



STATE OF NEW MEXICO
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SECRETARY DESIGNATE OF PUBLIC EDUCATION

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GOVERNOR

**Charter Schools Division
2023-24 Preliminary Annual Report
Revised October 3, 2024**

School Name: Cottonwood Classical Preparatory School

School Address: 7801 Jefferson Street NE Albuquerque, NM 87109

Head Administrator: John Binnert

Governing Board Chair: Rahni Kellum Johnson

Business Manager: Mike Vigil II

Authorized Grade Levels: 6-12

Grade Levels Served: 6-12

Authorized Enrollment Cap: 1000

2023-24 120-Day Enrollment: 788

Contract Term: 2023-2028

CAPs or Conditions: none

Notice from 2022-23 Annual Report: Not applicable; the school renewed in 2023, therefore, an Annual Report was not required for 2022-23.

Waivers: none

Mission: The mission of Cottonwood Classical Preparatory School (CCPS) is to develop skillful, knowledgeable, compassionate, balanced, and internationally- minded lifelong learners who are inspired to improve themselves and shape a more peaceful world. CCPS will provide a publicly-funded, inclusive, and rigorous education whereby the skills of inquiry, critical thinking, clear communication, independence, responsibility, and open-mindedness are fostered through the use of the International

Baccalaureate curriculum and utilizing Paideia methodologies. CCPS will develop students and graduate scholars who are prepared to thrive in colleges and universities of the world and to become exemplary leaders in their regional, national, and global communities.

Educational Program: The School's educational program shall be as described below and shall be monitored by CSD based on evidence provided below:

- A. Paideia model of instruction as evidenced by classroom observations and annual professional development plan.
- B. International Baccalaureate (IB) Diploma Programme offered as evidenced by learner profiles on display, classroom observations, IB Self Study and Action Plan and IB diploma results.
- C. Average class size will be lower than state requirements as evidenced by budget submission, student information system, and classroom observations.
- D. Required service opportunities built into each grade level as evidenced by reviewing examples of weekly communication and discussion with CAS (Creativity, Activity, Service) coordinator.
- E. Graduation requirements will exceed the state's as evidenced by reviewing school handbook for graduation requirement policy and sample transcripts
- F. Students will be promoted based on academic proficiency as evidenced by reviewing school handbook grading policy.
- G. An Advisory Program will be provided as evidenced by reviewing the school schedule and student interviews.
- H. 1B Diploma Programme teachers will receive, at a minimum, within their first year of employment, category 1 IB training as evidenced by certificates of completion and interview with 1B coordinator.

Demographics as reported in Nova 2023-24 (120-Day)

Note: demographics by subgroup is not yet available; pending Nova certification.

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	Spotlight** (no score given per NM Vistas)	pending*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	exempt for 2022-23 (new to PEC)	Unable to rate***
Overall Academic Score: average of indicators 1 and 3	N/A	–

***Note:** NM Vistas scores are not yet available. Report will be updated when published.

****Note** (quoted from [NM Vistas website](#)): “This school does not have a Vistas score for this year, so its designation has been rolled over from the prior year.”

***Met Standard for grades 6-9; unable to rate for grades 10-12. See below.

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p>Traditional: No other designation</p>	<p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p>
		<p>ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p>CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p>MRI (More Rigorous Intervention): on CSI for 3 years</p>

Note about 2022-23 NM Vistas Revision: on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

Important: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

Note: NM Vistas designations and academic proficiencies are not available at this time. Report will be updated when data are available.

Mission-Specific Goals

Goal: CCPS is dedicated to ensuring that students thrive in the global community and become exemplary leaders. With math being a universal language among all countries and societies, it is important that CCPS students thrive in this subject and demonstrate mastery of this universal language.

Performance Level	Target	Points
Exceeds Standards	76%-100% of students demonstrate growth in math using the following assessments: <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	100
Meets Standards	51%-75% of students demonstrate growth in math using the following assessments: <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	75
Working to Meet Standard	25%-50% of students demonstrate growth in math using the following assessments: <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	25
Falls Far Below Standard	Up to 24% of students demonstrate growth in math using the following assessments: <ul style="list-style-type: none"> • Grades 6-9: 1% increase in math proficiency from Fall to Winter on the NWEA MAP Math 6+ assessment. • Grades 10 & 11: 1% increase in number of CCPS students meeting the PSAT math benchmark. • Grade 12: Students will show an average increase of 0.04 marks each year across all IB math classes. 	0

Rating: All grade levels of the goal cannot be rated as written. CSD recommends that the school submit an amendment to change how the goal is worded, and the head administrator agrees. The grades 10-11

bullet reads “**1% increase in the number of CCPS students** meeting the PSAT math benchmark” which is incompatible with an overall requirement that 51% of students demonstrate growth in math. If the intention of the goal was to show 1% growth from 10th grade PSAT to 11th grade PSAT score, that would be measuring growth only for grade 11 students, the rating would be **Meets Standard** but grade 10 students would not be included in the goal. The grade 12 metric is a cohort to cohort measure, not an increase in proficiency of the same cohort of students. On the cohort to cohort metric, the school **Meets Standard**. The school **Meets Standard** for grades 6-9.

Organizational and Financial Performance Framework

2023-24 Overall Rating: Pending

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Screenshot of Multi-year Performance Framework Ratings

Cottonwood Classical Preparatory School	2023-24
Organizational and Financial Performance Ratings	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Pending
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Governance Requirements	Working to Meet Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Does Not Meet Standard
3a Rights of All Students	Meets Standard
3b Attendance and Retention	Pending
3c Staff Credentialing	Meets Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	Meets Standard
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Background Checks, Ethics	Meets Standard
5a Facilities	Meets Standard
5a Financial Reporting and Compliance	Meets Standard
5b Accounting Principles	Meets Standard
5c Responsive to Audit Findings	Meets Standard
5d Managing Grant Funds	Does Not Meet Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

Explanation of 2023-24 Indicator Ratings

1.b. Participation data will be provided in Fall 2024.

2.a. No board chair or vice-chair identified.

2.c. Board member change notifications were submitted late.

3.b. Rating is pending until certified 120D attendance data is available from Nova.

5.d. 41% State funded Out of School Time Program (27416), 100% IB Test Assistance, reg 2023, HB 2(27567) reverting grant funds not expended.

Site Visit Attendees

March 2, 2024

CSD Team: Lucy Valenzuela (lead), Bianca Olona-Elwell, Ted Farnath, Julianna Montoya and Kimberly Gonzales (remote)

School Leadership: John Binnert (head administrator), Andrea Lopez, Carisa Petrie, Cathy Gutierrez, Chris Rigali, Nancy Stafford, Jennifer Dennison and Mike Zufall.

Governing Board: Rahni Kellum, Jennifer Raven, Phil Walck, Marie Parkes and Dr. Kathy Alexander