

Albuquerque Public Schools
Office of Innovation and School Choice

2018 Charter Renewal Application for:

All documents must be submitted to:
Joseph Escobedo, Senior Director, Office of Innovation and School
6th Floor East Tower of the APS Building (6400 uptown Blvd. NE)
by 4:30 p.m., Monday, October 1, 2018



Dear Charter School Renewal Applicants:

This document was created to assist you in the creation and submission of your school's charter renewal application with Albuquerque Public Schools (APS). The APS Office of Innovation and School Choice will form a renewal team of seven members to review the renewal application and develop a consensus recommendation for action to the Albuquerque Public Schools Board of Education. The APS Board of Education will make a final determination on the renewal and may decide to renew, renew with conditions, or deny.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the Public Education Commission (PEC) as the state chartering authority. All renewal applications must be submitted on October 1st of the year prior to when the contract expires.. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than January 1 of the fiscal year in which the charter expires.

The renewal application is divided into three parts: Part A- Summary Data Report; Part B- School Self Report (performance during the current charter term); Part C- Self Study (proposed charter for the next charter term).

New Mexico law, in subsection K of Section § 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines the charter school...:

- committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- failed to meet generally accepted standards of fiscal management;
- violated any provision of law from which the charter school was not specifically exempted.

Please contact Dr. Joseph Escobedo, Senior Director, APS Office of Innovation and School Choice at (505) 880-3790, or escobedo_j@aps.edu with any questions regarding renewal.

Good luck and thank you for your quest to provide quality choice in the City of Albuquerque.

Instructions: APS Charter Renewal Application	2
APS Charter Renewal Application Evaluation Standards	3
Part A—School’s Summary Data Report	3
Part B—Self-Report	7
I. Self-Report.....	7
A. Academic Performance/Educational Plan.....	7
B. Financial Performance.....	25
C. Organizational Performance.....	28
D. Facility	31
Part C—Self-Study	32
A. Performance Self Study/Analysis-Key Questions	32
B. Mission-Specific Indicators/Goals	35
Petition of Support from Employees.....	37
Petition of Support from Households	38
Amendment Requests – Material Changes to the Current Charter.....	39
Glossary of Terms.....	41

Instructions: APS Charter Renewal Application

Form and Point of Contact	All submissions should be prepared utilizing the APS Charter Renewal Application. Brevity, specificity, and clarity are strongly encouraged. You are encouraged to ensure the document submitted is easy to follow and is user/reader friendly. Remember a team of seven will review the application, their experience with the actual document and your school may be limited. Any questions regarding the application and the review process must be directed to Joseph Escobedo, Senior Director, Office of Innovation and School Choice (505) 880-3790 or escobedo_j@aps.edu .
Deadlines and Manner of Submission	<p>APS Charter Renewal Application must be submitted to the APS Charter and Magnet School Department Office at 6400 Uptown Blvd. NE, Suite 600E, Albuquerque, New Mexico 87110. The submission must include:</p> <ul style="list-style-type: none"> • 7 Bound Copies that may be used by the review team. <ul style="list-style-type: none"> ○ Ensure all pages are numbered in sequential order ○ Ensure you use <i>“Blue” Font</i> in the response area so the reviewer clearly understands where the directions end and the response begins. • An electronic version of the application of all documents in one PDF document shall accompany the hard copy submission. The PDF shall be submitted on a USB Flash drive which is clearly labeled. <p>The full submission must be delivered no later than 4:30 p.m. (Mountain Time) Monday, October 1, 2018.</p>
Renewal Application Review Period	A seven member review team will analyze your Renewal Application. The Director of Charter Schools will schedule a Renewal Site Visit as part of the renewal review process. This site visit is designed to verify the evidence and documentation supporting the renewal application.
Preliminary Renewal Analysis	The Director of Charter Schools will meet with each renewal applicant with the renewal team’s recommendation. If, as part, of the renewal recommendation a condition must be met, this will be done prior to a contract being finalized and brought forward for approval to the APS Board of Education.
Public Comment	Each school will be asked to attend a public meeting to present for no more than five minutes about their charter school’s renewal application. There will be time allowed for members of the public to provide comments on the application. The public comment portion of the meeting will follow the APS Board of Education Public Comment Protocol. The recommendation to the APS Board of Education will include the comments from the public.
Recommendation	A recommendation will be made and the renewal presented to the APS Board of Education prior to January 1.
Final Authorization	The APS School Board will vote on authorization in a full School Board meeting prior to January 1.
Contract and Performance Framework	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter school and APS may agree to an extension of the 30-day deadline.)

APS Charter Renewal Application Evaluation Standards

The renewal review team will make a consensus recommendation to the APS Board of Education based on the completed renewal application, the charter school renewal site visit, status reports provided by APS departments, and, if applicable, the New Mexico Public Education Department. The following questions guide the renewal team's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

1. Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school agreed to meet. The renewal team will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

2. Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The renewal team will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis.

3. Has the school failed to meet generally accepted standards of fiscal management?

The renewal will rely on documentary evidence based on the reports from the APS Finance Department, documents submitted by the school, and the school's audits with regard to whether the school has met generally accepted standards of fiscal management.

4. Has the school violated any provision of law from which the charter school was not specifically exempted?

The renewal team will rely on documentary evidence gathered by the Charter School Office or, if applicable, NMPED staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report

Part B—Self-Report (current charter term)

Part C—Self-Study (proposed charter for next charter term)

Please Note:

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly ensuring the application is user/reader friendly.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application.

Part A—School’s Summary Data Report

- Provide the school’s mission statement.
- Provide the school’s vision statement (if applicable).
- Describe how the student experience is unique to your mission (*Give Specific Examples*).
- Describe your target population and how your school program is designed to support that population.
- What are the current grades the school enrolls and the current enrollment cap?
- Provide separate attachments of all performance framework reports from your current contract term. (You may provide summary documents if available.)
- Provide and explain your mission specific goals. Provide the goal statement and, information if the school met the goal statement. You are encouraged to provide visual illustrations of how you met the goal, such as a graph.

- Provide the school’s mission statement.

Mission- Redefining the High School Experience

- Provide the school’s vision statement (if applicable).

Our vision is to empower diverse learners through personalized pathways to achieve academic success by establishing relationships, individualized curriculum and flexibility. We believe it is the responsibility of the school to find ways to create success for each individual learner, rather than expecting struggling learners to adapt their learning style to fit the structure of the school. We strive to create an entirely inclusive environment where every scholar – regardless of age, learning style, ability level, racial and cultural identity, socioeconomic status, or possession of academic cultural capital – can experience academic, emotional, and social success. A necessary component of putting this philosophy into action is an ability on the part of each teacher for intensive and constant differentiation, within both methodology and curriculum. We accomplish this through high expectations, an orderly atmosphere, strong emphasis on skill acquisition, and the frequent monitoring of student progress to promote student success.

- Describe how the student experience is unique to your mission (*Give Specific Examples*).

Unlike a traditional high school experience, scholars at ABQCA experience multi-ability-level, multi-grade-level, and multi-content classrooms with two highly qualified teachers in each classroom, practicing one-on-one, small group, and whole group instruction depending on the needs of the learners in the room. Technology and print resources are available in each classroom in abundance, including a print library of culturally relevant literature and informational text, state-of-the-art technology including a zSpace Virtual Reality lab, desktop and laptop computers, iPads, and furniture configured for multiple approaches to learning. Each learner has a full spectrum of learning tools at her disposal, and teacher and scholar together put together a customized learning plan that maximizes the success of each scholar. Curriculum is housed in an online Learning Management System (LMS) but this is not the same as an online or virtual school. The computer does not replace the teacher. The LMS is a repository for instructional tools and an accurate way to track student progress. One-on-one and small group instruction happen all day, every day.

- Describe your target population and how your school program is designed to support that population.

ABQCA is a high school for scholars aged 16 and older who have been disenfranchised with the learning process. We are an open-entry, open-exit high school diploma option for scholars who need individualized education, a trusting environment, flexible scheduling and personalized attention. As of September 24, 2018, the average age of our scholars is 20 years old and nearly a quarter of our scholars are over 21. Our oldest scholar is 49 years old. Scholars come to us from every part of the city with approximately 1/3 of our scholars coming from the westside, 1/3 coming from midtown and 1/3 coming from the eastside. Currently, our largest group lives in the 87121 zip code.

- What are the current grades the school enrolls and the current enrollment cap?

Grades and enrollment cap – ABQCA is a 9-12 high school with a cap of 300 scholars. We are currently assessing our ability to expand our cap to 450 scholars because we have a wait list of 300-500.

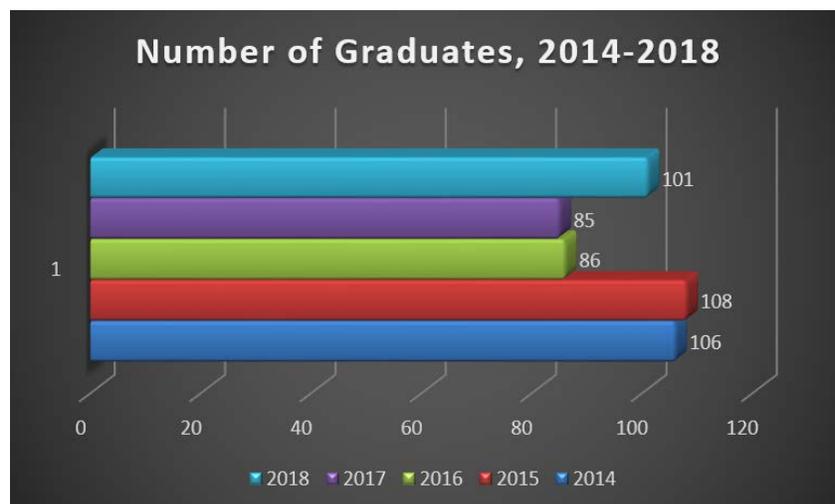
- Provide separate attachments of all performance framework reports from your current contract term. (You may provide summary documents if available.)

Please see Appendix A, pgs. 1-22

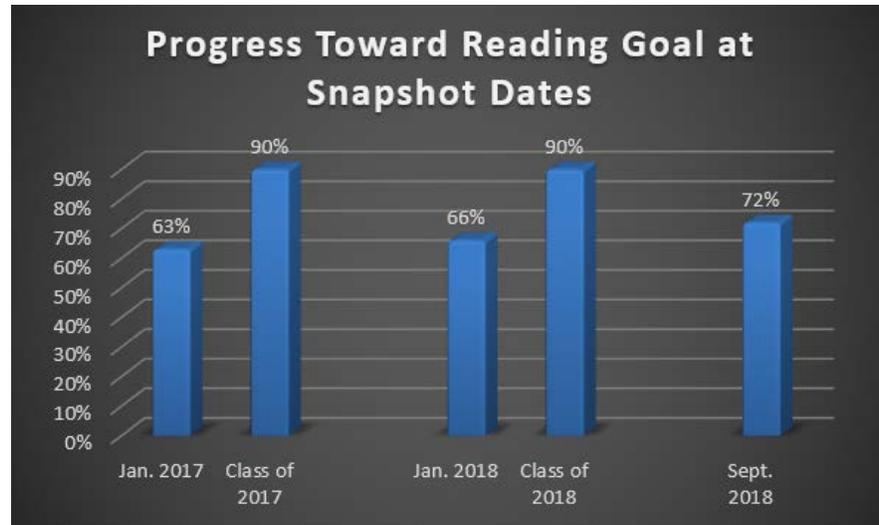
- Provide and explain your mission specific goals. Provide the goal statement and, information if the school met the goal statement. You are encouraged to provide visual illustrations of how you met the goal, such as a graph.

1. Transform 75 students per year from high school drop-outs to high school graduates

We have exceeded this goal each year of the charter term. A detailed analysis of our graduation data is provided in Part B.

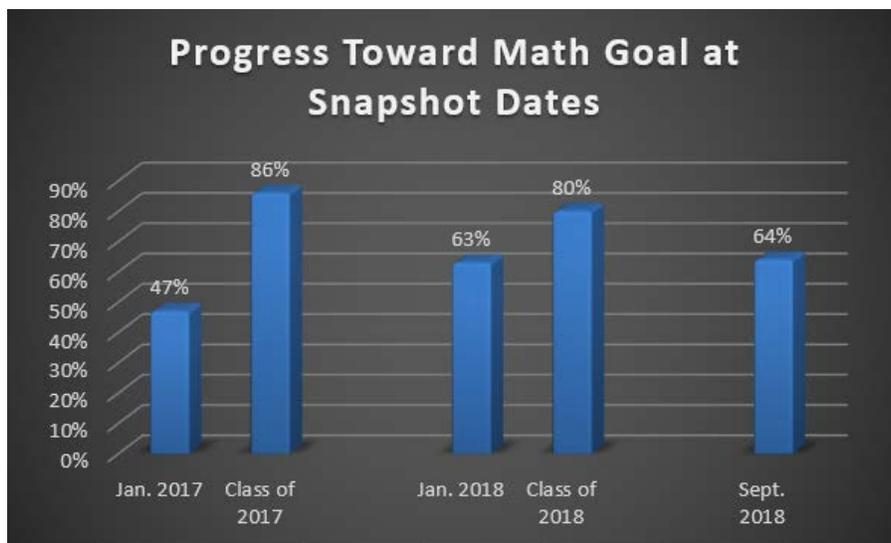


2. **Improve Scholars' Reading Skills:** 70% of ABQ Charter Academy's scholars will show one year of growth as measured by the TABE (Test of Adult Basic Education) Reading assessment for each year they are enrolled.



We have met or exceeded our reading goal this goal every year of this charter term. A more detailed analysis of the data related to our reading goal is provided in Part B.

3. **Improve Scholars' Math Skills:** 70% of ABQ Charter Academy's scholars will show one year of growth as measured by the TABE (Test of Adult Basic Education) Math assessment for each year they are enrolled.



We have met or exceeded our math goal this goal every year of this charter term. A more detailed analysis of the data related to our math goal is provided in Part B.



Part B—Self-Report (A Report on the Current Charter Term)

I. Self-Report

The Charter School Act requires each school seeking to renew its charter to submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

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 the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

Please use no more than five pages to offer insight, explanation, and/or evidence to fully discuss the following:

- Accomplishments
- Your school's unique approach to education, including the description of educational opportunities students have experienced are unique to your school.
- Any progression, stagnancy, and/or regression, as measured by a standards-based assessment and mission specific indicators, in the areas of:
 - English
 - Math
 - Science
 - The school's mission specific indicators.
 - Graduation Rate (*If Applicable*)
- Describe how you address the needs of students who receive Special Education services.
- Describe how you address the needs of students identified as English Learners.
- Describe the grade level curriculum that has been used and how they are tied to New Mexico Standards.
- List academic assessments which are given outside of the standards-based assessments (*ex: An Assessment Calendar*).
- Describe what steps you take to use the data from the assessments to modify program implementation and instructional practices. This section may be used to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years including each specific indicator (*ex. School Grading Report*).

- **Accomplishments:**

ABQCA has successfully transformed over 1500 dropouts into high school graduates since our founding in 2004. We average 100 graduates a year. The vast majority of our graduates are the first in their family to leave high school with a diploma and begin to break the circle of poverty that surrounds their family.

A large percentage of our scholars came to us believing they could not attend college- that it is out of reach for them. Two years ago, we made the decision to devote a full teacher FTE to address this perception. Our teacher meets with every scholar and family at registration to explain the dual credit program and discuss the scholar's plans and hopes for after graduation. Once the scholar starts classes, the teacher again meets with them individually when they achieve junior status. Together, they look at class offerings at CNM and UNM as well as entrance requirements. We have licenses to be able to administer the Accuplacer test for CNM here on our campus. The scholar attempts the test and the teacher and scholar discuss the results and the classes available with that particular score. If the scholar did not score into the classes they want to take, the scholar takes an elective class with the teacher for Accuplacer Prep curriculum. Scholars who qualify to take a course at CNM or UNM are scheduled with the teacher for a block during the school day for support with course assignments. Our teacher also conducts FAFSA workshops as well as two college and armed forces fairs on campus annually.

Over the past three years, ABQCA has been striving to become a Trauma Informed, Poverty Aware school. We have studied the concept of Adverse Childhood Experiences as well as how those experiences influence the scholar's ability to learn and the role of resilience factors in mitigating the effects of trauma. Last year, we formed a Trauma Informed, Poverty Aware (TIPA) Council. This council meets monthly to plan professional development for the staff and to monitor data in regard to student achievement indicators related to trauma and poverty. The council assisted staff in discovering tools to approach scholars from a trauma informed lens including concepts such as mindfulness, emotional regulation and restorative justice. Another charter school approached our Director of Curriculum and Assessment regarding training their staff in these practices. She completed 3 full days of training for them last year. Additionally, our Director of Special Services published a blog post related to these concepts for the National Association of Secondary School Principals.

- **Your school's unique approach to education, including the description of educational opportunities students have experienced that are unique to your school:**

ABQCA provides a school where scholars can expect to be approached as a person who may need services or resources that are not available in the traditional school setting. ABQCA offers flexible scheduling, personalized instruction, caring adults and trustful relationships. ABQCA will work with scholars at their individual skill and experience level to provide a rich and rigorous academic education that is standards-based and relevant to their educational and professional pathway.

The majority of classes are self-paced. However, we offer 'mini courses' that are a week in duration and focus on specific topics of interest. Instructors teach these courses in a seminar format allowing for interaction and discussion among scholars. Scholars earn up to a quarter credit for each course. One of these mini courses is Break Free From Depression and is team taught by our Social Worker, Counselor and

Health teacher. Scholars learn how to identify signs of depression and how to seek help whether it is for them or for a friend of theirs.

We encourage our scholar's involvement in the community. Our Science teacher takes a group of volunteers to the Storehouse each month to volunteer for a morning. Scholars who attend this activity monthly for the semester can earn Service Learning credit. Additionally, many of our scholars work. If they met the criteria, scholars can earn Business Work Experience for their employment hours.

- Any progression, stagnancy, and/or regression, as measured by a standards-based assessment and mission specific indicators, in the areas of:
 - a. English
 - b. Math
 - c. Science
 - d. The school's mission specific indicators.
 - e. Graduation Rate (*If Applicable*)

For the following reasons, it is difficult for us to utilize standardized measurement tools such as PARCC and SBA, the analysis of those assessment scores that is provided on our School Grade Report Cards (see Appendix A, pgs. 23-26), and the state's graduation calculation to accurately reflect upon our practice:

- We administer the PARCC and the SBA to every eligible scholar, every year. However, since PED only includes scores of those students enrolled with us for a full academic year in their accountability calculations, and our enrollment changes all year long, the analysis on our School Grade Report Card does not include many of our scholars' scores. The pool of scores (n) in our School Grade Report Card is sometimes too low for our scores to count at all (our 17-18 PARCC Math (n) was lower than 5%).
- The PARCC and SBA are only available during certain windows of the school year. Any of our scholars who are not enrolled during those assessment windows do not have the opportunity to test.
- As opposed to schools that have stable enrollment from 9th to 12th grade, our scholars may come to us just a few weeks before a testing window opens. When that is the case, they take the test, but it is often the first standardized test they've taken in years. We don't have any longitudinal data to provide context for their scores, or from which to measure growth. Even though only a single data point is available for that student, the PED compares that score to some other metric in order to arrive at a growth expectation for that student. We are not aware of how that expectation is calculated, and since we aren't provided with disaggregated data to support the scores on our School Grading Report Card, we don't know if they've met the expectation or not. Therefore, the PED's determination of the percentage of our students who have met a growth expectation is meaningless to us.
- The state's calculation of our graduation rate does not reflect the quality of our services, and it actually punishes us for fulfilling the mission of our drop-out recovery school. About 30% of our graduating class each year doesn't enroll with us until after their 4-year graduation cohort has already passed. We don't get any "credit" at all for many of graduates. Even still, our graduation rate is used to label us as a CSI school, and is used in the calculation of our school grade. Please see our data analysis of our first Mission Specific Indicator for more information on our graduation rate calculation.

The data that we receive from the PARCC and SBA test vendors is more meaningful to us. It is provided for each individual scholar, and since all of our data analysis is individualized, we can include those scores in

individual scholar assessment portfolios. The vendors also provide us with an aggregated analysis of proficiency rates among each group of testers, regardless of whether or not each tester “counts” in the PED’s calculations. We can compare those proficiency rates from one year to the next, and get a sense of how our school is performing as a whole on that particular assessment. Overall, our rate of proficiency does increase from one year to the next on the PARCC and SBA, but that data appears nowhere in our school grade calculation.

The PARCC data below indicates that more of our scholars achieved a 3 in all math subtests than the year before. In the English subtests, we show growth in all proficiency levels. The SBA Science data indicates a higher percentage of scholar meeting the graduation cutscore each year.

2016-2017 PARCC Data Aggregation

TestCode	NTotal	Level1	Level2	Level3	Level4	Level5
ALG01	1	100	0	0	0	0
ALG02	2	50	50	0	0	0
ELA09	4	50	50	0	0	0
ELA10	21	33.33	47.62	19.05	0	0
ELA11	26	38.46	38.46	11.54	11.54	0
GEO01	5	20	80	0	0	0

2017-2018 PARCC Data Aggregation

TestCode	NTotal	Level1	Level2	Level3	Level4	Level5	Proficient
Algebra 1	17	17.6	41.2	41.2	0	0	0
Algebra 2	7	42.9	42.9	14.3	0	0	0
ELA Grade 9	14	35.7	50	7.1	7.1	0	7.1
ELA Grade 10	36	47.2	22.2	22.2	8.3	0	8.3
ELA Grade 11	30	6.7	40	40	10	3.3	13.3
Geometry	29	13.8	65.5	13.8	6.9	0	6.9

SBA Science Data Aggregation

- 2015-2016: 25% of tested scholars met graduation cutscore
- 2016-2017: 31% of tested scholars met graduation cutscore
- 2017-2018: 36% of tested scholars met graduation cutscore

Our Mission Specific Indicators do provide data that is meaningful in measuring the success of our unique model. Please see that section of the application for a detailed analysis of that data.

Graduation Rate as Reported on 2017-2018 School Report Card

- 2015 (6 year) Cohort: 49%
- 2016 (5 year) Cohort: 40%
- 2017 (4 year) Cohort: 28%

Since many of the scholars in each cohort entered our school after their cohort date had already passed, we are unable to use this data to measure the success of our school. We received an “F” in Graduation Rate on every School Report Card within this charter term, even though we successfully address the drop-out crisis in our community.

- Describe how you address the needs of students who receive Special Education services.

Our population of Special Education scholars shifts along with our constantly-changing student body, but we normally have between 25 and 50 Special Education scholars enrolled at any given time. This doesn't count the many scholars who have aged out of Special Education services at age 22, but are still accommodated in our classrooms. The majority of these scholars are on Standard diploma pathways with SLD (Specific Learning Disability) exceptionalities, along with some who carry the edibility of ED (Emotional Disturbance) or (OHI) Other Health Impaired.

Due to the extensive supports available in our general education (Tier 1) environments, many of the scholars entering with a Level 4 service level are able to succeed at a Level 2 service level here. We provide a continuum of service to meet the needs of each individual scholar. We have a Special Education certified teacher in every content area to provide specialized instruction in the general education setting. More information about our Special Education services is provided in the next section.

- Describe how you address the needs of students identified as English Learners.

Our population of English Language Learners shifts along with our constantly-changing student body, but we normally have between 20 and 30 ELLs enrolled at any given time. The English language proficiency among our ELLs also constantly shifts, and represents a diverse population. Catholic Charities often refers African and Asian refugees to our school, so at times when Albuquerque's refugee population increases, ours does as well. These students often come to us with little formal education and no previous exposure to English.

On the other end of the spectrum, we have adult students who were identified as English Language Learners as children in New Mexico public schools, sometimes because another language was spoken in the home, even if the child herself spoke nothing but English. These adults, many of whom are employed full-time, are fluent in English but may lack the test-taking skills to display that fluency on the ACCESS assessment for ELLs. Additionally, ACCESS scores for many of our students are several years old, and don't accurately reflect current language proficiency levels.

Because of these factors, single data points are usually unreliable within our model. We use a combination of historical data from STARS, TABE data from pre-registration intake testing, and classroom assessment data to arrive at an accurate understanding of English language proficiency for each individual learner. We have built a custom screen in our student information system (PowerSchool) to store all assessment data for ELLs, which is available to all staff.

Scholars in need of sheltered instruction are scheduled in our ELL classroom with a TESOL-certified instructor, who is also certified in English, Social Studies, Visual Arts, and Special Education. She uses a range of instructional and assessment tools to build English language proficiency, and she has created modified curriculum for other content areas to allow ELLs to approach academic content within her sheltered classroom. When scholars are ready, the ELL instructor works with other content area teachers on beginning to integrate the scholar into other classroom environments.

All of our teachers had a year of formal training in the SIOP model, a research-based approach to teaching English Language Learners within the content-area classrooms. Additionally, our English teachers have a large library of culturally relevant literature which they use to create curriculum that appeals to the home cultures of our immigrant and refugee students. We are proud to say that we have celebrated graduates from many parts of the world, many of whom have gone on to achieve advanced degrees, and who still keep in touch with us and refer friends and family members to our school.

- Describe the grade level curriculum that has been used and how they are tied to New Mexico Standards.

Curriculum at our school is developed through an ongoing and collaborative process that includes teachers and the Director of Curriculum and Assessment. Teachers are provided with a wide variety of electronic instructional materials (see “Curriculum Resource Guide for Teachers” in Appendix A, pgs. 27-29), and they use these tools and print resources to build customized curriculum that meets NM State Standards and Common Core State Standards in each content area. Standards-alignment documents are created and updated constantly throughout every school year to document how our teachers reach standards.

The PDP process is vital tool in our ongoing curriculum revision. Teachers create curriculum revision goals at the beginning of each school year, have monthly meetings with the Director of Curriculum and Assessment to guide their revisions, and upload artifacts into the Frontline teacher evaluation system to document their work.

Teachers also develop leveled curriculum for use with differentiated instruction. Our English teachers have a different learning path for every single scholar, depending on student interest and on individual skill gaps and learning goals. See the last bullet in this section for more information about how teachers use assessment to constantly differentiate their instruction.

- List academic assessments which are given outside of the standards-based assessments
 1. ABQ Charter Academy has chosen TABE (Test of Adult Basic Education) as our Short Cycle Assessment, and the basis of our Mission Specific Indicators. This test works well for our model, because its calculation of Grade Level Equivalency is not normed using grade-level or age-level expectations. Additionally, the TABE is included on the PED’s list of the Level 2 Assessments that can be used as part of the ADC (Alternative Demonstration of Competency) for graduation.
 2. Our Reading Intervention/ELL instructor uses the assessments within her chosen instructional tools – Reading Plus, Fast ForWord, and Rosetta Stone – to track progress toward reading and English language proficiency.
 3. Our Math Intervention instructor uses the assessment within the iLearn system to track progress toward mathematics proficiency.
 4. We utilize the Accuplacer assessments in Reading, Sentence Skills, and Mathematics to measure college readiness. Through an agreement with CNM, our school serves as an official Accuplacer testing site.
 5. Our College and Career Readiness instructor assists students in registering for the ACT, SAT, and ASVAB depending on their post-secondary goals.
 6. All instructors use constant academic formative assessment as scholars work their way through course material. Teachers are adept at differentiating instructional approaches and offering remediation based on formative assessment.
 7. All classroom teachers use standards-based End-of-Course exams to measure mastery of course material. These exams utilize a wide variety of assessment approaches, including extended synthesis projects, oral presentations, on-demand writing, and multiple-choice, objective questioning techniques to capture academic proficiency across a spectrum of learning styles. Mathematics classroom assessments use electronic, PARCC-style testing methods to prepare students for the PARCC assessment.
- Describe what steps you take to use the data from the assessments to modify program implementation and instructional practices. This section may be used to discuss, explain, and analyze

the information provided regarding your School's Grading Report Card over the past three years including each specific indicator (*ex. School Grading Report*).

Teachers and leadership team members use assessment all day, every day to guide program and instruction. TABE scores and TABE reports that include skill analysis in reading and math are captured before a scholar begins classes. These scores and reports are available to all staff, and they guide our Principal in crafting a schedule, teachers in guiding curriculum placement, and our Director of Special Services in crafting IEP goals.

Classroom formative assessments constantly guide teachers in curriculum placement and skill remediation. Adjustments are made to learning plans daily to account for a teacher's growing understanding of the strengths and needs of each scholar.

Our overall course catalog is determined by our analysis of assessment data over time. For example, our Math Intervention program was created in response to stagnation in our mathematics achievement data as measured by our short cycle assessment.

More information about how we use data to inform decision-making is provided in Part C-a. For reasons provided earlier in this section, the data provided in our School Grade Report Card is not very useful to us in modifying program and instruction.

Please use no more than four pages to provide details of how you support students receiving Special Education Services. The details should include the following:

- Plan to evaluate and identify children with disabilities
- Plan to develop, review, and revise IEPs
- Describe your process, including timeline, for evaluation, development, and review of IEPs
- Plan to integrate special education into the general education program
- Plan to deliver special education and related services (ex. in-house or contract out)
- Projected cost of special education program (ex. percent of operating budget)
- Plan to access and account for special education funds
- Plan to ensure that the school facility meets the requirements of other related services such as ADA and Section 504
- Plan for enrollment/IEP transition procedure
- Plan to address discipline for students with disabilities
- Plan to ensure confidentiality of special education records
- Plan to secure technical assistance and training.

- Plan to evaluate and identify children with disabilities:

ABQCA works to identify every scholar entering our program for disabilities when they begin our enrollment process. Due to the mission of our school, age of scholars (16 and older) and to our mostly adult populations, most of our scholars have already been qualified for services prior to enrolling in our school. At registration, scholars are asked to mark a box indicating whether or not they have any history of Special Ed services. If the scholar discloses at that time, the Special Services Director meets with the family to get information and immediately requests records from the prior school. A secondary check is also in place. After registration, the Director of Assessment runs a STARS database check for special program qualification including Special Ed and ELL. Records are then requested from their prior schools. ABQCA obtains their prior IEP before the scholar starts school and notifies the staff of their needs prior to the scholar beginning classes. While it is rare that a scholar comes to ABQCA with a disability not already identified by prior schools, it has occurred a few times in the course of this charter term. Teachers identify scholars of concern who do not respond to Tier I and Tier II interventions and refer the scholar to the SAT team. The scholars who completed the SAT process and subsequent Special Ed evaluation either came to us from another country, were homeschooled throughout their childhood or suffered a Traumatic Brain Injury while a scholar at ABQCA. ABQCA contracts with Cooperative Educational Services for needed evaluations including those provided by an Educational Diagnostician, Speech Language Pathologist and School Psychologist.

- Plan to develop, review, and revise IEPs:

New scholars enroll throughout the school year. As they enroll, teachers review the previous IEP in place at the prior school. Once the scholar has been in class for a couple of weeks, the Director of Special Services meets with the scholar and parent as appropriate, to discuss the transition into our setting and schedule an IEP meeting. Prior to every IEP, teachers give input on levels of functioning including TABE data, present levels of performance, behavioral, attendance, trauma and poverty concerns. The Social Worker meets with scholars to discuss post-secondary plans and to administer transitional assessments. Data from these sources comprise the IEP. All IEP dates are reviewed on a monthly basis to determine

which IEPs are coming up to begin the preparation process and to ensure on time completion. ABQCA utilizes the PowerSchool Special Education software for IEP development and storage. Teachers are able to sign in to PowerSchool Special Education from their classrooms and have instant access to IEP information on all scholars. We are currently working with PowerSchool to integrate the Student Management System with the IEP system to make accessing and reporting information more seamless.

- Describe your process, including timeline, for evaluation, development, and review of IEPs:

The Director of Special Services developed and utilizes a color-coded spreadsheet with critical information at a glance to accurately track IEP/evaluation due dates, eligibility, related services, diploma option and case manager. If re-evaluation is due within the current school year, the REED process is started at least 2 - 3 months prior to IEP due date or evaluation date, whichever is soonest, to determine if testing is needed. If testing is not needed, we continue with the regular IEP development. If testing is needed, we schedule testing with a diagnostician then the IEP is completed with the new testing information. The spreadsheet is reconciled against PowerSchool and PowerSchool Special Education monthly as well as prior to each count day.

- Plan to integrate special education into the general education program:

All ABQCA scholars are served in the regular classroom environment with built in supports in all general education classes for all students. In addition, special education teachers are in all core content areas to deliver services in the general education setting. In addition, for scholars who need intensive skill remediation, we have an intervention classroom with a general education teacher as well as special education teacher. There have been circumstances during the term of the charter where ABQCA has served scholars with more severe disabilities. For example, one scholar arrived from the Congo and was legally blind. ABQCA worked with NM School for the Blind as well as the Commission for the Blind to provide appropriate accommodations and related services. Another scholar suffered a Traumatic Brain Injury while a student at ABQCA. Teachers and related service provided Homebound services to the scholar until she was able to attend school again. Whatever needs a scholar may have, ABQCA will meet them.

- Plan to deliver special education and related services (ex. in-house or contract out):

ABQCA contracts with Cooperative Education Services for SLP services 1 day per week as well as Educational Diagnostician and School Psychologist services on an as needed basis. In prior years, scholars have required other related services such as a Mobility Specialist and Occupational Therapist. When needed, ABQCA contracts with other outside agencies to bring in needed ancillary providers. We also have a full time Social Worker on staff as well as a full time Counselor with a Rehabilitation Counselor license. ABQCA currently contracts with Humanus to provide a school nurse 1 day per week. The nurse is able to conduct hearing and vision screenings as well as prepare health plans as needed.

- Projected cost of special education program (ex. percent of operating budget):

The projected cost of the Special Education program, including employee compensation and benefits, is \$218,080 which is 7.5% of the Operating Budget.

- Plan to access and account for special education funds:

The school plans to utilize available federal, and any qualified state, funding for providing supplemental support for students with IEPs by working with APS Special Education Department. Accounting for Special Education expenditures is done through the tracking of all expenditures that have been assigned the Special Education program code of 2000 in the Uniform Chart of Accounts (UCOA) when both encumbering and disbursing funds. The Business Manager verifies account coding.

- Plan to ensure that the school facility meets the requirements of other related services such as ADA and Section 504:

ABQCA is working with the Office of Civil Rights, POMS, PSFA, PED and APS to ensure that the facility meets or exceeds all ASA and Section 504 requirements. We recently went through audits by the OCR, POMS and PSFA to ensure we are meeting the needs of every scholar. We are currently working on the very few findings we received. A report is available upon request at the school and at APS.

- Plan for enrollment/IEP transition procedure:

At ABQCA, all scholars with disabilities have a transition plan as part of their IEP. They work individually with both the Social Worker and Counselor/Rehab Counselor to meet and comply with transition services. We strive offer the very best services for each and every scholar. ABQCA provides opportunity for outside agencies such as Division of Vocational Rehabilitation to participate as a member of the IEP team.

- Plan to address discipline for students with disabilities:

The ABQCA school wide discipline model reflects the restorative justice model. We try very hard not to suspend students. Our mission and the focus of our work is to find ways to make each scholar successful at school, so we work with them to keep them in school, identify their hurdles and help them overcome the obstacles that are keeping them from succeeding in school. We have and continue to train our staff on being sensitive to the needs of our scholars and take into account historical trauma and how it is affecting their behavior. ABQCA does have a Governing Council Policy in place related to Alternative Educational Services available upon request.

- Plan to ensure confidentiality of special education records:

Locked cabinets in special education office house all confidential files. Each file contains sign out sheets and care is taken to make sure each scholar is protected. Electronic records are password protected with a unique password assigned to each staff member to access these records. Confidentiality training occurs annually.

- Plan to secure technical assistance and training:

The Special Education Director attends all PED Special Education Director trainings two times per year. We have attended the National LRP Institute on Legal Issues of Educating Students with Disabilities. The Special Education Director attends the High Plains REC Special Education Law Conference annually, as well as monthly APS Charter school special education coordinator meetings.

Mission Specific Goals from your Current Charter

Please provide your goals and/or indicators regarding mission specific goals as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, a graph or other visual illustration of the data, and the school's statements and analysis of student progress towards the standards. Please *copy the box below based on the number of academic/performance goals/indicators you have in your current charter*. *As a reminder, please use "Blue" Font for your responses in the table below.*

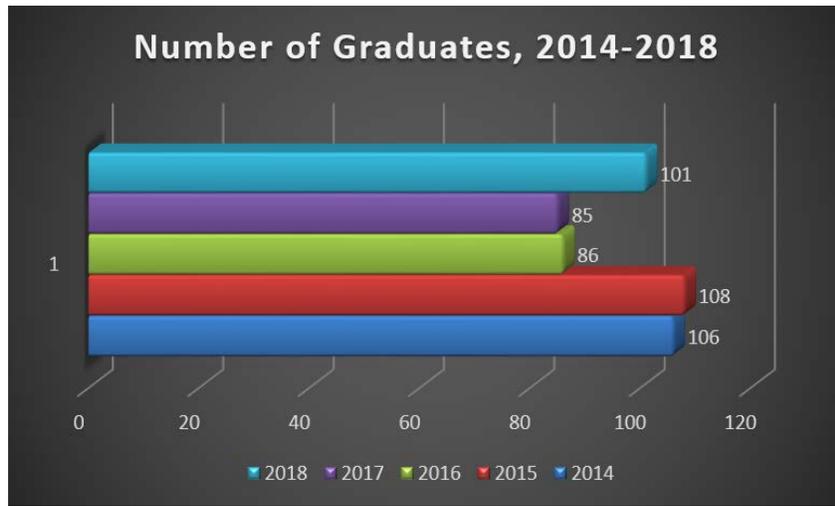
Student Academic Performance Standard/Goal #1:

Transform 75 students per year from high school drop-outs to high school graduates

Standardized Short-cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

n/a

Data Visual Illustration



Provide a statement of progress and additional information regarding the above data:

For the past two years, our school has been named a CSI school because of our graduation rate; ironically, this means that **we are being punished for fulfilling our mission of re-engaging disenfranchised students into the education process**. Analysis of the demographics of the ABQCA Class of 2017 reveals that only 24% of our graduates were on track to graduate with their cohort at the time they enrolled at our school. The vast majority of our graduates (69%) could not have possibly graduated on time, and 31% had a graduation cohort date that had already passed before they enrolled with us.

The Class of 2018 demographics differ slightly, with a higher percentage of students enrolling as minors. Although the percentage of graduates whose graduation cohort date had already passed before they enrolled with us was nearly equal to 2017 (32%), only 52% of these graduates were on track to graduate with their cohort at the time they enrolled in our school.

% of graduates whose graduation cohort date had already passed before they enrolled with us:

2017: 31%

2018: 32%

% of graduates who could not have possibly graduated on time before enrolling with us:

2017: 69%, plus 7% who would have required summer school

2018: 48%

About 50% of the Class of 2017 enrolled with us as adults, and 43% of the Class of 2018 enrolled with us as adults. This roughly reflects the age demographics of our current overall student body, with 57% adult students.

Our analysis also revealed that among our graduates, most required a length of stay of about one year to complete their diplomas (see scatter plots above).

Our scholars enter our school with considerable basic skill deficits. Analysis of the baseline SCA scores over the past four years reflects a consistent trend: only about 20% of our scholars come to us with a math skill level that measures within the high school grades (9-12), with a vast majority scoring in the elementary grades. About half of our scholars come to us with reading baseline scores lower than high school level.

These factors together illustrate that our typical graduate enrolls in ABQCA with little chance of graduating on time and low basic skill in reading and math, yet with intensive remediation and individualized instruction, is still able to achieve a diploma within a year. We question why we are being labeled as a CSI school, and we extend an open invitation for anyone to visit our school and explain to us what we can do better.

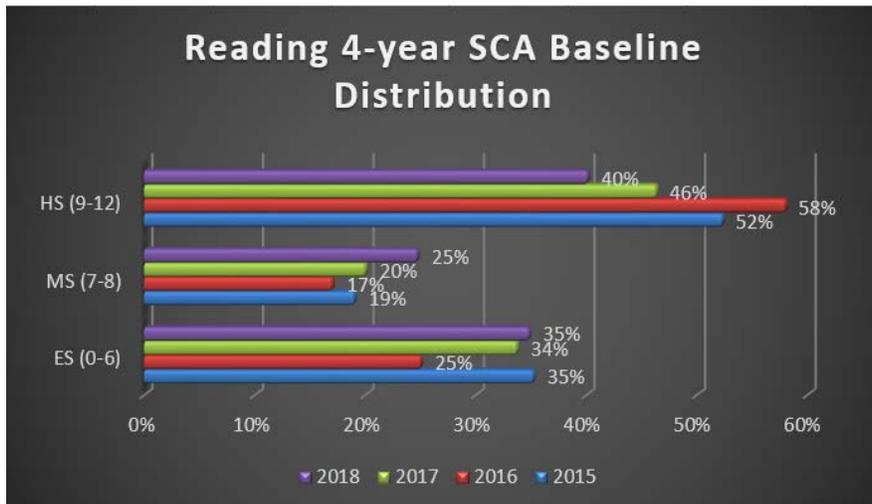
Student Academic Performance Standard/Goal #2:

Improve Scholars' Reading Skill

Standardized Short-cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

70% of ABQ Charter Academy's scholars will show one year of growth as measured by the TABE (Test of Adult Basic Education) Reading assessment for each year they are enrolled. This goal is pro-rated based on a scholar's entry date in our open-enrollment model. This goal reflects our commitment to constant, ongoing academic growth for our scholars, most of whom have never gained skill at the same rate as their peers, and come in with significant skill deficits. We aim to close the achievement gap and foster the same rate of growth among our scholars as traditional schools expect from their students.

Data Visual Illustration



Provide a statement of progress and additional information regarding the above data:

We are unable to provide longitudinal data for this goal, because the goal changed several times over the course of this charter term. In 2014-2015 and 2015-2016, our goal was for ABQCA graduates to gain an average of 2.0 grade levels as measured by the TABE Reading, and we exceeded this goal both of those years. In 2016-2017, the APS Charter Division asked us to amend this goal to measure all enrolled scholars rather than just graduates. We struggled with creating a formula to measure a leveled set of growth expectations depending on baseline score, and our data that year wasn't entirely reliable. In 2017-2018, we settled on a reliable goal and formula, and the data for that term and our current data appears below:

In January of 2017, 63% of enrolled scholars had met or exceeded their reading growth goal. Among graduates, **90% of the Class of 2018 met or exceeded their reading goal by their graduation date.**

In January of 2018, 66% of enrolled scholars had met or exceeded their reading growth goal. Among graduates, **90% of the Class of 2018 met or exceeded their reading goal by their graduation date.**

Our first semester data for this year, captured on September 24th to meet the renewal application deadline, shows that **72% of enrolled scholars had met or exceeded their reading growth goal.** This shows an increase compared with last year's data, and we expect that the Class of 2019 will also surpass the 70% goal.

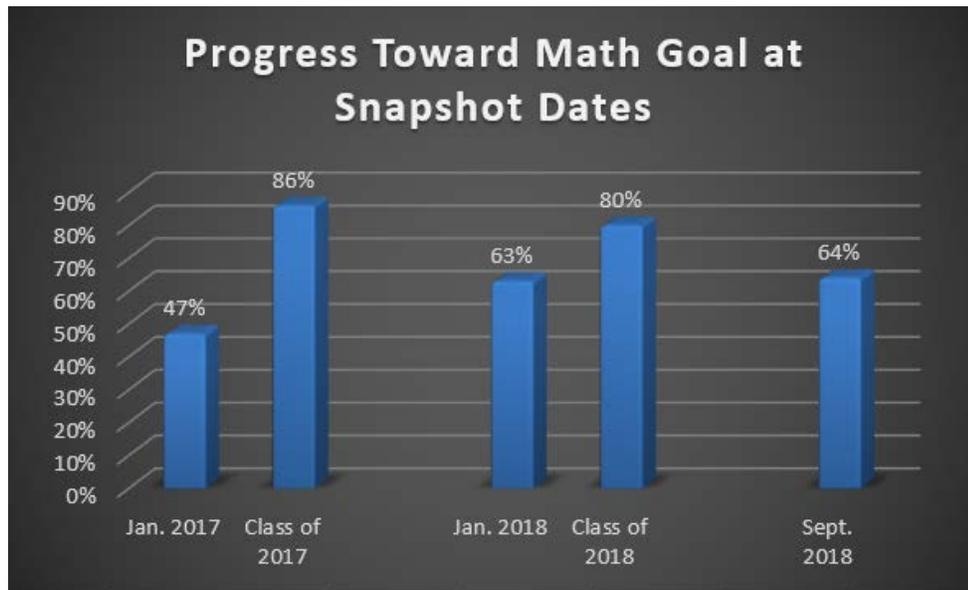
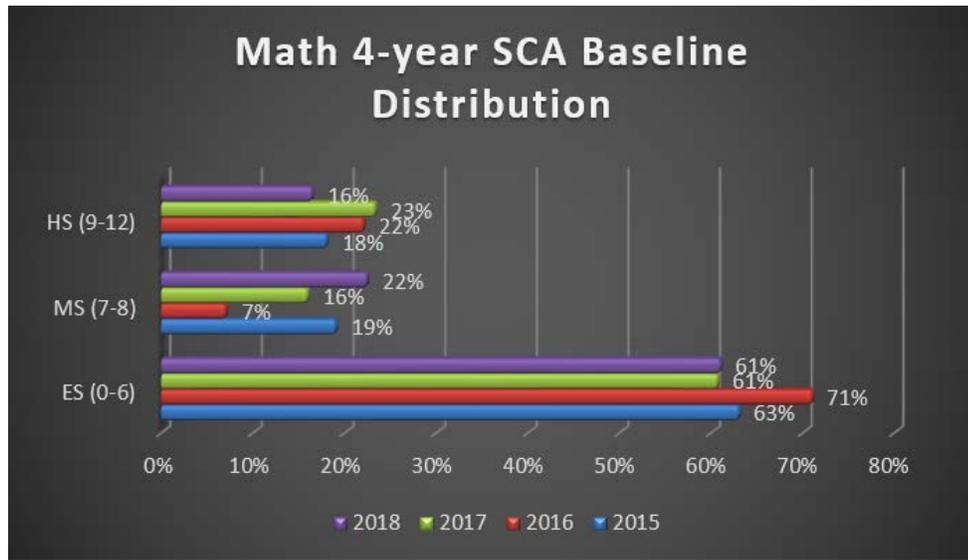
Student Academic Performance Standard/Goal #3:

Improve Scholars' Math Skill

Standardized Short-cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

70% of ABQ Charter Academy's scholars will show one year of growth as measured by the TABE (Test of Adult Basic Education) Math assessment for each year they are enrolled. This goal is pro-rated based on a scholar's entry date in our open-enrollment model. This goal reflects our commitment to constant, ongoing academic growth for our scholars, most of whom have never gained skill at the same rate as their peers, and come in with significant skill deficits. We aim to close the achievement gap and foster the same rate of growth among our scholars as traditional schools expect from their students.

Data Visual Illustration



Provide a statement of progress and additional information regarding the above data:

We are unable to provide longitudinal data for this goal, because the goal changed several times over the course of this charter term. In 2014-2015 and 2015-2016, our goal was for ABQCA graduates to gain an average of 2.0 grade levels as measured by the TABE Math, and we exceeded this goal both of those years. In 2016-2017, the APS Charter Division asked us to amend this goal to measure all enrolled scholars rather than just graduates. We struggled with creating a formula to measure a leveled set of growth expectations depending on baseline score, and our data that year wasn't entirely reliable. In 2017-2018, we settled on a reliable goal and formula, and the data for that term and our current data appears below:

In January of 2017, 47% of enrolled scholars had met or exceeded their math growth goal. Among graduates, **86% of the Class of 2017 met or exceeded their math goal by their graduation date.**

In January of 2018, 63% of enrolled scholars had met or exceeded their math growth goal. Among graduates, **80% of the Class of 2018 met or exceeded their math goal by their graduation date.**

Our first semester data for this year, captured on September 24th to meet the renewal application deadline, shows that **64% of enrolled scholars had met or exceeded their math growth goal.** This is consistent with last year's data, and we expect that the Class of 2019 will also surpass the 70% goal.

B. Financial 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 the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Internal Controls, Financial Policies and Procedures

- Provide information on internal controls, including any and all relevant flow charts and organizational charts which demonstrate the internal controls/process.
- Provide all Financial Policies and Procedures.

ABQCA has a long history of practicing and demonstrating a robust system of internal controls. This is accomplished through the segregation of duties that limit any one individual's ability to transact any business without at least one or more other parties. Dual signature approval exists for checks exceeding \$1,000 and those who issue checks are not able to sign any checks. Policies are written by management and then reviewed in detail by the Governing Council prior to their formal adoption. In addition to the approved policies, internal procedures have been developed for purchasing, payroll, processing receipts, and processing payments to outside parties. All of the policies and the internal procedures, along with flowcharts, can be found as an addendum herein.

Please find all internal controls flow charts in Appendix B, pgs. 1-4.

Please find all Financial Policies in Appendix B, pgs. 5-27.

Please find all Financial Procedures in Appendix B, pgs. 28-40.

Audit Findings

It may be determined that a school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses. In addition the audits should not include an on-going concern disclosure in the audit report.

Complete the following chart by providing any findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

(Please edit the actual year you are referring to in the table, ex. Year 1 should be changed to the first year of your current term [2015-16]).

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
2014-2015	0	NA	NA
2015-2016	0	NA	NA
2016-2017	0	NA	NA
2017-2018			

Financial Statement

Provide the following information in the table that is specific to your operational budget from the current fiscal year:

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	47.40%	\$1,386,571
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	5.62%	\$164,368
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	2.74%	\$80,188
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	5.76%	\$168,434
2400	School Administration	School Administrator, etc.	13.69%	\$400,586
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	8.91%	\$260,700
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	7.32%	\$214,102
	Other	Miscellaneous (Community Services)	8.56%	\$250,548
Grand Total				\$2,925,497
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			69.45%	\$2,031,713

Other Information

Only schools that are transferring authorizers (from the New Mexico Public Education Commission to APS) must provide the following information:

- ✓ Copies of all financial statements and audit findings for any audits performed within the current charter contract.
- ✓ Membership figures for 80 day and 120 day reporting periods from STARS within the current charter contract.
- ✓ Copies of 910-B5's within the current charter contract.
- ✓ Copies of PED Site Visit Documents from within the current charter contract.
- ✓ Copies of any Corrective Action Plans or Other Actions taken by the Public Education Commission or the Public Education Department.
- ✓ Special Education Maintenance of Effort Reports from within the current charter contract.
- ✓ A Recent Cash Report submitted to the New Mexico Public Education Department.
- ✓ Have you had the school's Board of Finance removed during the current charter term? Is so, please provide an explanation, including the time frame of the removal.

C. Organizational 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 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 at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Organizational Charter

Provide an organizational chart and a short written description of how your organization operates. You may include examples of day-to-day activities.

ABQ Charter Academy operates on transformational leadership principles and in an inclusive manner. The Governance Council consists of 5 members and oversees the operation of the schools mission, finances and academic progress by holding the Executive Director accountable. The Executive Director has the primary responsibility for all aspects of the school's operations and management. The school operates as a professional unit and works to make decisions in the best interest of our scholars. In order for that to happen, stakeholder input must be heard and respected. We start every day with a morning meeting before school starts to get everyone on the same page and to be aware of situations that need attention. We have monthly staff professional development meetings and individual PDP meetings with every staff member to train, focus and check in with everyone to ensure everyone is getting what they need from administration and working at expected levels. We have policies, procedures, handbooks and consistency in our daily functions that meet mandated requirements. We have an on-site business manager who is an employee of the school who conducts business in an on-going and as-needed fashion to ensure our staff have what the need to instruct our scholars. We have multiple committees, instructional councils and PLC groups to ensure the voices of the staff heard and that they are supported.

Please see organizational charts in Appendix A, pgs. 30-31.

Governing Council

Please provide the following information for all Governing Council members:

Name	Professional Occupation	Role on Governing Council	# of Years on Governing Council
John Rodarte	Educator	President	10
Dr. Evalynne Hunemuller	Charter Leader	Vice-President	7
Dr. Rhonda Seidenwurm	Retired Superintendent	Secretary	7
Jacob Kennedy	Teacher AJCC	Member	10
Chandra McCray	Auditor	Member	2

Please provide the following information for all Finance/Audit Committee members:

Name	Professional Occupation	Role on Governing Council	# of Years on Governing Council
<i>Pepper Cooper</i>	<i>Accountant- KPMG</i>	<i>Audit Committee</i>	<i>3</i>
<i>Ed Bentacu</i>	<i>Contractor</i>	<i>Parent on Audit Committee</i>	<i>1</i>
<i>Jacob Kennedy</i>	<i>Educator</i>	<i>Audit and Finance Committee</i>	<i>13</i>
<i>Dr. Rhonda Seidenwurm</i>	<i>Retired Superintendent</i>	<i>Finance Committee</i>	<i>7</i>
<i>Ryan Hieronymus</i>	<i>Financial Officer</i>	<i>Finance Committee</i>	<i>5</i>

- Please provide a copy of your most recent Open Meetings Act Resolution.
- Describe the Governing Council’s role in the school’s strategic planning process.
- Describe the Governing Council’s process of evaluating the Principal/Director.

- Please provide a copy of your most recent Open Meetings Act Resolution

Please see [Open Meetings Act in Appendix A, pgs. 32-37.](#)

- Describe the Governing Council’s role in the school’s strategic planning process

The Governance Council’s role in developing the Strategic Plan is to work with the Executive Director and the staff to ensure the overall mission of the school is fulfilled, the finances are available, spending is prudent and academic accountability is present. The Governance Council is informed of changes to the plan and encouraged to participate in Strategic Planning at the monthly Governance Council meetings. From time to time as big decisions are made, the Governance Council will hold workgroup or retreat sessions to dive deeper into the planning process to come to consensus as to the direction the charter. The overall success of the plan is accomplished by holding the Executive Director accountable for implementing the Strategic Plan according to the approved charter Performance Framework, Goals and mission of the school.

- Describe the Governing Council’s process of evaluating the Principal/Director.

The Governing Council uses an evaluation system that was built through consulting with Dr. Hugh Prather back in 2012 at a Governance Council retreat and has been used ever since. It utilizes a tool that evaluates the Executive Director on an annual basis and provides for a circular annual cycle that follows a series of requirements and timelines. It creates goals based on six categories. The categories are: Board Relations, Communication, Community Relations, Instructional Leadership, Organizational Management, and Values and Ethics. It allows the Governance Council and Executive Director to agree to and understand what the goals are and how they will be evaluated to ensure a transparent and fair process of evaluation that allows for collaboration and feedback.

D. Facility

A description of the charter school facilities and assurances the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

- Provide a copy of the building E Occupancy certificate.
- Provide a description of your facility including lease, lease purchase agreement including long-term plans to comply with state statute of being in a public building.

- Provide a copy of the building E Occupancy certificate.

ABQ Charter Academy has an E Occupancy certificate (please see Appendix A, pg. 38).

- Provide a description of your facility including lease, lease purchase agreement including long-term plans to comply with state statute of being in a public building.

ABQ Charter Academy is in an approved Lease Purchase Agreement that has been approved by the NMPED, PSFA and APS. This Lease Purchase Agreement complies with the state statute of being in a public building.

ABQ Charter Academy is located at 405 Dr. Martin Luther King Dr. NE and we currently meet all standards that comply with state statute. Right now we are on target to own our current building outright in 2022.

ABQ Charter Academy is contemplating expanding our services to expand our enrollment cap and grow to be able to serve more scholars who can benefit from our program. As our building is operating at full capacity, we would be forced to find a larger location. We are currently exploring the idea and assessing locations and resources that would enable us to serve more scholars.



Part C—Self-Study

(Vision for the Next Five Years)

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. Use no more than two pages to respond to the following statements:

- Based on your academic results from the past four years, discuss your school’s academic priorities over the next five years, if your renewal application is approved.
- What main strategies will be implemented to address these priorities?
- How has the data been used to modify systems and structures the leadership team has put into place to support student achievement?
- Reflect on the academic performance of your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?
- Describe how your governing body will be involved in monitoring academic performance and strategic planning for the next five years.
- Describe how your school enhances the APS School of Choice Portfolio.

- Based on your academic results from the past four years, discuss your school’s academic priorities over the next five years, if your renewal application is approved.

We will continue to strive to be the premier dropout recovery school in the state. As an open-entry, open-exit competency based program our academic priorities are to improve scholar achievement by closing their individual learning gaps. We work hard to produce high quality graduates who become contributing members of society. Our scholars tend to be absent from school due to the outside factors influencing their lives. Absences affect their ability to close their academic gaps and achieve proficiency. Additionally, the majority of our scholars have experienced trauma in their backgrounds that affect their ability to learn.

- What main strategies will be implemented to address these priorities?

We received the NMPED Attendance Success Initiative Grant for the 2018-2019 school year with the possible renewal of funds for 2019-2020. The training and resources provided with this grant will help us identify barriers to regular attendance and assist us in removing those barriers for scholars through partnerships and incentives. We will continue to use our Poverty Aware and Trauma Informed practices to help our scholars overcome their life experiences in order to re-engage in the educational process. Once scholars are reengaged through active trusting relationships within the school, we work closely with scholars to identify their skills, understand their weaknesses and use that information to build standards based curriculum that enables them to overcome their learning obstacles in a self-paced environment.

- How has the data been used to modify systems and structures the leadership team has put into place to support student achievement?

Data drives all our decisions. We use individual scholar data to determine initial placement, growth and competency attainment. As an open-entry, open-exit competency based school we are continually looking at data to ensure we are meeting the scholar’s needs and evaluating the needs of our school through the

leadership team, instructional council and staff meetings. We continually analyze data by looking at current trends and longitudinal data to make decisions that support scholars' achievement and intentionally create situations that support scholar success.

When a new scholar enrolls, the scholar tests on the TABE in both Reading and Math and writes an initial essay responding to a prompt asking why they enrolled at ABQ Charter Academy. A scholar's class schedule is then based on the results of this testing and a transcript analysis. At the end of each month, scholars receive a color-coded progress update. The update reflects both how many days they were absent that month as well as how many credits they earned that month. On average, the expectation is to earn one credit per month, which translates to eight per school year. If scholars are on track, they are in the green zone. If they earned half of what is expected, they are in the yellow zone. If they have not earned half of what is expected, they are in the red zone. Teachers then target those on the red list for intervention during the month. Interventions vary by scholar depending on need but can include daily goal setting or adjustments to their schedules.

Additionally, the Attendance Success Coach/Counselor meets with chronically absent scholars to develop an Attendance Improvement Plan. This is a collaborative process where the scholar identifies barriers to daily attendance and interventions developed to address these barriers. With some scholars, this requires referrals to outside resources. With others, the plan may include incentives for improved attendance. If scholars remain on the red list for more than a month, a scholar may be referred to Tier II intervention processes such as SAT, Mental Health Team, or Scholars of Concern.

The Scholars of Concern process was developed by our teachers to collaboratively discuss issues surrounding scholar progress and develop interventions across all classrooms for those who do not necessarily need a formal SAT process. As scholars complete credits in core subjects, they retest on TABE. Our Director of Assessment developed a formula that considers the scholar's initial score and the number of days the scholar is enrolled to determine what growth score the scholar should achieve on any given day. When the scholar finishes a credit in either Social Studies or English, they retest in Reading. When the scholar finishes a credit in either Math or Science, they retest in Math. The goal is for the scholar to achieve the predicted growth score designated by the formula. The teacher then adjusts curriculum for the next credit in that subject based on whether or not the scholar achieved their predicted score to continue remediating gaps in skills.

- Reflect on the academic performance of your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

As an open-entry, open-exit competency based dropout recovery program all of scholars come to us as the lowest-performing students at their previous traditional schools. We typically see very good results in our Q1 group, as we are successful at finding academic gaps and remediating where the scholars need the most help by utilizing our data to focus our resources to where the scholars need it most. At ABQ Charter Academy, it does not matter what your designation is when you enter our program. Many of our scholars previously had labels of Special Ed or English Language Learner but are too old to qualify for these federal programs at the time of enrollment. We strive to create a meaningful educational process for all scholars by building trustful relationships and personalizing the educational experience so all scholars can be successful.

- Describe how your governing body will be involved in monitoring academic performance and strategic planning for the next five years.

Our Governing Council (GC) will continue to monitor academic performance and strategic planning as they have for the last 15 years. The GC members are informed of our educational data from our short cycle assessments in a timely manner. They will continue to receive reports on school, staff and scholar performance as they become available from the state. The GC plays an advisory role in our strategic planning process and our leadership team will continue to consult them in times of necessary change.

- Describe how your school enhances the APS School of Choice Portfolio.

ABQ Charter Academy enhances the APS portfolio of choice by being a partner in fighting the drop-out epidemic. We will continue to serve scholars who have been unsuccessful in the traditional school setting. We are considering expanding and raising our enrollment cap to 450. This would require us to secure a larger facility as we are at capacity in our existing building. Currently there are no drop-out recovery options in the APS Portfolio in the far Northwest part of Albuquerque. However, we want to be sure we do not become inaccessible to our population that draws equally from all over town. As we are searching for property, we are looking for space along a main bus line and easily accessible from all parts of town. As we design a space, we will look for ways to address common barriers to daily attendance. One mentioned often by our population is day care. We would like to build in space for a day care center within our facility to address this need and assist our scholars in developing positive parenting skills with their own young children.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the school moving forward. During the later contracting process after approval, the indicators/goals which are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

- Mission-specific indicators/goals put into the application should:
 - (1) demonstrate the school's ability to implement the school's mission;
 - (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
 - (3) include metrics and measures using the following criteria: "Meets standards," "Working to meet standards," and "Does not meet standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal which measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students have attended the school for at least two semesters), you must identify how many students are in the cohort.

Again, please note **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards which specify what students should know and be able to do, for each subject or content area as well as for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective** of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure the annual goals/indicators provided show the implementation of the school’s mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “meets standards,” what falls under “working to meet standards” and what it means for “does not meet standards.”

Provide At-Least Two Mission-Specific Indicators/Goals.

1. Transform 100 scholars per year from high school drop-outs to high school graduates

- Meets Standards: 100 graduates
- Working to Meet Standards: 80 – 90 graduates
- Does Not Meet Standards: fewer than 80 graduates

2. Improve Scholars’ Reading Skill: ABQ Charter Academy’s scholars will show one year of growth as measured by the TABE (Test of Adult Basic Education) Reading assessment for each year they are enrolled. This goal is pro-rated based on a scholar’s entry date in our open-enrollment model.

- Meets Standards: 70%
- Working to Meet Standards: 60% to 70%
- Does Not Meet Standards: under 60%

3. Improve Scholars’ Math Skill: ABQ Charter Academy’s scholars will show one year of growth as measured by the TABE (Test of Adult Basic Education) Math assessment for each year they are enrolled. This goal is pro-rated based on a scholar’s entry date in our open-enrollment model.

- Meets Standards: 70%
- Working to Meet Standards: 60% to 70%
- Does Not Meet Standards: under 60%

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (ex. state graduation standard).

1. Our data over the past five years reveals an average of 97 graduates per year. It is difficult for us to predict how successful we will be with our number of graduates each year, because the demographics of our student body – skill level, number of transfer credits, age, etc., - constantly change. The years that our number of graduates dipped down into the 80s marked a time of major transition for our school, including two moves and a split from long-time partners. Since we are likely heading into another period of major transition with our plan to procure a new building and expand our enrollment, we predict that meeting the 100 graduate mark will be challenging, despite the fact that we’ve reached that mark 3 of the last 5 years.

2 and 3: These goals reflect our commitment to constant, ongoing academic growth for our scholars, most of whom have never gained skill at the same rate as their peers, and come in with significant skill deficits. We aim to close the achievement gap and foster the same rate of growth among our scholars as traditional schools expect from their students.

Snapshot dates for capturing data for our constantly-changing student body will be September, January, June, and the annual graduation cohort. Data over the last two years, provided in Section B, suggests that we will struggle to meet standards with all but the graduation cohort. We are choosing to include snapshot cohorts that will challenge us to meet standards by the end of each school year.

Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of ABQ Charter Academy and hereby certify that: the attached petition in support of the ABQ Charter Academy renewing its charter was circulated to all employees of ABQ Charter Academy. There are 25 persons employed by the ABQ Charter Academy. The petition contains the signatures of 25 employees, which represents 100 percent of the employees employed by ABQ Charter Academy.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Eric Roth, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Eric Roth

Subscribed and sworn to before me this 26 day of September, 2018.

Jerryd Rue
Notary Public

My Commission Expires:



Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of ABQ Charter Academy and certify that: the attached petition in support of the ABQ Charter Academy renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 215 households which represents 75 percent of the households whose children were enrolled in ABQ Charter Academy.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Jose Roth, being first duly sworn, upon oath state:

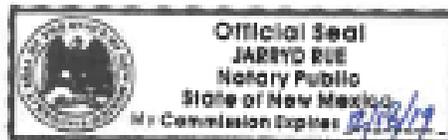
That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Jose Roth

Subscribed and sworn to before me this 26 day of September, 2018.

Joselyne Rue
Notary Public

My Commission Expires:



Amendment Requests – Material Changes to the Current Charter

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. Per the APS Procedural Directive, schools shall apply for an amendment to its original approved charter for approval by the APS Board of Education for the following:

- Increase the total number of grades provided
- Increase in the total number of students served in each grade
- Change in location and/or facilities, even if the change in location is planned to meet New Mexico Adequacy Standards for Educational Buildings
- Any change in operations, management, ideology or practices from the original contract.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

****An approved charter application is a contract between the charter school and the chartering authority.*** (22-8B-9 [A] NMSA 1978)

****Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.*** (22-8B-9 [E] NMSA 1978)

Name of Charter School: ABQ Charter Academy

Date submitted: 10/1/2018 Contact Name: Erik Bose E-mail: erik.bose@abqca.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
2013 Charter Renewal Section E Page 2	SIATech has an enrollment cap of 300 students.	ABQ Charter Academy will have an enrollment cap of 450 students. (Name change amendment approved 6/18/14 by the APS Board of Ed.)	ABQ Charter Academy has had a history of very long wait lists to enter the school. Over the last year, the demand has grown to around 500 students on the wait list. We are contemplating the sale of our current building and finding one that would accommodate 450 students.	

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: John Rodarte

Below is a “glossary of terms” that is included in the NMPED/PEC renewal form that you may find helpful.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The APS CMSD will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms:**

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract.

Please note: The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the school moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is

assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in a format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified.

SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the school and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?
<p>Exceeds Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each cohort:</p> <p>Cohort 1. 95% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each cohort:</p> <p>Cohort 1. 90% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> The school does not surpass the targets of this indicator if the following rates are met for each cohort:</p> <p>Cohort 1. 80% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the standard if it fails to meet any of the standards set forth above.</p>

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and APS may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;

- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.