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PUBLIC EDUCATION DEPARTMENT  
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ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
March 1, 2024**

**School Name:** Aldo Leopold High School

**School Address:** 410 W, 10th St. Silver City, NM 88061

**Head Administrator:** Hannah Wecks

**Governing Board Chair:** Alexandra Tager

**Business Manager:** Melissa Frost

**Authorized Grade Levels:** 6-12

**Grade Levels Served:** 6-12

**Authorized Enrollment Cap:** 210

**2022-23 End of Year Enrollment:** 172

**Contract Term:** 2020-2025

**Conditions/CAP:** Special Education Corrective Action Plan (see last page)

**Waivers:** Evaluation Standards for School Personnel

**Mission:**

At Aldo Leopold Charter School the human and natural environments serve as text and lab for learning through direct experience, inquiry and stewardship.

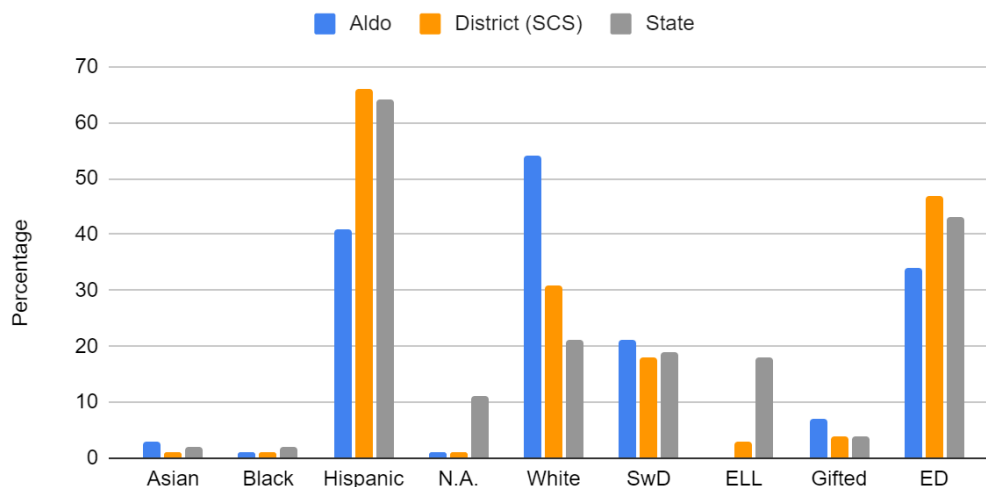
## Educational Program:

Aldo Leopold Charter School offers a distinctive educational choice in many ways. The four most important differences are inquiry and active learning, experiential education program, use of the environment as a learning tool and stewardship of community and the natural environment.

- i. The instructional techniques emphasize inquiry and active learning, as evidenced by lesson plans and yearly inquiry-driven projects that engage students in empiricism, creative arts, and/or innate curiosities.
- ii. The experiential education program is evidenced by weekly off-campus learning experiences to include community orientation and introduction to the natural environment (Grades 6-9) and community internships and Youth Conservation Corps. (Grades 10-12).
- iii. The use of the environment as a learning tool is evidenced by participation in overnight camping trips (grades 6-8) and multiple-day backpack trip (grades 9-12) into the Gila Wilderness. In addition, each high school grade level has at least one multiple-day field trip that is integrated into one or more of their core classes as part of the school's experiential educational program.
- iv. Professional development is provided to all instructional personnel including First Aid, CPR, Risk Management and utilizing Restorative Practices. In addition, advanced training opportunities such as Wilderness First Responders and Association for Experiential Education are made available to instructional personnel.

## Demographics as reported in STARS 2022-23 End of Year (EOY)

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	92
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	75
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>83.5</b>

### 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 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
  - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
  - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
  - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
  - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

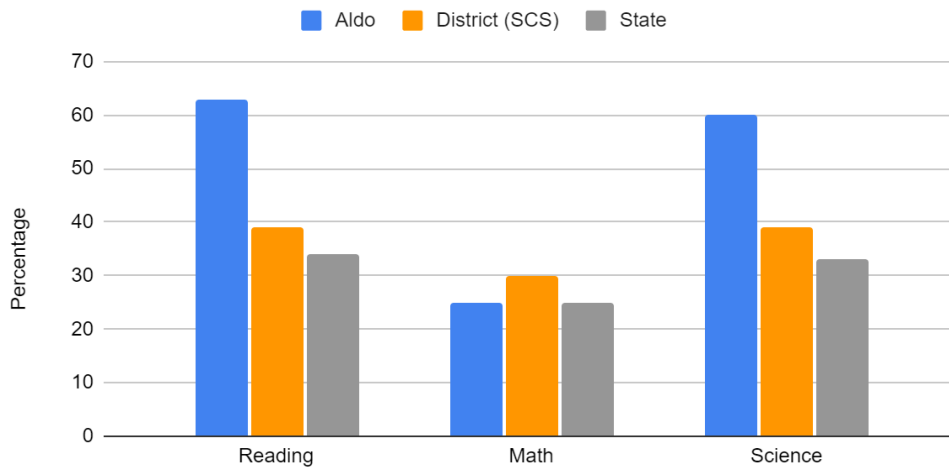
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Aldo Leopold High School** received a designation of **Excellence**.

## Proficiency

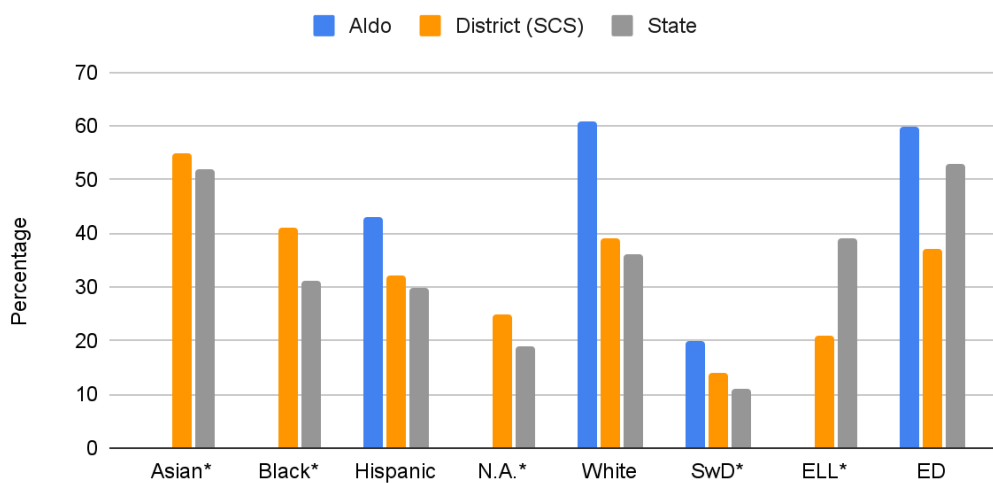
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

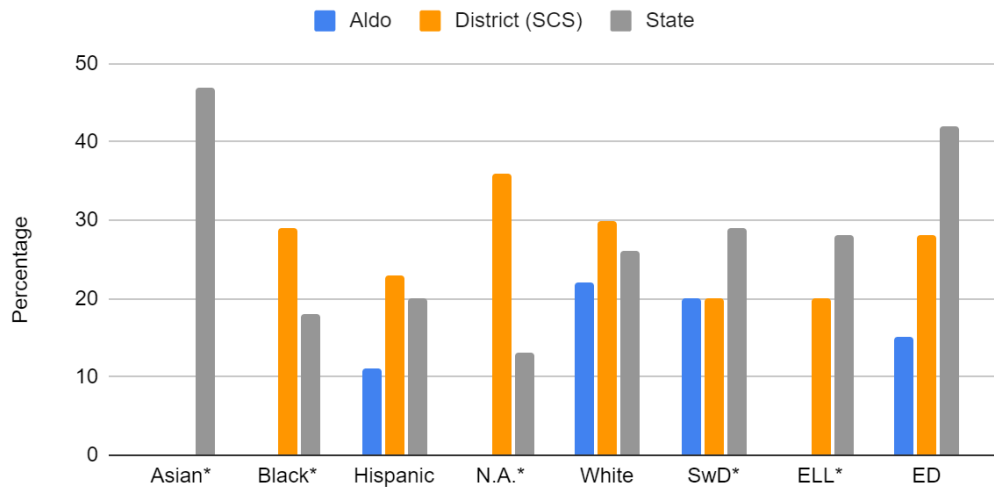
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school. Students with disabilities also masked,  $\leq 20\%$  in reading.

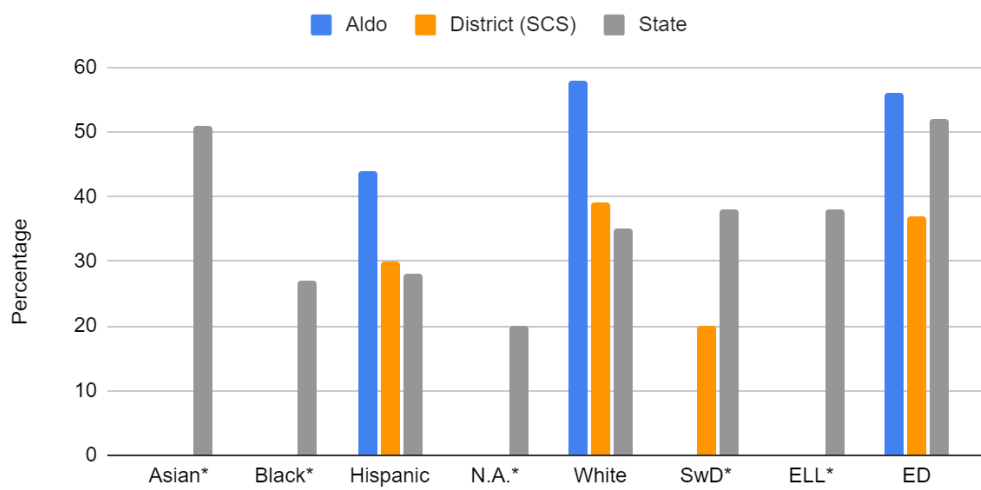
### Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school. Populations also masked: students with disabilities for school and district,  $\leq 20\%$ , and English language learners for district,  $\leq 20\%$  in math.

### Percent Proficient in Science by Subgroup 2022-23

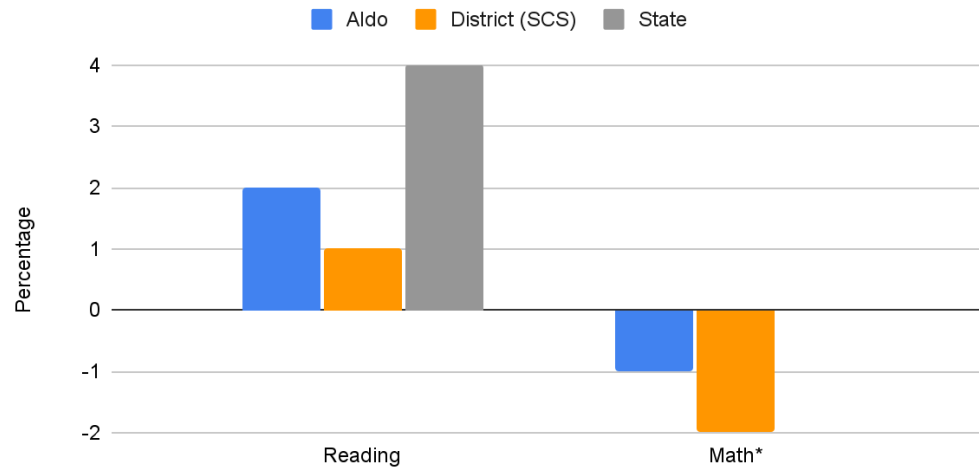


Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school. District population of students with disabilities also masked,  $\leq 20\%$  in science.

## Improvement (Growth)

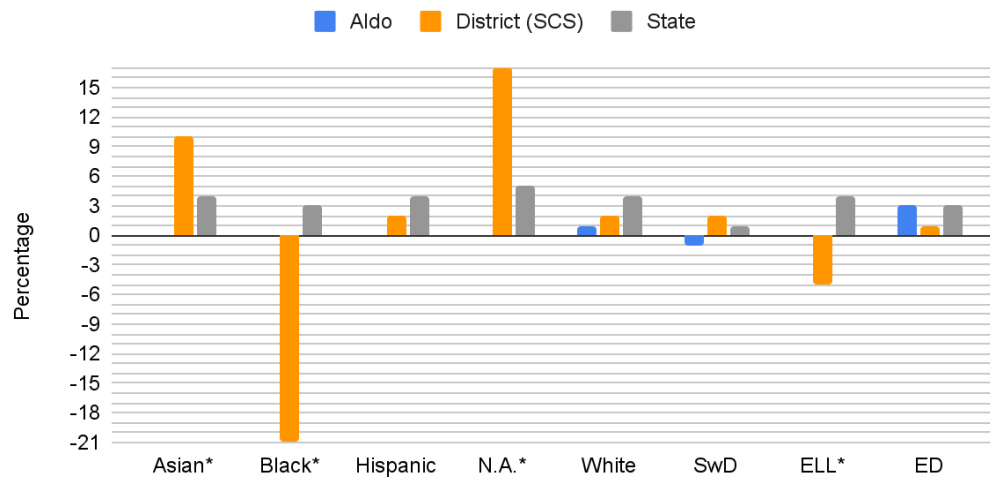
### Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** Math growth for the state was 0%.

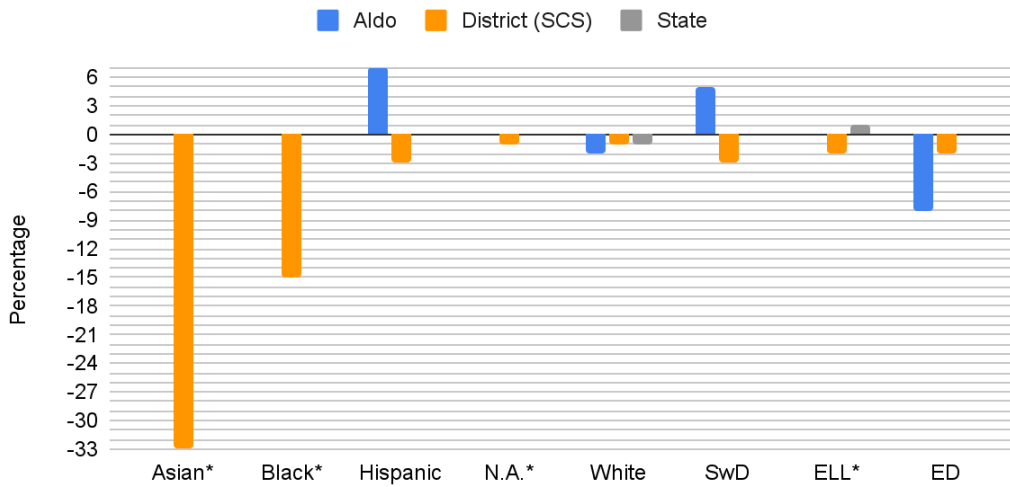
### ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school.

## Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

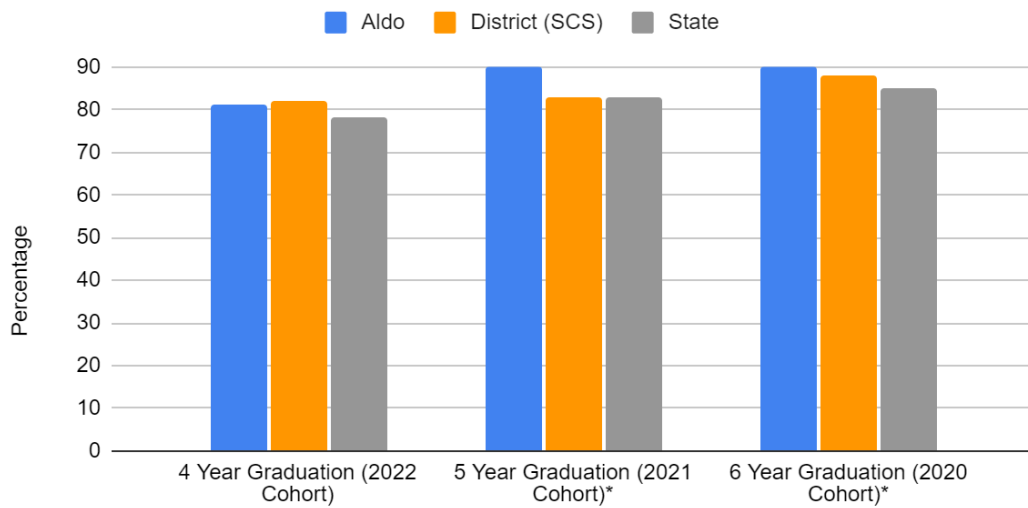
**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school.

### English Learner Progress (NMVistas): 0%

### High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

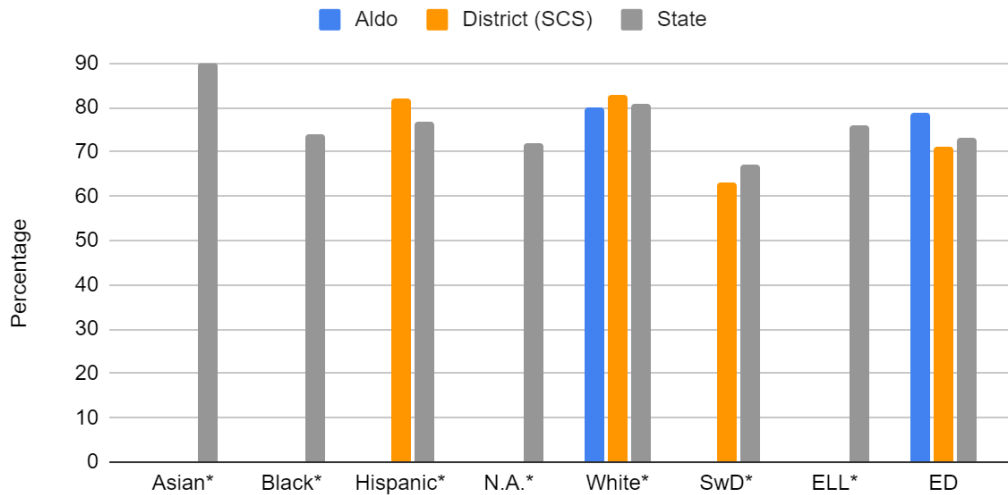
## High School Graduation



Source: NMVistas.org

**\*Note:** 5 and 6-year school graduation rates are masked due to population size,  $\geq 90\%$ .

## 4-Year Graduation by Subgroup



Source: NMVistas.org

**\*Note:** groups are masked due to population size; white population also masked,  $\geq 80\%$ .



## Mission-Specific Goals

**Goal 1:** All students at Aldo Leopold Charter School (ALCS) participate in experiential education. 75% of students enrolled on the 40th and 120th day will score at or above their grade level expectation or the score determined in a Special Education student’s IEP on the school’s rubric for **Ownership and Collaboration** in Experiential Learning. All students at Aldo Leopold Charter School (ALCS) will have the opportunity to participate in experiential learning in the human and natural environments (outside of the school building) using direct experience, inquiry, and stewardship for a minimum of 100 hours per semester. The school’s rubric is used to evaluate students’ level of participation and engagement during these hours of experiential education.

Performance Level	Target	Points
Exceeds Standard	More than 90% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	100
Meets Standard	75% - 90% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	75
Does Not Meet Standard	50% - 74% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	25
Falls Far Below Standard	Less than 50% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	0

**Rating: Meets Standard** 81.4% student attainment- **75 pts.**

**Goal 2:** Aldo Leopold Charter School students will respond to their experiential learning through writing and formal discussion. 70% of students enrolled on the 40th and 120th day will score at or above their grade level expectation or the score determined in a Special Education student’s IEP on the school’s rubric for **Skills of Reflection in Experiential Learning**. Student responses, either oral or written, will be drawn from their experiences outside the classroom.

Performance Level	Target	Points
Exceeds Standard	More than 80% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	100
Meets Standard	70% - 80% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	75
Does Not Meet Standard	50% - 69% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	25
Falls Far Below Standard	Less than 50% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	0

**Rating: Meets Standard** 78.6% student attainment- **75 pts.**

## Organizational and Financial Performance Framework

**2022-23 Overall Rating: Does Not Meet Standard**

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.

Aldo Leopold Charter School	2020-21	2021-22	2022-23
<b>Organizational and Financial Performance</b>			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Does Not Meet Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Does Not Meet Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Does Not Meet Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Does Not Meet Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Does Not Meet Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Working to Meet Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

### Explanation of 2022-23 Indicator Ratings

1.c. Concerns about the SPED program were noted during the site visit. The Special Ed Division issued a formal annual determination letter for 2022-23 with non-compliance on indicator 13 and non-timely data for indicator 13. The school is on a Corrective Action Plan of Needs Technical Assistance Year 1.

2a. Currently on a Finance CAP, OBMS reporting Q1 submitted 51 days late, Q3 submitted 50 days late.

2b. [FY22 audit](#) reflects a total of (4) four audit findings and (1) one is a significant deficiency.

2c. [FY22 audit](#) reflects two repeat findings from 2017.

3.c. One governing board notification was submitted late.

4.b. EOY attendance rate was 93%; attendance rate should be 95%.

## Site Visit Attendees

Tuesday, February 7, 2023

**CSD Team:** Samantha Samoiel (Lead), Lucy Valenzuela, Corina Chavez, Kimberly Gonzales and Kyle Wood (remote)

**School Leadership:** Dr. Andrew Smith, Head Administrator

**Governing Board:** Alexandra Tager and Alex MacKenzie

### **Special Education Corrective Action Plan Status**

**Summary of Annual Determination Letter, 2022-23 School Year** (from letter dated November 10, 2023):

Each year, the NMPED is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA). The determination is made based upon data submitted by the Local Education Agency (LEA) through the STARS system and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution information, and any other public documentation made available.

**LEA Determination:** Based upon a comprehensive review of the LEA's data and information, **Aldo Leopold High School** is assigned an annual determination of **Needs Intervention- Year 1** for School Year 2022-2023. The data used to make this annual determination was based on the data in the enclosed document titled "2022-2023 Annual Determination Data" and is listed below:

- **Indicator 13– 0.00%**
- **Non-timely data: Indicator 13**

**Corrective Action Plan (CAP) required:** As a result of the identified non-compliance, the Special Education Division (SED) will be issuing a Corrective Action Plan (CAP) to address the identified non-compliance. As part of the CAP process, the LEA will initially be required to complete either a Root Cause Analysis (RCA) and/or a Self-Assessment (SA) for missed compliance indicators. The RCA/SA must be completed and returned to the assigned SED Education Administrator, Lizana Schweiger, no later than November 30th, 2023. All non-compliance identified in the determination letter must be corrected no later than November 10th, 2024.

Letter of determination is **attached**.



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November 10, 2023

Charter Representative Hannah Wecks  
Aldo Leopold High School  
410 W. 10th St.  
Silver City, NM, 88061

**RE: Annual Determination 2022-2023 School Year (Corrective Action Required)**

Dear Charter Representative Wecks,

Each year, the New Mexico Public Education Department (PED), as the State Education Agency (SEA), is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA) at 34 CFR § 300.600(a)(2) and Subsection F of 6.31.2.9 NMAC. This determination is made based upon data submitted by the Local Education Agency (LEA) through the Student Teacher Accountability Reporting System (STARS) and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution information, and any other public documentation made available.

**Making Determinations**

In making determinations, data submitted for State Performance Plan (SPP) and Annual Performance Report (APR) indicators 1-14 were examined to determine the validity and reliability of the submitted data and its consistency with the required measures outlined in the SPP and APR, Part B Measurement Table. Specific compliance indicators (9, 10, 11, 12, and 13) were reviewed to determine if the LEA demonstrated substantial compliance of 95% or higher. Indicator 4B data were reviewed to ensure that LEAs did not have any significant discrepancy in the rates of long-term suspensions and expulsions. The correction of issues of non-compliance, the submission of timely and valid data as well as audit findings were also considered in assigning the LEA an annual determination.

The SEA also considered the following factors in making an annual determination for the LEA:

- Unresolved special conditions;
- Designation as a "high risk" LEA;
- Long standing audit issues;
- Length of time a problem existed was unacceptable;
- Magnitude of the problem was a concern;
- Progress the LEA made to correct the problem was insufficient.

The determination criteria are further summarized in the enclosed *2022-2023 Determination Criteria* table.

### **LEA Determination**

Based upon a comprehensive review of the LEA's data and information, Aldo Leopold High School is assigned an annual determination of **Needs Intervention- Year 1** for School Year 2022-2023. The data used to make this annual determination was based on the data in the enclosed document titled *2022-2023 Annual Determination Data and is listed below*.

### **Indicator 13 - 0.00%**

#### **Non-Timely Data - Indicator 13**

#### **Non-Reliable Data - Indicator 13**

For LEAs that were found to have non-compliance with a compliance indicator (4B, 9, 10, 11, 12, or 13), this letter serves as the official notification of non-compliance. According to 34 CFR § 300.600 (e), LEAs must correct non-compliance as soon as possible, and in no case later than one year after the state's identification of the non-compliance.

### **About an "Intervention" Designation**

If your LEA was assigned the determination of Needs Intervention or Needs Substantial Intervention, you may request an informal hearing in accordance with Subsection F of 6.31.2.9 NMAC. The hearing will afford the LEA an opportunity to demonstrate why a determination of Needs Intervention or Needs Substantial Intervention should not be made. The request for the hearing must be made in writing to the New Mexico Secretary of Education within 30 days of the date of the determination. The hearing will be conducted by the Secretary or the Secretary's designee. The formal rules of evidence shall not apply to the hearing.

### **Correcting Non-Compliance**

Although 95% is considered a level of substantial compliance, all non-compliance must be fully corrected as soon as possible and in no case later than one year from the SEA's identification of the non-compliance in accordance with 34 CFR §300.600(e). The targets for compliance indicators 11, 12, and 13 must be 100% and the targets for indicators 4A, 4B, 9, and 10 are 0%. Correction of non-compliance is required for LEAs that were found to be Meets Requirements but had a score of less than 100% or greater than 0% for a compliance indicator.

An SEA or LEA is not considered to be compliant with the indicators unless it meets the target set by the U.S. Secretary of Education in accordance with 34 CFR §§ 300.600(d) and 300.601(a)(3) and has fully corrected any non-compliance. This includes ensuring that LEAs demonstrate correction of non-compliance in accordance with the Office of Special Education Programs

(OSEP) Question and Answer (QA) 23-01 document (copy enclosed). States are not permitted to establish thresholds for meeting compliance that is less than full compliance (100%).


The determination of the correction of non-compliance is based on an updated review of the data and information primarily obtained from the LEA. This includes correction of individual case(s) of non-compliance and a conclusion that the LEA is correctly implementing the specific regulatory requirements. This two-prong approach is consistent with the OSEP QA 23-01 regarding "Reporting on Correction of Non-compliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act."

**As a result of the identified non-compliance, the Office of Special Education (OSE) will be issuing a Corrective Action Plan (CAP) to address the identified non-compliance.** As part of the CAP process, the LEA will initially be required to complete either a Root Cause Analysis (RCA) and/or a Self-Assessment (SA) for missed compliance indicators. The RCA/SA must be completed and returned to the assigned SED Education Administrator, Lizana Schweiger, no later than November 30<sup>th</sup>, 2023.

Based upon the results of the RCA or SA, the areas of non-compliance will be addressed through a CAP. The CAP may also include any target indicators where the set target was not met by the LEA. All non-compliance identified in this letter must be corrected no later than November 10<sup>th</sup>, 2024.

If you have any questions or concerns, please do not hesitate to call Lizana Schweiger at (505) 500-7450. Thank you for your efforts to improve the educational outcomes for students with disabilities.

Sincerely,

DocuSigned by:  
  
140A3ED72F6C41E...  
Arsenio Romero  
Secretary of Education

AR/cm

Enc. (5): How the State Made Determinations under Section 616  
2022-2023 Annual Determination Data  
2022-2023 Determination Criteria  
OSEP QA 23-01  
RCA/SA Form(s): **Indicator 13, Untimely Data, Unreliable Data**

cc:

Rita Montenegro, Special Education Director, Aldo Leopold High School  
Lizana Schweiger, Education Administrator, Office of Special Education, PED