by the NWEA MAP assessment for the 2017-2018 and 2018-2019 school years (first two years since 2017 NMPED/NMPEC Corrective Action Plan) *PED rated 17-18 Math as 'working to meet standard.' ABA's analysis reflected that the goal was met
 - Appendix A7

Measures of Student Achievement

Progress Made/Adult Action(s):

- **Know your number** is a student goal setting campaign that is built upon the notion of leading students to higher levels of intrinsic motivation, self-efficacy and self-actualization. Students set goals for each of the required assessments throughout the year. These goals are developed after a teacher-led analysis from BOY short cycle assessment scores as well as the preceding Spring scores on high stakes assessments. Parents are involved in the review and approval of student goals and assist in the monitoring of student goals throughout each of the three parent teacher conferences built into the ABA calendar. At the beginning of the school year, students create objects using paper with the assistance of the ABA art teacher as well as their homeroom teachers or record. Each grade level uses a separate color to help create a visual of grade level performance. These objects are then added to a large-scale mural once students are "banked" for meeting their goals. Please see Appendix D.

- **Student data folders:** Each homeroom teacher is required to maintain data folders for their students. These data binders contain goal setting worksheets, monthly calendars, and assessment data. Students are required to keep track of their daily attendance through the use of the monthly calendars. Students also keep track of their assessment data from multiple sources that include NWEA, PARCC, SBA, I-Station, and short cycle assessments like classroom tests and quizzes, including three formal writing samples. These data binders are readily available upon request and shared with parents and stakeholders when necessary. At the end of each school year, these data binders are collected and passed onto the next classroom teacher. This is done so that they have a beneficial reference tool they can then use to plan instruction with regards to their incoming class.
- **Student data profiles:** ABA teachers maintain student data profile sheets on each student in their homeroom class. These profile sheets provide a brief snapshot of the student's assessment results for different assessments (I-Station, ACCESS, Las Links, Writing, NWEA MAP, PARCC) for the three grading periods (BOY, MOY, EOY). Other helpful items included are the student's strengths, concerns, behavior, Special Education, and/or SAT level. These data profile sheets are compiled from the Data Matrix (shared on the staff folder) that teachers are required to populate and complete through each trimester.
- **Parent teacher conferences:** ABA holds three parent-teacher conferences throughout the academic year. These conferences are held each October, February, and May during which parents, guardians, and families are informed about their child's academic progress at school. Other items discussed at conferences include assessment data results, concerns regarding academics or behavior, SAT process, possible retention, and school updates, in general.
- **Teacher data presentations to board:** At the end of each academic year, ABA teachers are required to produce data presentations that will be presented to the school's Governance Council. Each teacher collaborates with their grade level partner to create a PowerPoint presentation that includes the demographics of both classrooms as well as all their assessment data from the school year. These are in-depth presentations that explain the growth and success (or lack thereof) that their students have made on the numerous assessments and testing measures. At this time, teachers are also invited to provide any input or recommendations for the following school year to the Governance Council.
- **Head administrator updates** are provided to the ABA governing board during monthly meetings. These updates include information pertaining to the assessment program at ABA, particularly, assessments that are not part of the ABA Governance Council Accountability Dashboard (ACCESS for ELLs, SBA Science, Las Links, I-Station) that is shared with the council each month. Also included in these updates is a description of school-led activities that help to promote and incentivize assessments in order to increase attendance, student motivation, and family involvement.
- An **Accountability Dashboard** is shared with the governance council during each monthly meeting. This dashboard includes up to date and relevant information regarding the school's student and staff demographics, academic performance, and climate. Student achievement measures that are shared include short cycle assessment and PARCC/TAMELA/NM-MSSA. Members of the governance council have the ability to ask questions regarding performance trends and assist in the evaluation of the ABA instructional program.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Know Your Number Implementation Evidence
 - Appendix A8
- Data Folder Evidence
 - Appendix A9
- Data Profile Sheet Evidence
 - Appendix A10
- Complete Teacher Data Presentation
 - Appendix A11
- Board Agenda and Minutes (reflecting head admin. updates)
 - Appendix A12
- Accountability Dashboard (example of)
 - Appendix A13

Professional Development for Teachers

Progress Made/Adult Action(s):

- **Guided Language Acquisition Design (GLAD)** is implemented across ABA campuses. Over three-quarters of the ABA teaching staff have been certified in the Guided Language Acquisition Design model (GLAD) which enhances teachers' design and delivery of standards-based instruction. This approach integrates the development of content knowledge and skills with the acquisition of academic language. The GLAD model supports diverse populations of learners and aligns professional development needs with student learning outcomes. At ABA, teachers are expected to include GLAD strategies in their lesson plans and implement them in their classrooms ultimately building a classroom environment that respects and honors each child's voice, personal life experiences, beliefs, and culture.
- **Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S3)** is a framework created by Dual Language Education of New Mexico that incorporates different strategies to drive mathematics instruction. The framework is divided into focus and motivation strategies, activating prior knowledge and the physical Compendium where strategies, standards, practices, and examples are built with students and visually displayed for students to consult at all times. The framework is utilized to increase language development in all subjects, mainly targeting skills in mathematics. Increasing language development is essential for all students especially Emergent Language Learners.
- **CLAVES** is a framework that provides teachers with the professional development required to create an environment of differentiated, inclusive, and validating learning in schools that serve culturally and linguistically diverse students – while focusing specifically on English Learners (ELs). Albuquerque Bilingual Academy has contracted with Dual Language Ed to provide professional development training to our staff on the CLAVES framework to better understand the fundamentals of specific scaffolding needed to fully support our EL population. The ultimate goal of this professional development training was to (a) understand and be able to effectively plan, (b) analyze our current situation and identify action strategies building upon the instructional and leadership capacity on our campus and (c) overall, to sustain the use of the “8 Pathways of Contextualized Learning” within the entire ABA

community.

- **A buddy system, grade level, and vertical collaboration** were implemented to increase the thoughtful communication that takes place among instructional staff members. Our staff has weekly grade level collaboration for 30 minutes, and vertical grade band collaboration every alternate week for 45 minutes. In addition, there is a “collaboration topics” document included with the collaboration forms, which details the topics to be discussed each month. Examples include data analysis, assessment, and RTI. The vertical grade level bands are also part of our ELD/SLD buddy system. There is, at least one person from each vertical grade band that is GLAD certified. The goal is to support one another to continuously improve our ELD/SLD program by utilizing GLAD strategies and CLAVES.
- **Mentorship:** ABA has implemented a thorough and robust formal mentorship program. Our mentorship program is designated for all first-year teachers, teachers who are new to our school as well as teachers who received an “ineffective” rating on their previous year's summative report. The mentoring program handbook includes program goals, mentor/mentee responsibilities, new mentor training, and mentor time logs specific to each domain. Tenured teachers who would like the opportunity to become a mentor can express interest by completing an application and submitting it to the Administration.
- **McGraw-Hill Curriculum:** In 2018, Albuquerque Bilingual Academy invested significant resources into purchasing a new core reading curriculum that is at the cornerstone of our turnaround efforts. McGraw-Hill's *Wonders* and its Spanish counterpart, *Maravillas* was implemented across the school (K-6) upon completion of teacher training and professional development. After a great deal of deliberation, we felt that this was the best choice as it aligned most closely with our focus on student-centered learning, small-group teaching, acquisition of high-frequency vocabulary, and embedded scaffolds for English Language Learners and students in need of Tier 2 support. Feedback from the teachers has generally been positive as students continue to increase content area and domain-specific vocabulary, master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write. There is comprehensive support and guidance for small-group instruction, including differentiation for all students, integrated English language learner (ELL) support, and weekly social emotional learning lessons for teachers. Some highlights of the curriculum include reinforcing reading and language arts objectives, support collaborative peer conversations, and provide valuable science and social studies content with creative learning centers for small-group work.
- **Intervention:** At Albuquerque Bilingual Academy, 1:1 student intervention is a priority. Upon BOY data analysis, students are placed into leveled tiers and are serviced by homeroom teachers and support staff including the reading interventionist. Interventions occur throughout the day either as a “pull out” or “push in”, before or after school RtI, and embedded during the day through the implementation of small groups. Students at or below the 20th percentile on short cycle assessments are placed on an Academic Improvement Plan (AIP) and are then tracked through a detailed progress monitoring form. K-2 interventions can be tracked through manual notations on I-station. Staff have been provided in-depth professional development training on how to provide meaningful and effective interventions.
- **Teacher Exhibitions** are facilitated by teachers during planned professional development days. As ABA has moved towards adopting Professional Learning Communities, we have

tapped into our most readily available resources and talents – namely, our teachers. Each teacher, including support staff, during designated PD days, is in charge of presenting their assigned (or choice of) topic. These exhibitions are wide ranging – spanning topics from reading strategies, learning centers, math topics, classroom management, online resources, technology support, test security and data calculation. Overall, this model has been extremely successful leading to robust discussion and increased peer collaboration. As our teachers work together in teams and committees to analyze and replicate successful classroom practices, professional development practices at ABA have become more personal, relevant and meaningful amongst staff members.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- GLAD Evidence of Training
 - Appendix A14
- AIM4S3 Evidence of Training
 - Appendix A15
- CLAVES Evidence of Training
 - Appendix A16
- Collaboration Evidence of Implementation
 - Appendix A17
- Mentorship Evidence of Implementation
 - Appendix A18
- McGraw-Hill *Wonders* and *Maravillas* Training
 - Appendix A19
- Reading Intervention Training
 - Appendix A20
- Teacher Exhibitions Evidence of Implementation
 - Appendix A21

Learning Programs

Progress Made/Adult Action(s):

- **Bilingual education** is the foundation of the ABA charter. ABA implements the dual language model of bilingual education that allows students to receive three hours of instruction their home and target languages, resulting in three hours in Spanish as well as three hours of instruction in English. The bilingual education experience is said to “shape the brain for a lifetime.” The ABA BMEP Instructional Plan requires that students receive Spanish content instruction in the following subject areas: social studies, math, Spanish language arts, and; the following English content instruction: science, English language arts, math support, ELD (falls on the Spanish instructional side, but is provided by the TESOL certified instructor at each grade level).
- **Blended learning** is employed throughout ABA with various models implemented depending on student readiness. In grades K-6, a station rotation model is used to meet Istation usage and other supplementary curriculum requirements. In grade 7, a face to face driver model is used that allows students to remediate and accelerate based on their readiness. In grade 8, students participate in more of a hybrid model in which the station rotation and face-to-face

driver models are blended to better personalize a learning path for students.

In 2017, **Social and Emotional Learning** became a permanent and integral facet of ABA's turnaround efforts. This critical need was identified through an analysis of school climate data that included disciplinary records, attendance, and student and family climate surveys. The following are components of ABA's social and emotional learning program: (a) restorative justice, (b) move this world curriculum, (c) daily 15, (d) full-time social worker, (e) part-time student success advisor, and (f) partnership with ABQ counseling service LLC.

- **Restorative justice** is a school-based program that works to identify solutions to problems that arise between students (victims and those accused), which is an alternative to common punitive consequences and drastically reduce or eliminate suspensions and expulsions.
- **Move This World** is a social and emotional learning curriculum implemented during the 17-18 school year, that taught and reinforced various self-management and self-regulation skills.
- **Daily 15** is fifteen minutes of exercise that takes place at the beginning of each school day. Students walk or run for 15 minutes, just prior to breakfast before the bell. This program gained popularity by its implementation in Finland that embraces a model of three hours of mandatory physical activity for students each day. ABA's daily 15 program aims to serve as a beginning step toward a more child-centric model of learning that places as much emphasis on student wellness as it does on student achievement via traditional instruction and assessment.
- **A full-time social worker and part-time student success advisor** are staffed through the leveraging of Title I Part A funding. These two positions were created in order to provide support to students and families that have needs the school's administration was unable to meet otherwise. These supports include behavioral and academic interventions, family counseling, and connecting families with community-based resources.
- **ABQ Counseling LLC** is a mental health counseling group of mental health professionals who help individuals and families with various lifestyle and life stage issues. Through a partnership between ABA and ABQ Counseling, the school is able to offer students and families on-site mental health counseling when problems persist beyond the interventions provided by ABA's social worker and student success advisor.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Bilingual Education Program Application and BMEP Recognition Award
 - Appendix A22
- Blended Learning Implementation Evidence
 - Appendix A23
- Social and Emotional Learning Evidence
 - Appendix A24

Encouraging Parental or Community Involvement

Progress Made/Adult Action(s):

- **Before and after school enrichment:** ABA provides free before and after school programs leveraged through Title I funds. Parents have access to after care while students can join various clubs such as dance, music, soccer, computer, or work with teachers to complete their homework.

- **ESL classes for parents:** Parents of ELL students have the opportunity to take English language classes to improve their language proficiency. These classes are provided at convenient after school hours and are taught by certified TESOL staff members.
- **Teachers involving parents in schoolwork (TIPS):** During the summer K5P program, weekly handouts are sent home that involve parents and families in the homework process. Unlike traditional homework packets, TIPS encourage fun activities and projects and thought-provoking write-ups, that promote parent involvement in their child’s homework that will then, hopefully, continue through the rest of the school year.
- **Parent connections and workshops:** Each month, according to designated days on the school calendar, parent connections and workshops are held after school. Some of these events include home visits (fall), Open House, Harvest Festival, Science Fair, Literacy Night, Math Night, Winter Program, Cinco De Mayo celebration, Father-Daughter Dance, Mother/Son Dance, Kinder Promotion, Eighth Grade Promotion. In addition, three Parent / Teacher Conferences are held throughout the academic year.
- **YDI relationship:** ABA has a century-long relationship with Youth Development Incorporated (YDI). This relationship is built upon the idea of building a birth-graduation, community-driven, education model that fosters the development of individual students. Head Start is a program for children ages 2 and 3. Community members utilize YDI early head start services to prepare their students for formal schooling. At four years old, over 50% of YDI students enroll in the ABA New Mexico Pre-K program. The relationship between ABA and YDI has yielded not only increased enrollment at the K-8 levels but has helped to build a positive culture in which values and expectations are realized during the early childhood years and carried into the secondary education levels.
- **Daily 15:** Parents and family members are welcome to join staff and students during the daily 15 minutes of running and walking that takes place on campus every morning. This is an opportunity for parents, teachers, and students to interact while getting an early dose of exercise.
- **ABQ Counseling:** Through our partnership with ABQ Counseling, parents and students have access to mental health services and counseling for family issues or relationship crises that may arise. Teachers refer students based on needs identified over the course of the school year. Parents and families are made aware of the service at the beginning of each school year and have the ability to contact ABQ Counseling directly to coordinate mental health services either on site or at the ABQ Counseling offices.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Before and After School Schedule and Other Information
 - Appendix A25
- ESL Class Evidence
 - Appendix A26
- Teachers Involving Parents in Schoolwork
 - Appendix A27
- Parent Connection Evidence

- Appendix A28
- YDI Lease and Relationship Evidence
 - Appendix A29
- ABQ Counseling MOU
 - Appendix A30

2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the “desk audit” review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

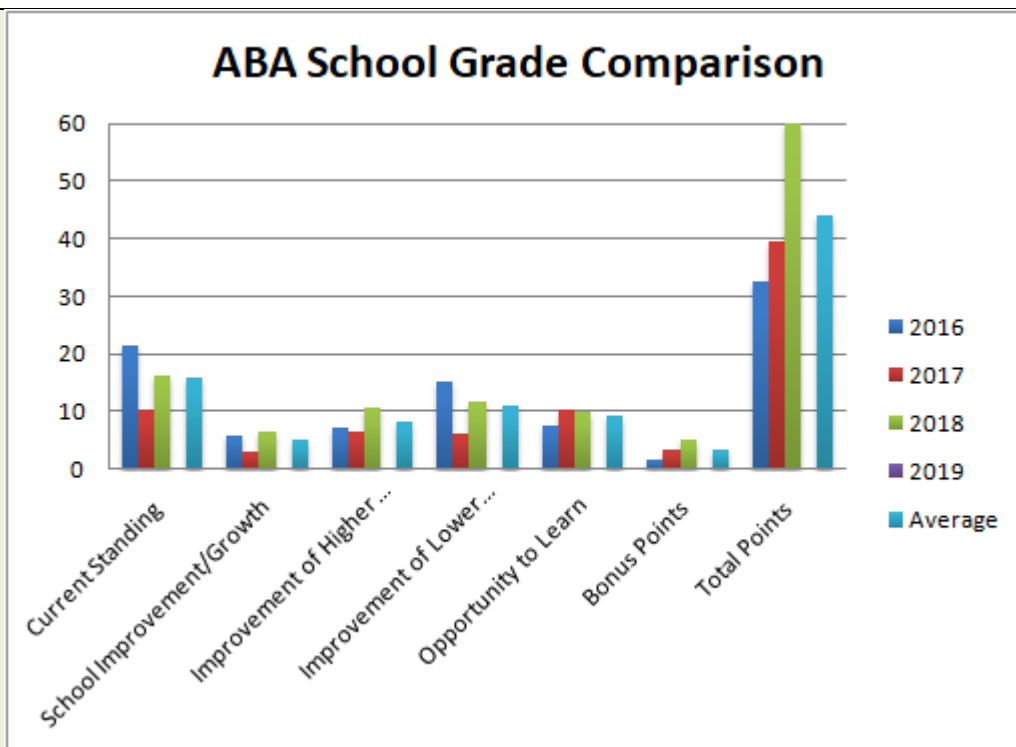
School A-F Letter Grades

2016 - F - 32.53 Points

2017 - D - 39.58 Points

2018 - C - 59.90 Points

2019 - (2019 School Accountability Report (TBD) - Released November 2019)



Progress Made/Adult Action(s):

1. Instructional Planning - two separate grade band unit plan templates were created (K-2nd and 3rd - 8th) which have been constantly revised to add and refine requirements. In addition, year-long pacing guides were designed to help influence planning. These were based on an analysis of district level assessment reports.
2. ELD Instruction - enhancements have been made to the ELD block to provide more effective and rigorous sheltered content instruction.
3. NM DASH - Annual planning followed by systematic intensive monitoring has led to higher student achievement levels.
4. AIM4S3 Implementation - through the use of instructional planning, implementing specific math instructional strategies, and completing compendiums with students.
5. Core Reading Program Adoption - acquisition of core reading curriculum to provide necessary scaffolds with its focus on student-centered learning, small-group teaching, acquisition of high-frequency vocabulary, and embedded scaffolds for English Language Learners and students in need of Tier 2 support.
6. Leadership PD - extensive teacher and principal training to overhaul efforts and pinpoint target areas.
7. Classroom Walkthroughs - regular classroom walkthroughs are conducted by the principal and feedback is provided during teacher follow up debrief sessions.
8. Social and Emotional Support for Students and Families - students and families have access

to wellness initiatives, social work, mental health, and student support advisor services as well as many other school-provided services and supports that focus on the well-being of the whole child.

9. Committee Implementation - reading, math, science, and Spanish committees were created to promote a shared leadership model in which teachers are empowered and are able to provide input and help in the decision-making process around curriculum, instruction, and assessment.
10. Goal Setting and Monitoring - a comprehensive goal setting initiative called “Know Your Number” was implemented to promote more stakeholder accountability and increasing collaboration between the school and ABA families.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Instructional Planning Templates and Examples
 - Appendix A1
- ELD Program Implementation Evidence and ACCESS Scores
 - Appendix A5
- NM Dash Implementation Report
 - Appendix A2
- AIM4S3 PD Implementation Proposal and Certificates of Completion
 - Appendix A15
- Core Reading Adoption and Implementation
 - Appendix A31
- Leadership PD Proposal
 - Appendix A32
- Classroom Walkthrough Calendar and Feedback Example
 - Appendix A33
- Social Worker and Student Success Advisor Job Descriptions; ABQ Counseling MOU
 - Appendix A34; A30
- Committee Assignments, Projects, Minutes
 - Appendix A35
- Know Your Number Implementation and Examples
 - Appendix A8

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

2015-2016 Academic Performance Framework: Discovery Short Cycle Assessment - Reading

2. DISCOVERY SHORT CYCLE ASSESSMENT READING – COMBINED PROFICIENCY AND GROWTH INDICATOR

NOTE: The school has not looked at these data using Discovery's national data. The PEC and the school will reconsider this indicator at the end of next year based on the data that results from this year's indicator.

SHORT CYCLE ASSESSMENT READING. Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students, Grades 1-8.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments (Tests B, C, or D).

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough. (Tests B, C, or D)

Meets Standard:

The school meets the target of this indicator if:

At least 75-89% of FAY students made at least one full year's growth identified as average or above average in reading short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessments (Test B, C or D).

2016

Reading Goal Rating: Meets or Exceeds Standard

2017

Reading Goal Rating: Meets or Exceeds Standard

REVISED April 2017 Academic Performance Framework: NWEA MAP Short Cycle Assessment - Reading

AS SET FORTH IN LPCS CAP, THE SCHOOL WILL BE DEEMED TO HAVE SATISFIED THE CAP IF THE SCHOOL MEETS OR EXCEEDS INDICATORS 2, 3 AND 4 FOR SY '17 - '18.

2. SHORT CYCLE ASSESSMENT READING -COMBINED PROFICIENCY OR GROWTH INDICATOR.

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students without IEPs for grades 1-8. The school will use the full MAP testing module for NWEA and not the "survey" or "screening" testing by NWEA.

Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average" or "high" as identified on winter or spring test as shown on the NWEA MAP *Grade or Class report*.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students without IEP's will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

"Academic Growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds 1.5 of the "projected RIT" score in either the winter or the spring, then that student will have shown "Academic Growth."

Unless NWEA provides a custom report which automatically generates Academic Growth for the school based on fall scores, the school will use the Achievement Status and Growth Targets Class report generated after the fall test for all FAY students without an IEP to calculate "Academic Growth" needed for each student. A sample report is attached. The school will then provide the data showing winter and spring scores. If a student makes the requisite growth, the student will count in the percentage of students making adequate growth.

Academic Growth as shown for some of the sample students in the sample report would be as follows:

Sample student on NWEA sample report	Fall testing	Academic Growth to be shown in either winter or spring test
Sample student, Adolphus, DN	Fall RIT score: 214; projected growth: 4 1.5 of 4 = 6	220
Sample student Alysha, KY	Fall RIT score: 208; projected growth: 5 1.5 of 5 = 7.5, rounded down to 7	215

Meets Standard:

The school meets the target of this indicator if:

At least 75-89% of FAY students without IEPs made at least Academic Growth in reading short-cycle assessment scores when comparing beginning year results to later results, OR; The student tests at "average" or "high" on the winter or spring short-cycle assessments.

2018

Reading Goal Rating: Does Not Meet Standard (ABA's analysis and the analysis performed by external contractor shows that ABA 'Meets or Exceeds Standard' in reading)

2019

Reading Goal Rating: Meets or Exceeds Standard

Progress Made/Adult Action(s):

- Developed data-driven reading year-long curriculum pacing guides.
- Required teachers to submit in-depth data-driven reading/language arts unit plans that focus on planning for small groups with differentiated skills and strategies.
- Mandated the use of NWEA Map Skills “Learning Continuum” to guide instruction.
- Promoted the “Know Your Number” Campaign and goal setting by RIT numbers.
- Provided PD to teachers in the areas of reading intervention, GLAD, CLAVES, core curriculum implementation, etc.
- Required English teachers to provide intensive math instruction focused on academic and content area vocabulary acquisition as well as other subject-specific mathematical support. This allows students to receive more than their allotted one hour of Spanish instruction as ensured by the ABA Bilingual Education Instructional Plan.

2015-2016 Academic Performance Framework: Discovery Short Cycle Assessment - Math

3. DISCOVERY SHORT CYCLE ASSESSMENT MATH – COMBINED PROFICIENCY AND GROWTH INDICATOR)

NOTE: The school has not looked at these data using Discovery’s national data. The PEC and the school will reconsider this indicator at the end of next year based on the data that results from this year’s indicator.

SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, Grades 1-8.

Growth In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments (Tests B, C, or D).

Proficiency In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

Meets Standard:

The school meets the target of this indicator if:

At least 75-89% of FAY students without IEPs made at least Academic Growth in reading short-cycle assessment scores when comparing beginning year results to later results, OR; The student tests at “average” or “high” on the winter or spring short-cycle assessments.

2016

Math Goal Rating: Meets or Exceeds Standard

2017

Math Goal Rating: Meets or Exceeds Standard

REVISED April 2017 Academic Performance Framework: NWEA MAP Short Cycle Assessment – Math

3. **SHORT CYCLE ASSESSMENT MATH-COMBINED PROFICIENCY OR GROWTH INDICATOR**

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students without IEPs for grades 1-8. The school will use the full MAP testing module for NWEA and not the "survey" or "screening" testing by NWEA.

Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average" or "high" as identified on winter or spring test as shown on the NWEA MAP *Grade or Class report*.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students without IEP's will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

"Academic Growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds 1.5 of the "projected RIT" score in either the winter or the spring, then that student will have shown "Academic Growth."

Unless NWEA provides a custom report which automatically generates Academic Growth for the school based on fall scores, the school will use the Achievement Status and Growth Targets Class report generated after the fall test for all FAY students without an IEP to calculate "Academic Growth" needed for each student. A sample report is attached. The school will then provide the data showing winter and spring scores. If a student makes the requisite growth, the student will count in the percentage of students making adequate growth.

Academic Growth as shown for some of the sample students in the sample report would be as follows:

Sample student on NWEA sample report	Fall testing	Academic Growth to be shown in either winter or spring test
Sample student, Adolphus, DN	Fall RIT score: 214; projected growth: 4 $1.5 \text{ of } 4 = 6$	220
Sample student Alysha, KY	Fall RIT score: 208; projected growth: 5 $1.5 \text{ of } 5 = 7.5, \text{ rounded down to } 7$	215

Meets Standard:

The school meets the target of this indicator if:

At least 75-89% of FAY students without IEPs made at least Academic Growth in reading short-cycle assessment scores when comparing beginning year results to later results, OR; The student tests at "average" or "high" on the winter or spring short-cycle assessments.

2018

Math Goal Rating: Meets or Exceeds Standard

2019

Math Goal Rating: Meets or Exceeds Standard

Progress Made:

2016 Math Goal Rating: Meets or Exceeds Standard

2017 Math Goal Rating: Meets or Exceeds Standard

2018 Math Goal: Meets or Exceeds Standard

2019 Math Goal: Meets or Exceeds Standard

Progress Made/Adult Action(s):

- Developed data-driven math year-long pacing guides.
- Required teachers to submit in-depth data-driven math unit plans that focus on planning for small groups with differentiated skills and strategies.
- Mandated the use of NWEA Map Skills “Learning Continuum” to guide instruction.
- Promoting the “Know Your Number” Campaign and goal setting by RIT numbers.
- Several teachers attended the AIM4S3 training and shared effective instructional strategies with the rest of the staff.
- Required English teachers to provide intensive math instruction focused on academic and content area vocabulary acquisition as well as other subject-specific mathematical support. This allows students to receive more than their allotted one hour of Spanish instruction as ensured by the ABA Bilingual Education Instructional Plan.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Top Ten New Mexico Charter School for Math Growth (2015-2018)
 - Appendix A36
- Improved A-F Letter Grade from ‘F’ to ‘C’ between 2016-2018 (.10 points short of a ‘B’)
 - Appendix A4
- Attained 1.5 years growth or grade level proficiency in math as indicated by the NWEA MAP
 - Appendix A7
- Received the NMPED BMEP’s Bilingual Recognition Award
 - Appendix A22
- Satisfaction of NMPEC Corrective Action Plan (Academics)
 - Appendix A37

2015-2016 Academic Performance Framework: Discovery Short Cycle Assessment - English Language

4. ENGLISH LANGUAGE ASSESSMENT (WIDA ACCESS)

English Language Learners will be assessed using the WIDA ACCESS to measure English language growth of Full Academic Year (FAY) students in grades 3rd – 8th. All studies indicate that it takes between 5 to 7 years for students to score at a proficient level (Cummins, 1998; Thomas & Collier, 2001) and therefore kindergarten through 2nd grades will not be included in this measure.

ACCESS is one of three NMPED approved assessment instruments to determine English language proficiency of students in “speaking, listening, reading, and writing.” The assessment is administered once per year,

normally in January or February during the testing window. The ACCESS is given to all students who are identified as English Language Learners (ELL).

Various reports are provided by the testing company and normally received during the month of May. La Promesa will analyze the "School Frequency Report" to report measures for this goal. The school has records for all students who have taken the assessment at La Promesa, however, it is difficult to gather reports from other schools that students may come from. La Promesa will make every effort to request and attain results from the prior school district if the student was not enrolled at La Promesa during the prior year.

ACCESS provides the "School Frequency Report" containing the following proficiency levels:

- 1 – Entering – Student knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2 – Emerging – Student knows and uses some social English and general academic language with visual and graphic support.
- 3 – Developing – Student knows and uses social English and some specific academic language with visual and graphic support.
- 4 – Expanding – Student knows and uses social English and some technical academic language.
- 5 – Bridging – Student knows and uses social and academic language working with grade level material.
- 6 – Reaching – Student knows and uses social and academic language at the highest level measured by this test.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate English language growth as measured by growth from the previous spring assessment compared to the assessment given in the current year if data is available. ("One full year's growth" will be determined using the 60% scale score gain established for all students who take the ACCESS exam as shown on the attached reports. There is a report for each grade 3-8. The school will match the student's starting proficiency (levels 1-6) for the appropriate grade level of that student and then select the growth needed to match the 60th percentile of students nationwide.)

Proficiency. In order to show growth, identified students will demonstrate English language proficiency in the current year. An acceptable proficiency level for third grade students is identified at the "expanding" level 4 or higher as established by the ACCESS exam and reported on the student reports.

Meets Standard:

The school surpasses the target of this indicator if:

70% - 84% of 3rd - 8th grade students made at least one full year's growth in English language proficiency when comparing spring test results to the test results from the previous year (if available), OR; The student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.

2016 English Language Goal: Does Not Meet Standard

2017 English Language Goal: Falls Far Below Standard

REVISED April 2017 Academic Performance Framework: NWEA MAP Short Cycle Assessment English Language - Language Goal was NOT revised - PED/PEC-ABA negotiation pending (SEE GOAL ABOVE)

2018 English Language Goal: Does Not Meet Standard (ABA analysis showed that we did 'meet or exceed standard')

2019 English Language Goal: Meets or Exceeds Standard

Progress Made/Adult Action(s):

- Attendance at all annual BMEP Director's Meetings as well as participation in select trainings offered by PED.
- Analysis of reports in each of the ACCESS sub skill areas.
- Contracted Dr. Patricia Latham to perform an informal evaluation of the school's EL program and offer recommendations for next steps.
- Built into the unit plan template, a specific section addressing English language development standards and Can-Do descriptor supports.
- Purchased K-6 and 7-8 English language development curricula to support ELD instruction - Language Power (grades 7-8) and McGraw-Hill Wonders ELL (K-6).
- Included ELD instruction as a walkthrough checklist item to ensure compliance with the 45 minutes of required instruction, monitor implementation of adopted EL curricula, and offer immediate feedback to teachers to help them improve ELD instruction.
- Implemented a school-wide "buddy system" for teachers to support ELD instruction, which occurs during more structured and intensive collaboration among ELD teachers.
- Contracted instructional support services with Dual Language Education of New Mexico: GLAD, CLAVES, and AIM4S3.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- Spring 2018 and 2019 ACCESS for ELLs English language proficiency scores that exceed the state average: 6.2% (ABA) vs. 3.2% (State) in 2018 and 11.6% (ABA) vs. 3% (State) in 2019
 - Appendix A5
- 2019 NMPED BMEP Bilingual Recognition Award
 - Appendix A22
- Fall 2017 NWEA MAP Reading and Math scores vs. Fall 2019 Reading and Math scores for ELLs
 - Appendix A38
- Number of FAY students meeting ABA English Learner goal in Spring 2017 to 2018 and Spring 2018 to 2019
 - Appendix A39

3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY16	9 Total Findings 2014-001 2015-001 2015-002 2016-001 2016-002 2016-003 2016-004 2016-005 2016-006	Significant Deficiency Significant Deficiency Compliance/Other Matters Material Weakness Compliance/Other Matters Compliance/Other Matters Compliance/Other Matters Compliance/Other Matters Compliance/Other Matters	<p>The school governing council and management reviewed all financial policies and procedures to address the issues/concerns purchase orders (2014-001), cash disbursements (2015-001), Travel and Per Diem (2015-002), budgetary compliance (2016-003), personnel files (2016-004), and cash management (2016-005). This review helped the school implement new policies and procedures with new controls such as segregation of duties within purchasing and disbursements or reinforce existing policies in place to the responsible staff such as the handling of personnel files. This review and reimplementation of policies and procedures along with proper utilization of the school's financial software address the issues found within its own internal Control Structure (2016-001).</p> <p>The school designated an official CPO (2016-002) as well when training for the certification became available.</p> <p>The school did have all audit committee member positions filled as required by statute (2016-006) before the beginning of the FY16 audit.</p>

FY17	10 Total Findings		<p>The above-mentioned corrective actions for FY16 were undertaken in the fall of 2016 with revised policies and procedures being adopted in January 2017. These revised policies and procedures addressed issues within several areas including purchase orders (2014-001), cash disbursements (2015-001), travel and Per Diem (2015-002). The adoption of the financial policies and procedures also addressed concerns with the internal control structure (2016-001) as proper segregation of duties and internal controls were implemented. These changes addressed how ERB and RHC contribution forms were saved (2017-002), how employee files were stored and secured (2016-004), and how procurement over \$60k for a single vendor is addressed (2017-003).</p> <p>Stemming from this transition the school identified many previous years bills/invoices were not fully paid. In following the new policies and procedures to properly pay invoices and bills in a timely matter, the school was forced to pay over \$250k of unexpected bills. These unaccounted-for expenses lead to issues within cash management (2016-005) and budgetary conditions (2016-003) which were addressed in the FY18 budget building process as \$229k was set in emergency reserves to meet the previous year's budget shortfall.</p> <p>The school's bank also failed to properly collateralize the account's funds over the \$250k threshold (2017-001). This under collateralization was a result of so many deposits from year end RfRs and other monthly revenue's being received as the period was closing. The school has requested a higher collateralization agreement and also made a request for daily collateralization monitoring over the monthly currently provided by the bank.</p>
	2014-001	Significant Deficiency	
	2015-001	Significant Deficiency	
	2015-002	Compliance	
	2016-001	Material Weakness	
	2016-003	Compliance	
	2016-004	Compliance	
	2016-005	Compliance	
	2017-001	Compliance	
	2017-002	Other Non-Compliance	
2017-003	Compliance		

FY18	2 Total Findings		<p>2018-001 The school conducted an internal audit of employee files as part of a new annual review. The school will also have its business manager and payroll team both review leave slips alongside timecards during the payroll process</p> <p>2018-002 The school's director and business manager established a regular schedule for review and approval of invoices to ensure timely payment of all bills. In January 2018, the school determined to move all vendor files to the business manager's office instead of the school site in order to expedite payment processes.</p>
	2018-001 (2016-004)	Other Noncompliance	
	2018-002 (2015-001)	Other Noncompliance	

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school boards or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

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 (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

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 provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

The school's Board of Finance Authority was suspended by the Public Education Department in August 2016 and released back to the Governing Council of the school in January 2019.

Progress Made/Adult Action(s):

- **Revised Financial Policies and Procedures** were implemented after they were completed and approved by the ABA governing board. The revision of financial policies and procedures began shortly thereafter the school's board of finance was suspended in August 2016. Financial policies and procedures were approved and adopted by the ABA governing board in January 2017.
- An **Accounts Payable Spreadsheet** was created in August 2016. This spreadsheet was developed by the ABA contracted business manager and ABA's head administrator. The purpose of the spreadsheet was to track the outstanding invoices faced by the new administration after the resignation of the previous director. In total, ABA faced \$250,000 in debt due to outstanding invoices; some that dated back to FY 2014. All outstanding invoices/debt was researched to ensure goods were received and services were delivered prior

to issuing payments to vendors. All invoices were resolved before the end of FY18.

- **Governance Council Finance Training** was prioritized during the board of finance suspension and throughout the time the school was under the PEC corrective action plan. All board members completed 16 hours of approved finance training, which was provided by the Public Education Department's Charter Schools Division. The training led to a more knowledgeable and capable school board that ultimately led to the return of the school's board of finance.
- A **Financial Improvement Plan** was developed and implemented by ABA during the time of the board of finance suspension. This plan was developed jointly by the school and the PED's school budget and finance analysis bureau. The ABA FIP was satisfied over the course of the board of finance suspension, which led to significant improvements as evidenced by the school's FY18 audit.
- **Over \$651k of assumed embezzled funds were recovered** in May 2018. In September 2017, Mike Vigil, LPELC's contracted business manager, filed a report with the New Mexico Public Schools Insurance Authority/CCMSI. Subsequently, an investigation ensued that was conducted by Berkley FinSecure and Berkley Crime and then further investigated by the Global Investigation & Forensic Accounting Services firm, SDC CPAs.
- **Timely finance reports and required finance related submissions** have been submitted and have occurred since 2016 after the board of finance was suspended. Since then, the school has not missed any deadlines, fiscally and continues to remain consistent in their meeting of finance-related deadlines and have fully complied with all local, state, and federal requirements.
- **FY18-19 and FY 19-20 budgets** were approved at all levels with only minor questioning/corrections.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- FY18 Audit - Down to two audit findings in 2018
 - Appendix A40
- School Responses/Actions RE: FY18 Audit Findings
 - Appendix A41
- Financial Improvement Plan
 - Appendix A42
- Regained the BoF in January 2019
 - Appendix A43
- Insurance Claim: Evidence of recovered funds
 - Appendix A44
- Balanced and approved budgets for FY 18 and FY 19
 - Appendix A45
- Increase in operational/classroom spending between 2016 and 2019
 - Please see charts below (Part C below)

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received "working to meet" or "fall far below" in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated "working to meet" ratings or any "falls far below" ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

ABA, in the most recent year (2018-2019) earned a 'Meets or Exceeds' rating on subcategory III-A.00. The school, throughout its most recent five-year term, has not received a 'Falls Far Below or Does Not Meet Standard' rating.

One 'Working to Meet Standard' rating was given to ABA during the 2017-2018 school year. Neither the PEC monitoring visits conducted by the Charter Schools Division (CSD) nor the monitoring tool by which compliance is documented, yielded any feedback or final ratings; this is also true of the 2016-2017 school year's monitoring tool. As of September 2019, each category still reads as 'In Progress' within WebEPSS for the 2016-2017 and 2017-2018 school years.

For these reasons, ABA administration is still unaware of why subcategory III-A.00 was assigned below the 'Meets or Exceeds Standard' rating. All evidence of material terms was provided to the site monitoring staff during each of the two site visits. No additional documentation or other evidence was requested by CSD staff.

Progress Made/Adult Action(s):

- 2018-2019 monitoring visits yielded a 'Meets or Exceeds Standard' rating

Evidence of Progress Made:

- 2018-2019 monitoring visits yielded a ‘Meets or Exceeds Standard’ rating
 - Appendix A46

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. 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 site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

ABA has made significant progress since 2016-2017, which marked the current director’s first year with the school. During the 2018-2019 school year, four sub-categories were rated below ‘Meets or Exceeds Standard.’

These sub-categories included: IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements; VI.A-00 Employees: meeting employee credentialing

requirements; VII-A.00 School Environment: complying with facilities requirements, and; VII-A.01 School Environment: complying with health and safety requirements.

IV-A.00 Business Management & Oversight

ABA was assigned a 'working to meet standard' rating due to two minor findings on the FY18 Audit.

These findings included:

- 2018-001 Internal Control over Payroll (Previously #2016-004 Other Noncompliance), and
- 2018-002 Purchasing (Previously #2015-001 Other Noncompliance)

Progress Made/Adult Action(s):

ABA addressed the two minor findings through work with our audit committee and board as well as actions taken by the school administration and our contracted business manager. This included meeting to identify the root causes of our findings and the recommendation of remedies to resolve the flaws in our financial procedures at ABA. From there a formal action was put in place via FY18 audit corrective action plan. Management actions included the creation and use of an employee file checklist, log, checkout system, and audit spreadsheet that clearly identify the required components and help the school to conduct an internal audit of our own that verifies completeness of files.

VII-A.00 School Environment

A 'working to meet standard' rating was assigned for this subcategory due to the ABA administrator's human error in implementing required emergency drills during the 2017-2018 and 2018-2019 school years. The CSD team observed in the school's emergency drill log that a March 2018 emergency drill was not performed. However, this error was due to the designee not logging the drill upon completion of the drill and collection of required documentation from teachers. The CSD team also noted that the school had not performed fire drills for the first four weeks of the 2018-2019 school year. This error was caused by the head administrator conducting drills during the first four weeks of the K-3 Plus program, as the school is a K-3 Plus site. Therefore, the school did in fact conduct the required four fire drills within the first four weeks, however, the CSD noted that the drills should have been conducted during the first four official weeks of school.

Progress Made/Adult Action(s):

School administration developed and implemented an 'emergency drill plan' for the duration of the 2018-2019 school year. ABA has since changed this practice and met the new emergency drill requirements during the 2019-2020 school year.

Evidence of Progress Made/Effectiveness of Adult Action(s):

- FY18 Audit Corrective Action Plan
 - Appendix A47
- Employee File Log Checklist
 - Appendix A48
- Emergency Drill Plan

○ Appendix A49

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

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 site visit.

School response:

Since 2016 when the previous Director was placed on administrative leave and then resigned, ABA (FKA LPELC) had a major turnover in board membership. Between 2016 and 2019, the membership of the board has turned over completely, resulting in five active members who will make up the composition of the board as we enter charter renewal negotiations. Our longest serving member, Regina Sanchez, resigned in 2019.

ABA's board bylaws call for between five and 11 members. We have maintained five members after

reporting this number to the Charter Schools Division during a required annual membership report in August 2017. Due to resignations and other membership changes, at times ABA’s Governance Council fell below 5 members. These dates include: 12/17/18-1/28/19 Resignation of Andrew Matthis and Designation of Doris Cole; 12/31/18-2/25/19 Resignation of Judy Griego and Designation Melissa Trujeque, and; 4/29/19-6/24/19 Resignation of Regina Sanchez and Designation of Jose Garcia. In addition, after the resignation of former vice president, Regina Sanchez, ABA went without a vice president until the nomination of, and acceptance by, Melissa Trujeque.

There has not been a time since 2015 in which the council failed to meet required committee membership requirements (audit and finance).

Training hour requirements were met since SY 2016-2017 when the current director was named, with the exception of one member, Cipriano Lucero, who only received 7.5 hours of mandatory training due to a family emergency and eventual resignation from the ABA board. Training for ABA board members included 16 hours of mandatory CSD-facilitated board training during the 2017-2018 school year.

Charter Contract Term: July 1, 2015- June 30, 2020

2019-2020

Member Name	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Brenda Baca	President	9/26/17	Current	Audit
Melissa Trujeque	Vice President	2/28/19	Current	Finance
Julian Munoz	Secretary	6/28/16	Current	Audit Finance
Doris Cole	Member	1/28/19	Current	
Jose Garcia	Member	6/24/19	Current	

2018-2019

Member Name	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Judy Griego	President	11/17/16	12/31/18	Audit
Regina Sanchez	Vice President	8/2010	4/29/19	Finance
Julian Munoz	Secretary	6/28/16	Current	Audit

Brenda Baca	Member	9/26/17	Current	Finance
Andrew Mathis	Member	10/24/17	12/17/18	
Doris Cole	Member	1/28/19	Current	
Jose Garcia	Member	6/24/19	Current	
Melissa Trujeque	Member	2/28/19	Current	

2017-2018

Member Name	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Julian Munoz	President	6/28/16	Current	Finance
Judy Griego	Vice President	11/17/16	12/31/18	Audit
Regina Sanchez	Secretary	8/2010	4/29/19	
Andrew Mathis	Member	10/24/17	12/17/18	Audit
Cipriano Lucero	Secretary	10/18/16	10/24/17	
Brenda Baca	Member	9/26/17	Current	

2016-2017

Member Name	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Ray Rivera	Member	4/2016	4/22/17	Audit
Irene Byars	Member	11/18/13	8/31/16	
Yvonne Baca	Member	1/28/13	8/31/16	
Diego Trujillo	Vice President	5/13/13	6/30/17	
Celia Cervantes	Secretary	5/2016	7/27/17	
Cipriano Lucero	Member	11/16/16	10/24/17	Audit
Judy Griego	Member	11/17/16	12/31/18	

Julian Munoz	President	6/28/16	Current	Finance
Regina Sanchez	Member	8/2010	4/29/19	
2015-2016				
Member Name	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Danny Baca	President	1/2013	5/2016	Finance Audit
Diego Trujillo	Vice President	5/13/13	6/30/17	Audit
Irene Byars	Secretary	11/18/13	8/31/16	
Selia Cervantes	Member	5/2016	7/27/17	
Yvonne Baca	Member	1/28/13	8/31/16	
Ray Rivera	Member	4/2016	4/22/17	
Regina Sanchez	Member	8/2010	4/29/19	
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* All schools must provide a response for this section of the application.