

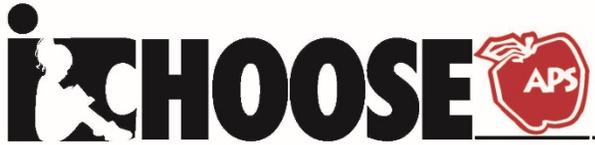
Albuquerque Public Schools  
Office of Innovation and School Choice

2018 Charter Renewal Application for:

The New America School-New Mexico

All documents must be submitted to:

Joseph Escobedo, Senior Director, Office of Innovation and School  
6<sup>th</sup> 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 1<sup>st</sup> 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](mailto: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.

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**Instructions: APS Charter Renewal Application**

<b>Form and Point of Contact</b>	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 <a href="mailto:escobedo_j@aps.edu">escobedo_j@aps.edu</a> .
<b>Deadlines and Manner of Submission</b>	<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"> <li>• 7 Bound Copies that may be used by the review team. <ul style="list-style-type: none"> <li>○ Ensure all pages are numbered in sequential order</li> <li>○ Ensure you use <i>"Blue" Font</i> in the response area so the reviewer clearly understands where the directions end and the response begins.</li> </ul> </li> <li>• 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.</li> </ul> <p>The full submission must be delivered no later than 4:30 p.m. (Mountain Time) Monday, October 1, 2018.</p>
<b>Renewal Application Review Period</b>	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.
<b>Preliminary Renewal Analysis</b>	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.
<b>Public Comment</b>	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.
<b>Recommendation</b>	A recommendation will be made and the renewal presented to the APS Board of Education prior to January 1.
<b>Final Authorization</b>	The APS School Board will vote on authorization in a full School Board meeting prior to January 1.
<b>Contract and Performance Framework</b>	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.

New America School – New Mexico has been designated a [Supplemental Accountability Model \(SAM\)](#) school, which is defined by §D of 6.19.8 NMAC as a school that serves a higher proportion of returning dropouts or students with disabilities.

### Our Mission:

The mission of The New America School-New Mexico is to empower new immigrants, English Language learners, and academically underserved students with the educational tools and support they need to maximize their potential, succeed, and live the American Dream.

### Our Vision:

At New America School-New Mexico, we will work as a team to provide a safe and engaging environment that supports the needs of our students. We will establish a community where students are free to develop a passion for their own learning by encouraging a growth mindset and holding them to a high standard.

### Our Values:

- If we want to empower ELL, Immigrants, and Academically Underserved students, then we will teach and model a growth mindset.
- If we want a passionate educational community, we will all agree to participate in the PLC.
- If we believe that all students can learn, we will focus on their potential, not our assumptions.
- If we are going to provide the education tools our students need, then we will trust our peers to help us refine our practice.
- If we are to overcome barriers, then we must recognize that barriers exist and can be overcome.

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

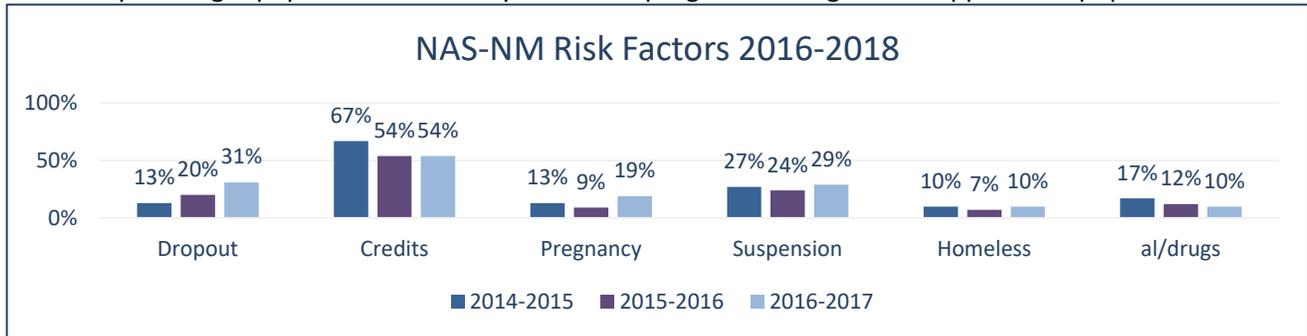
The student experience at The New America School-NM is unique to our mission in that students who are most at risk are supported through academic programming and a small learning environment to meet their needs. For example:

- ELL students receive intensive English instruction through a four-hour program for new ELL and immigrant students, and all teaching staff are either certified in TESOL, or are in the process of attaining the certification within three years of hire.
- Students who have been academically underserved, who have been unsuccessful at accumulating credits to stay within their academic cohort are provided multiple credit recovery pathways ranging

from additional classroom instruction, online remediation courses, evening classes, work-study and internship credits, and dual credit opportunities both on and off campus.

- Beyond classroom academics, however, is the learning environment which allows students to feel cared about, supported, and able to succeed. Students themselves convey how they feel NAS-NM is different than other schools they have attended every month during student recognition during the Governance Council meetings. In almost every instance, students cite the small learning environment, that they feel the staff cares about them, and that they feel successful for the first time. Students who have, or would have otherwise struggled in or dropped out of a traditional school setting indicate that they feel “safe” and “supported” at NAS-NM.

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



The mission target population of NAS-NM are English Language Learner students, immigrants new to the country, and students who are behind in credits or who have been unsuccessful at prior educational institutions. However, when the risk factors of the student population are further analyzed, it is clear that there are sub-group populations that are strongly represented at NAS-NM. Recent data trends indicate a rise in students being served through an IEP, homelessness, and a significant percentage needing credit recovery due to dropping out in the time prior to attending NAS-NM. As part of the program, NAS-NM also offers evening classes to students who are 18 and over so that our community adult population can realize the dream of attaining a high school diploma. At present, the evening population accounts for approximately 20% of the enrolled student population. This is one of our most vulnerable populations, as many adult students come into and out of education based on parenting and work demands.

To meet all these additional needs, whether individual learning and credit attainment needs, or social supports, NAS-NM offers a variety of interventions. Academically, NAS-NM is on a long block schedule, which allows for the attainment of eight credits per year, in addition to online, dual credit, evening, and work-study options for rapid credit recovery. The four-hour English Language Learner Newcomer’s block supports students who need more intensive English language instruction to build language proficiency in reading, writing, listening and speaking. NAS-NM also has a Student Support Team, comprised of attendance interventionists, parent and community outreach, Bilingual translator, and student re-engagement practices by administration. It is understood that to academically serve a student, the whole family must be involved. To help facilitate a greater relationship between school and families, all teaching, student support, and administrative staff participate in quarterly home visits to meet families at their homes or work places.

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

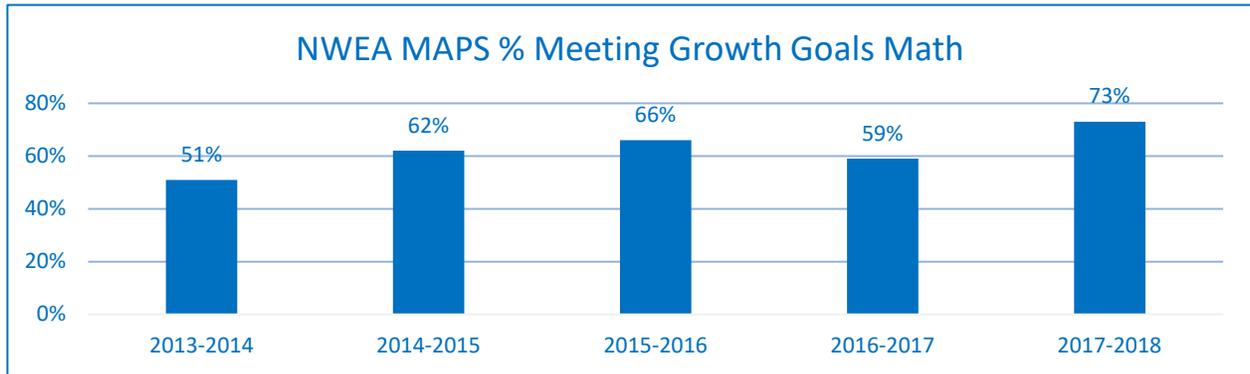
The New America School-New Mexico serves grades 9-12, and has a student enrollment cap of 450.

Provide separate attachments of all performance framework reports from your current contract term. (You may provide summary documents if available.) [Please see Appendix A](#)

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.

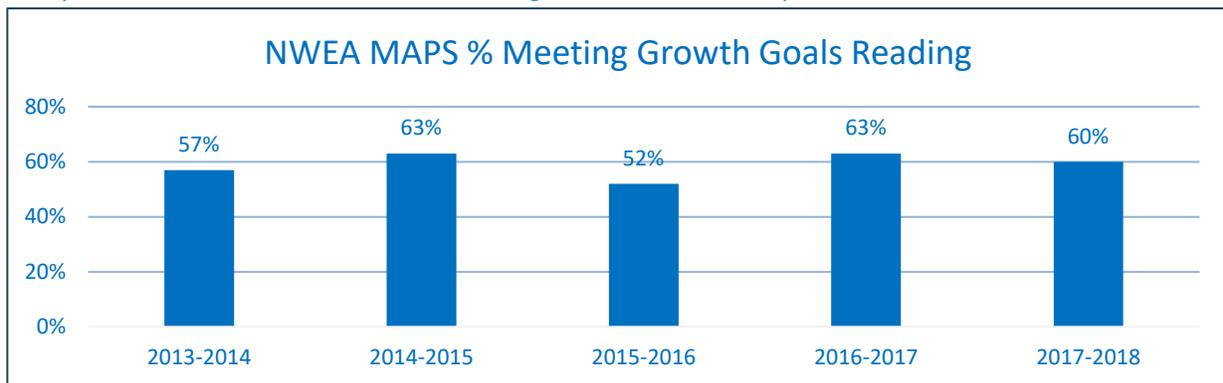
Mission Specific Goal #1: Students who have tested Fall to Spring will achieve national student growth targets in math as demonstrated through meeting the individual student growth targets in math as set during the fall testing cycle by NWEA. To meet this goal, 55% of student must meet the growth goal set by NWEA at their fall testing administration. To exceed the goal, 15% of students must meet, and also exceed their growth target.

During this charter term, NAS-NM has demonstrated consistent growth in this metric, meeting the metric for the last four years, and exceeding it in three of the five years, with the most substantial achievement in the 2017-2018 school year.



Mission Specific Goal #2: Students who have tested Fall to Spring will achieve national student growth targets in reading as demonstrated through meeting the individual student growth targets in reading as set during the fall testing cycle by NWEA. To meet this goal, 57% of student must meet the growth goal set by NWEA at their fall testing administration. To exceed the goal, 15% of students must meet, and exceed their growth target.

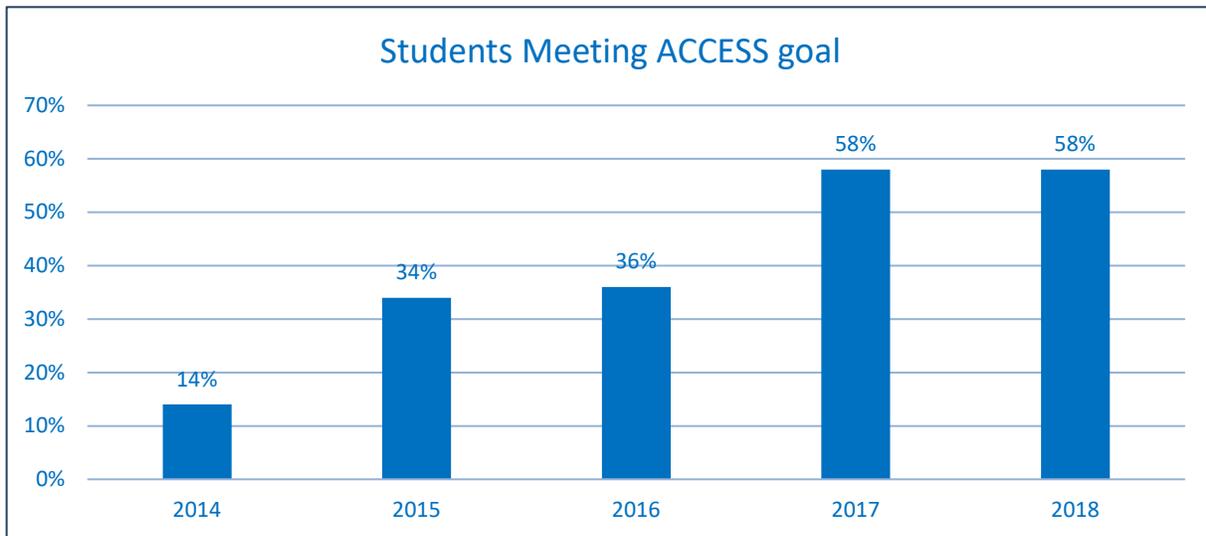
During this charter term, NAS-NM has demonstrated consistent growth in this metric, meeting the metric for four years of the charter term, and exceeding it in two of the five years.



Mission Specific Goal #3:

Students in grades 9-12 who are identified English Language Learners who were continuously enrolled since the prior testing session will demonstrate an increased proficiency (0.5 gain in composite proficiency score in one year period) over previous year's scores in the use of the English Language as measured by the annual ACCESS test. To meet this goal, 49% or more of all tested ELL students will meet the NMPED Title III 2015 AMAO target for "Making Progress", and to exceed 10% or above of all tested ELL students will exceed the NMPED Title III 2015 AMAO target for "Making Progress" and 49% or more of all tested ELL students will meet the NMPED Title III 2015 AMAO target for "Making Progress."

Although analysis for this metric was made difficult due to the change in WIDA ACCESS score metrics in 2015, and with the NMPED discarding the AMAO target indicators, NAS-NM examined data using the last indicator available from PED, a score conversion tool provided by WIDA for the purpose of comparing ACCESS scores prior to and following the increased score metric, and individual student ACCESS reports. Using these tools, NAS-NM has determined that in the last two years NAS-NM students have exceeded the target metric, despite it being an increase in WIDA ACCESS score expectations to show gains in language attainment.



## Mission Specific Goal #4:

Students will develop an individualized post-secondary career pathway as demonstrated by the completion of college and career entrance assessments and dual credit classes. 90% of all students who are enrolled for four or more continuous semesters prior to senior year will complete 3 to Meet and 4 or more to Exceed of the following AND at least one in each category:

### Category 1

- College and career readiness assessments (PLAN, ASVAB, ACCUPLACER, ACT); OR
- complete an ACT® WorkKeys certification course with a score of 4 or better

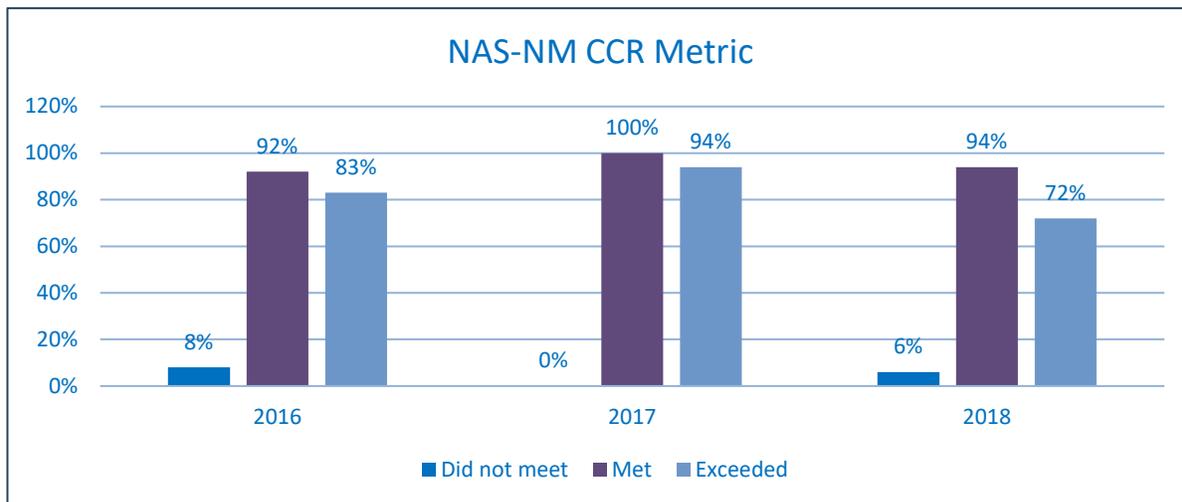
### Category 2

- Successfully complete a post-secondary course in Career and College Education courses (Running Start to Careers classes, dual credit, career internship course, AP classes, career prep) by graduation.

### Category 3

- have plans for transition into college, technical school, armed services, or the workplace as determined by an individual graduation exit interview.

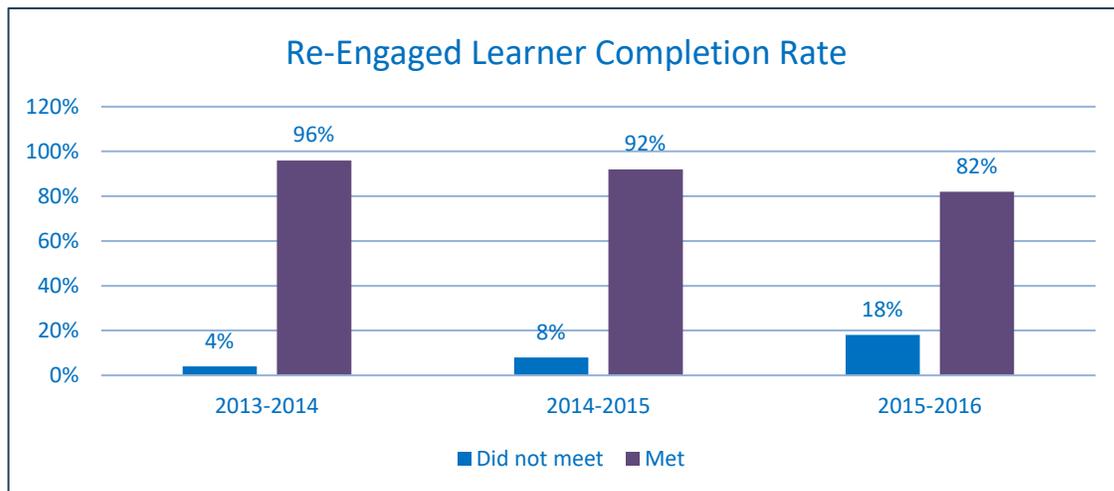
This metric may seem like it is delayed in data acquisition, but that is the result of meeting the metric continuous enrollment timeline. However, current data analysis shows that students who meet the metric guidelines of enrolled at least two continuous years prior to senior year easily meet the target metric, and many of those students exceed the metric by participating in more than three CCR assessments or dual credit opportunities. In two years of data, 2016 and 2018 graduates, the target was met, and it was exceeded in 2017.



Mission Specific Metric #5:

Students identified as having an interrupted education will graduate with a high school diploma within four years of continuous enrollment. To meet this standard, 65%-79% of re-engaged learners will successfully complete their high school diploma within four years of continuous enrollment. To exceed, 80% and above of re-engaged learners will successfully complete their high school diploma within four years of continuous enrollment at NAS-NM.

To attain this data, student transcripts were examined to determine which students enrolling at NAS-NM in the target year came from a break of six months or more in education. We then monitored those students to determine how many of them who remained enrolled met the metric. In every year that the data set is applied, NAS-NM exceeded the metric, although a drop can be seen in the 2015-2016 school year. Data for the 2016-2018 school years are not available, as those students have not yet had the opportunity to meet the metric of four years of continuous enrollment.





## 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:

1. Accomplishments
2. Your school's unique approach to education, including the description of educational opportunities students have experienced are unique to your school.
3. 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*)
4. Describe how you address the needs of students who receive Special Education services.
5. Describe how you address the needs of students identified as English Learners.
6. Describe the grade level curriculum that has been used and how they are tied to New Mexico Standards.
7. 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

### Academic:

- A nearly 10-point gain on the NM School Report Card, more than twice the gains of comparable high schools in the South Valley.
- Math and Reading PARCC proficiency rates doubled in 2017-2018
- Almost double point gain in Current Standing and School Improvement points on Report Card, and over a four-year period demonstrated between 3 and 6% gains.
- On charter-specific metrics, exceeded in math in two of the past four years, and met in one, resulting in a 75% met or exceeded on the indicator for the charter term.
- Met the charter specific metric for re-engaged learner graduation rate every single year.

### Community/School Program:

- Awarded the College and Career Grant in 2016 designed to enhance student access to CCR opportunities.
- Awarded the Student Success Initiative grant in 2018, designed to increase student attendance and retention, and lower mobility rates.
- Awarded a two-year Kellogg grant in tandem with the UNM Cradle to Career Policy Institute to study graduation impact on adult learners and educational trends of traditional students. (In progress, will complete in 2020)
- Graduated over 244 students in the past four years, 120 of which have been re-engaged learners-almost half.
- 60% of students remained at NAS-NM during the 2017-2018 school year, the highest it has ever been, and ten percent higher than in 2017.

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

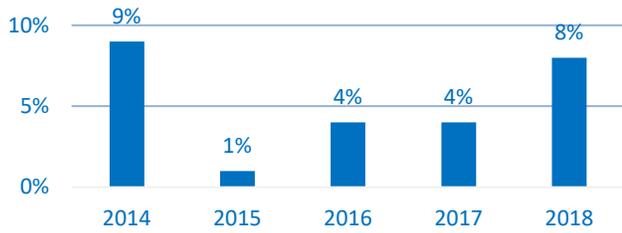
New America School – New Mexico offers a unique educational model. The school continues to reach out and offer a meaningful education to a forgotten population that includes traditional and non-traditional students, immigrant teenagers and adults, and those who want to return to school to complete a high school program of study and earn a certified diploma. The South Valley community continues to view this school as a vital component of the community.

The New America School-New Mexico takes a very individualized approach to education, based on student needs, both academically and personally. Student opportunities that are unique to NAS-NM include:

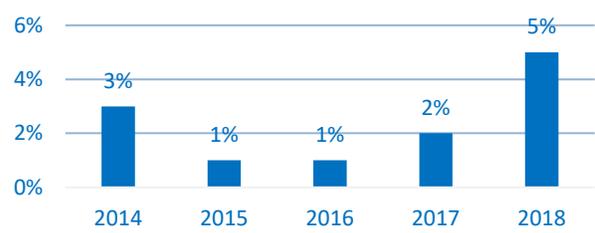
- Quarterly Next Step Plan meeting with mentor staff to ensure students are on-track
- Quarterly Home visits to the families of students who are struggling, to offer support and feedback on student growth to families who are unable to come to the regular school setting
- An ongoing educational Internship program for students interested in working with students through an APS elementary school volunteer reading partnership
- The ability to create a schedule that meets the student and family needs, with day, evening, individual study, and online classes available.
- Evening classes for adult re-engaged learner population, allowing adults to pursue their diploma.

Any progression, stagnancy, and/or regression, as measured by a standards-based assessment and mission specific indicators:

**PARCC Reading Proficiency Scores**



**PARCC Math Proficiency Scores**



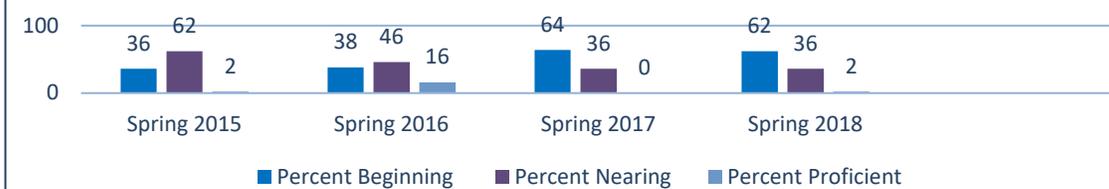
**English achievement demonstrated Progression:**

Reading PARCC proficiency rates doubled in 2017-2018, after going through a year of stagnancy. We believe that the rise in proficiency scores on the PARCC is directly related to the NMDash plan of increasing writing fluency through monthly school-wide common writing prompts and weekly classroom-wide and department specific writing prompts. This practice is continuing, and new staff are being trained in the school-wide PARCC based writing rubric.

**Math achievement demonstrated Progression:**

Math PARCC proficiency rates have been showing an increase, and more than doubled in 2017-2018. This is a direct result of using student-level math proficiency data to determine small group support classes aligned to grade-level courses with both Q1 and Q3 students.

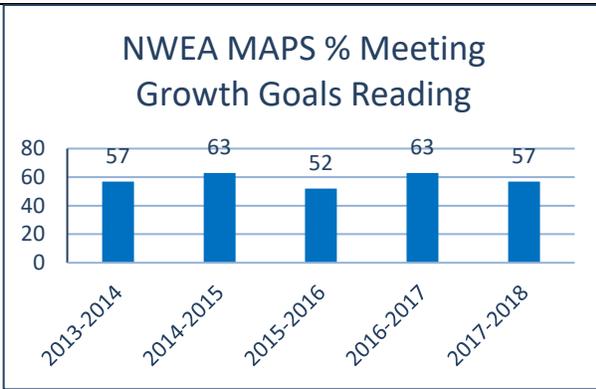
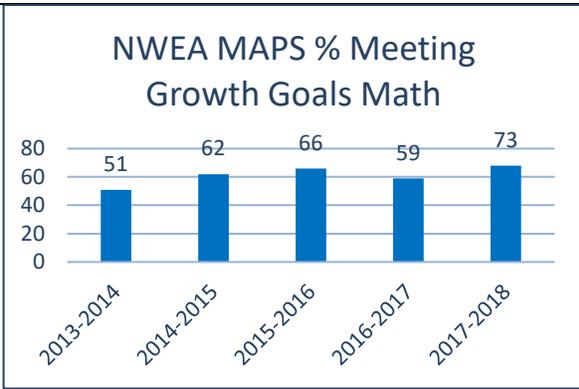
**NAS SBA Science Results  
Spring 2015-2018**



**Science achievement demonstrated slight Regression:**

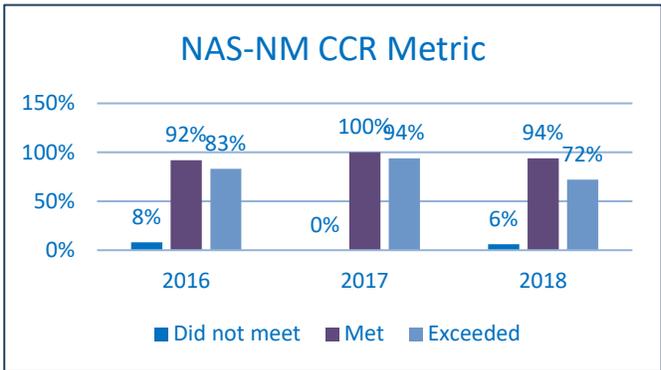
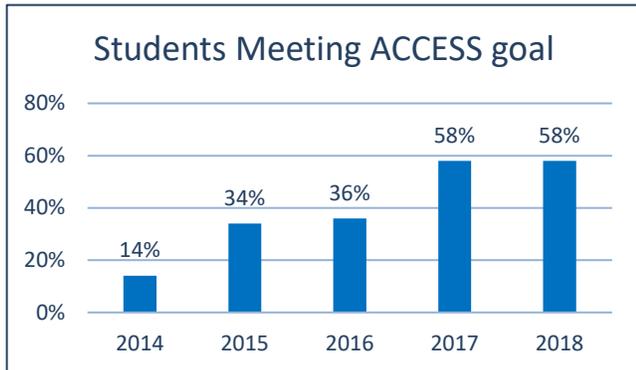
Certainly in analyzing the data we not making the gains we would like to see on a standardized test. Between the spring of 2015 and 2018, NAS-NM has seen years of growth in student performance on the SBA Assessment as well as regressions on the SBA Assessment. The spring of 2016 was our most successful year for students showing proficiency. For the 2016-2017 school year, the science department at NAS-NM believed it to be the best decision for our student population, to move to an “Integrated Science” curriculum and class progression for students. We believe the data for the spring of 2017 and 2018 is reflective of that change. The science curriculum is undergoing additional refinement for the 2018-19 school year as New Mexico adopts the Next Generation Science Standards.

The school’s mission specific indicators.



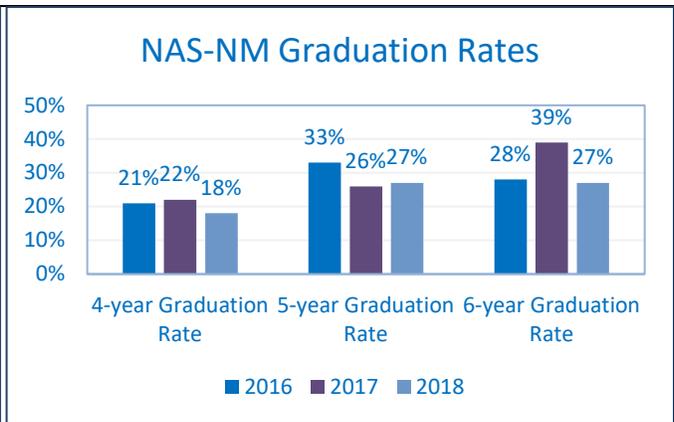
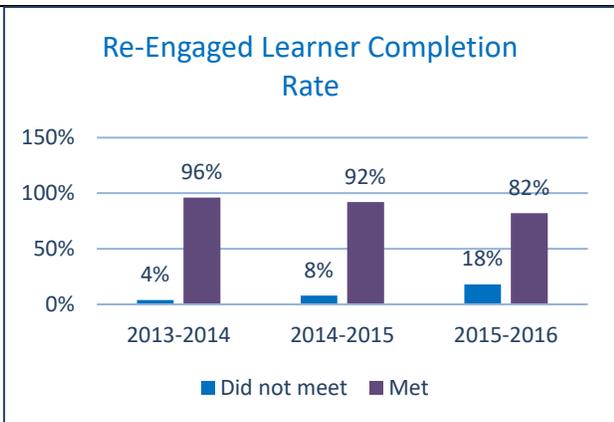
In the NWEA Math metric area (above), NAS-NM demonstrated significant growth in 2017-2018, with the highest rate of students meeting their growth targets ever. We feel the primary reason for this growth was the implementation on addition remedial/advanced math support classes paired with regular math classes. So if PARCC scores for a student came in low, that student was placed into a remedial class alongside a grade-level math class-essentially four math hours of instruction a day. The same for students with high PARCC math scores, except they were placed into an advanced class to challenge them.

In the NWEA Reading metric, although NAS-NM met the goal set as a metric for the 2017-2018 school year, it was a regression in scores from the previous year. This will continue to be a focus area to raise the scores and stabilize the overall growth.



Looking at the “Students Meeting ACCESS goal” graph above, NAS-NM has shown growth in this metric area for the past two school years, although it remained static between 2017 and 2018 scores. As the population of the ELL students at NAS-NM stabilizes and mobility rates decrease, we will be able to gain better insights to this data. It should be noted, that although the 9<sup>th</sup> grade incoming students for 2017-2018 are not reflected in this cohort, many of those students exited ELL status after one year at NAS-NM. This is the result of the intensive 4-hour language program for ELL students. The number of ELL students enrolled at NAS-NM is also steadily declining, due to better school identification methods that transfer across districts.

The second graph above, reflecting the CCR metric when winnowed down to the students in the subgroup, shows slight regression between 2017 and 2018. It is clear that NAS-NM needs to put more of a focus on this metric, with all students, not just the ones included in this cohort.



This graph above for the Re-Engaged Learner metric show steady regression for the years that it has been applied. Note that since the metric calls for students who have been continuously enrolled for essentially three years, data is not yet completed for the 2017 and 2018 school years. Based on preliminary data, however, the rate should show growth in the coming year with the addition of truancy personnel and mentors in 2016-2017.

#### Graduation Rate

In this area, NAS has seen slight regression in the 4-year graduation rate, there seems to be some stagnation in the 5-year rate, and a sharp decrease in the 6-year rate. That being said, these rates are far below state rates. This may be due in part to our unique SAM population, however, NAS-NM has chosen this area as a focus for growth because of this data.

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

Students who receive special education services needs' are addressed through a comprehensive transition, monitoring, and IEP process. As students who are served on an IEP enroll, they meet with the Special Education Director, who reviews the current IEP, available, with them. The student is then assigned a case manager to monitor their academic progress and work within the classroom setting to help the student be successful. Teachers are given student modifications and accommodations, and general education and special education teachers work together to plan lessons that meet student needs.

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

Students who have been identified as ELL are placed within the classroom setting based on their individual language needs. For example, a monolingual student will be placed into the intensive four-hour instructional block with an ELL teacher to work on language and communication skills. A student who demonstrates a higher level of language proficiency as measured by the ACCESS will be placed into general English courses, with continuing support from the ELL teacher. During Friday work sessions, general education teachers as well as ELL teachers work together to make sure individual students needs are being met in the instructional process.

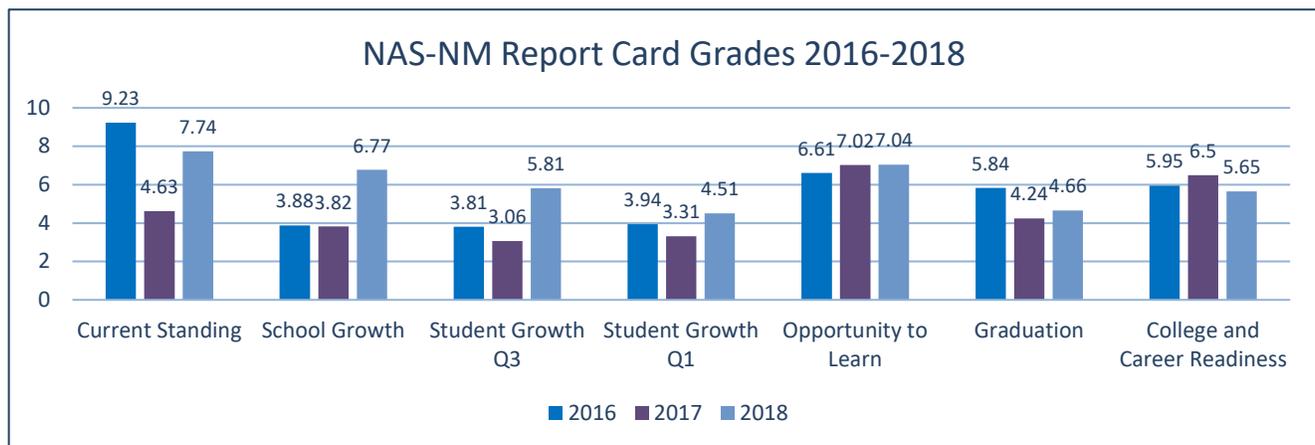
Describe the grade level curriculum that has been used and how they are tied to New Mexico Standards.

Grade level curriculum has been developed in staff through intensive work sessions to align to the Common Core standards, New Mexico standards, and further aligned with PARCC, EOC, and SBA testing rubrics to ensure alignment is in place. The curriculum developed has embedded within it student supports for language and special education, standards, essential questions tied to standards, resources, and formative and summative assessment metrics. Curriculum is examined each term for consistency and

relevance through PLC work sessions at the end of the semester. The math curriculum, utilizing an integrated math approach, and using supporting curriculum from [Big Ideas Math Integrated Math I, II, III](#), published by Houghton Mifflin Hartcourt, the Science curriculum, also utilizing an integrated approach, is based strongly on the new NextGen standards with support from multiple science resources and publishers, such as Pearson's [Biology, Astronomy Today, Physical Science Concepts in Action](#), and Prentice Hall [Earth Science](#) textbooks. English Language Arts curriculum is developed using primary sources and student readers, and the English Language program has received a new curriculum this year by Houghton Mifflin, [ACCESS ESL](#) and [English 3D Course C](#). Finally the social studies classes are supported by curriculum from [Magruder's American Government and Economics](#) (Pearson), [New Mexico Journey](#) (Gibbs Smith Education) and [World History](#) (Houghton Mifflin).

List academic assessments which are given outside of the standards-based assessments (*ex: An Assessment Calendar*). Please see Appendix P

Describe what steps you take to use the data from the assessments to modify program implementation and instructional practices.



As a staff, we examine the report card grades in detail each year, comparing our performance with prior year and looking at ways in which we can refine our practice to enhance the grade. We have spent a lot of time in the past few years focusing on the PARCC test, and believe that is reflected in the rise in scores. However, that did take focus off the graduation and College and Career Readiness areas. Another reason we feel that metric may have fallen was the ending of the College and Career Grant, resulting in the loss of a full-time dedicated CCR person. Although NAS-NM did pick up a half-time CCR person in 2017-2018, the program was not as successful. Through this analysis, NAS-NM plans to include a full-time CCR dedicated position in the 2019-2020 budget.

When looking at the decrease in scores from 2016 to 2017, staff broke the scores down to the individual student level, and developed a quadrant of where students were falling on the PARCC continuum. Following that, students were placed into more intensive support classes based on their scores. The resulting rise in PARCC scores is a direct result of initiatives put into place at that time, including the doubling of math offerings and a monthly school-wide writing initiative through the NMDash plan that also included weekly writing samples by content area. Staff then worked as a PLC to align grading practices to the PARCC writing rubric, which was converted to student friendly language. By monitoring student writing using the new rubric, teachers were able to identify in which areas students were struggling in writing responses and could give more targeted feedback and support to students.

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

NAS evaluates our students every three years as per the student's IEP, or earlier if the student is demonstrating the need for additional evaluation. Individualized Education Plans (IEPs) will be developed by the multidisciplinary team for those students who qualify for special education. Parents and students will be included in the development of the IEP. NAS-NM will follow the IEP process established by IDEA and state law and regulations to insure that all students, are properly placed, that the placement meets LRE and FAPE and is reviewed annually. Individual Education Plans comply with federal and state requirements and are developed to assure that student receives an appropriate education including any related services required by the student as stated in the student's IEP. NAS-NM then ensures a continuum of student service that includes monitoring and collaborative planning between regular education teachers, special education teachers, and ancillary staff.

This continuum will provide:

- Equal access to the educational programs and services offered at the school
- Individualized Education Plans
- Free Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)
- Due process and parental involvement

We also follow the SAT process for special education referrals. Although due to its SAM status, NAS-NM is considered a school-wide SAT school, students are monitored for academic, behavioral, and attendance needs beyond what is seen in their peer group. Once a month, school-wide SAT teams meet in the areas of attendance, behavior, academics, and ELL to monitor individual student needs and trends. If a student is determined to be at risk beyond the level of peers, that student has a formal SAT process begun. NAS-NM will use the Student Assistance Team (SAT) process as outlined by the NMPED Student Assistance Team manual and the NMPED Response to Intervention: A Systemic Process to Increase Learning outcomes for All Students guidance document as a way of documenting student progress and identifying students who may be in need of

SPED, ELL or ancillary services.

Plan to develop, review, and revise IEPs

Students entering NAS school have their IEP's reviewed by the special education staff to determine appropriate placement, services, and modifications. NAS has an IEP in 40 days to place these students in the NAS program. All students IEPs are reviewed and revised yearly. In some instances, students receive multiple IEPs yearly based on behavioral, academic, and transition needs.

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

Incoming students on an IEP will receive the SPED and related services as outlined in their current IEP until a new IEP is developed.

IEP invitations are mailed out two weeks prior to the meeting date. At this time progress reports and progress toward goals are sent to the teachers for feedback. If a re-evaluation is due. The diagnostician evaluates and tests the student. When the diagnostician is done, and invitation is sent out to the parents/student two weeks prior to the meeting date. During the IEP meeting, changes that are deemed necessary by the IEP team are made to the IEP based on data and observation.

Plan to integrate special education into the general education program

NAS special education teachers are assigned to general education classrooms to provide support to the students as well as to help the general education teachers use the modifications and accommodations for each student. A schedule is developed so that the two full-time teachers are assigned to the classrooms with the most need in math and reading, although they are available to support students in all classroom settings as needed. Records of service contact times are kept by the Special Education staff to demonstrate that student needs are being met within the general education setting.

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

Special education is provided by NAS school. We hire special education teachers based on our overall FTE. We have grown from a 1.0 FTE three years ago to a 3.0 FTE at present.

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

Below is a table of the special education expenditures analysis reflecting last 5 completed years including the projected expenditures based on the FY19 budget.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19 (Projected Based on Budget)</u>
Total SEG Expenditures	\$ 2,360,738.22	\$ 2,321,122.12	\$ 2,379,159.80	\$ 2,554,621.60	\$ 2,397,375.43	\$ 2,929,197.00
Spec. Ed. Expenditures from SEG	\$ 38,521.65	\$ 38,568.47	\$ 40,364.70	\$ 40,364.70	\$ 113,509.84	\$ 109,640.00
% Spec. Ed. Expenditures from SEG	1.63%	1.66%	1.70%	1.58%	4.73%	3.74%
IDEA-B Expenditures	\$ 24,018.65	\$ 43,676.01	\$ 56,803.94	\$ 113,087.36	\$ 79,532.64	\$ 51,202.00

#### Plan to access and account for special education funds

STARS reporting is completed by staff at the school site which is inclusive of special education reporting. This reporting, averaged with the 80<sup>th</sup> and 120<sup>th</sup> day reports, generates state funded special education units for the following year. Additionally, school staff will apply for its portion of federal special education funding (IDEA-B) through its charter authorizer. Once this funding is approved, it will be included in the budget upload for the following fiscal year. As expenditures occur, the school will submit Requests for Reimbursement to its charter authorizer via OBMS on no less than a monthly basis. A Maintenance of Effort Tracking worksheet is kept from year to year to ensure that special education expenditures are continued at allowable levels through the school's Operational SEG funding. Federal IDEA-B funds are utilized in supplemental only type fashion per federal guidance. At the site level, as special education supplies are needed, or professional development requested, a purchase requisition is generated by staff and submitted to the assistant business manager, who then seeks administrative approval. Once approved by administration, the assistant business manager then submits the order to the appropriate vendor. Upon receipt of requested items, they are checked against the initial order to ensure completion of request and records maintained on-site. If the materials are non-consumable, they are tagged "Special Education" and entered into the special education inventory documents.

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

During the creation of the Master Facility Plan, and during the addition of supplemental classrooms/building since the inception of the school, NAS-NM contracted with architects and facility construction personnel to ensure that all NAS-NM facilities are in compliance with ADA and Section 504 requirements. The school Facility Manager also regularly assess the campus to determine if there are additional student facility needs that need to be addresses. In cases wherein a student on an IEP or Section 504 has entered the school who need specific facility accommodations, those accommodations have been made in a timely manner to be in compliance. In addition, NAS-NM undergoes yearly inspections by safety and contract personnel to ensure the facility is kept to code.

#### Plan for enrollment/IEP transition procedure

NAS is a public school. Enrollment is open until the cap is met. Should the cap of 450 be met, then enrollment would be based on a lottery process which is outlined in NAS-NM policy. Transition services are provided by NAS-NM, supported by community agencies where appropriate. To be absolutely certain that NAS-Nm is following good transitional practices, an outside Transition Specialist is contracted each year to support Special Education personnel in the process and to be part of the student IEP team.

#### Plan to address discipline for students with disabilities

Currently all NAS-NM students being served by an IEP are follow the "school wide discipline" procedures as outlined in their IEPs. However, should a student have a Behavior Intervention Plan, or the IEP designated an alternative disciplinary pathway, the IEP will be used as the disciplinary guideline to administer discipline. If a student on an IEP is experiencing repeated disciplinary infractions, an IEP is held to determine if the student needs more supports, or if there are additional issues that need to be addressed via the IEP Team. In cases of

extraordinary disciplinary infractions, the NAS-NM Disciplinary Process for Students on IEPs is followed, which mirrors the federal and state requirements for ensuring the rights of students served via IEPs are being protected.

Plan to ensure confidentiality of special education records

All records are kept in secured, locked fireproof filing cabinets in the special education office. They are only removed from that office during an active IEP meeting, and returned immediately to the locked file cabinet.

Plan to secure technical assistance and training.

In addition to attending all NMPED technical assistance trainings for Special Education Directors, NAS-NM access additional trainings through the NMPED Special Education Bureau, NAS also attends trainings as offered by outside vendors such as CES and RECs. In special cases, NAS-NM will contact the Special Education Bureau directly for training in technical assistance. We will be happy to also have APS as a resource.

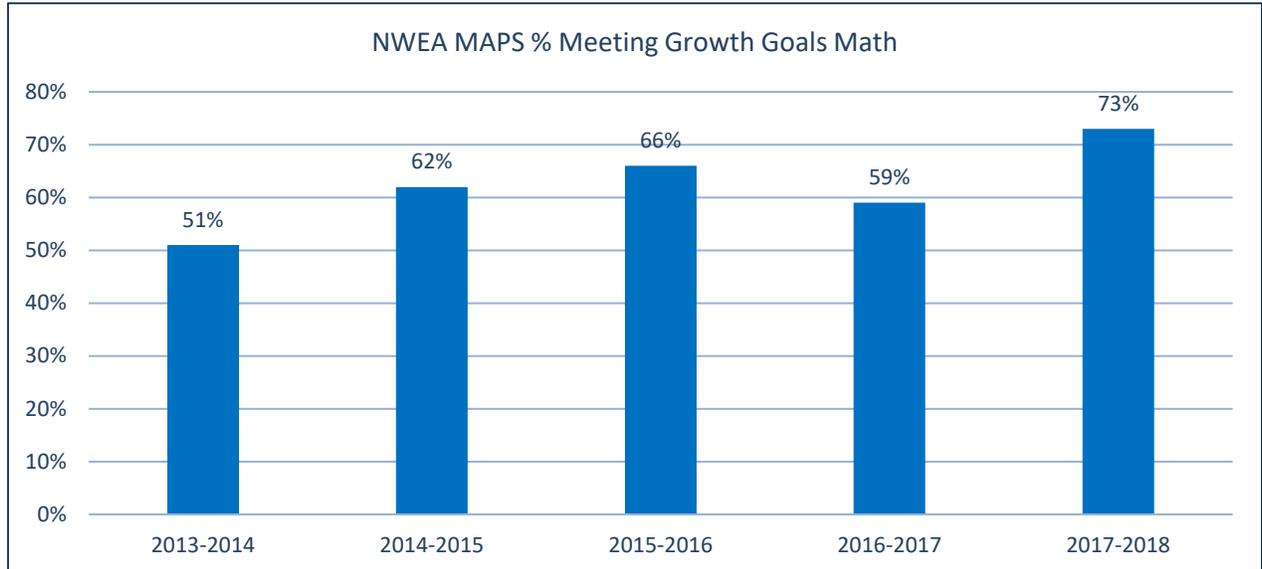
**Mission Specific Goals from your Current Charter**

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:  
Students who have tested Fall to Spring will achieve national student growth targets in math as demonstrated through meeting the individual student growth targets in math as set during the fall testing cycle by NWEA.

Standardized Short-cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency):  
NWEA-MAPS is not build around “Proficiency” scores, rather it provides data on student growth and grade level attainment through setting individual growth targets for student based on their initial fall testing results.

**Data Visual Illustration**



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

In mathematics, NAS-NM had 100 valid test scores from Fall 2017-Spring 2018. Of the 100 valid scores, 73 students (73%) met the individual growth target and of those, 71 (71%) exceeded the individual student growth target. We believe the observable gains are correlated to the following:  
1. Students who were identified as “low performing” were placed into a Pathways mathematics class in order to support growth.  
2. All students taking a mathematics course completed a “Foundations” course in the first semester and an “Application” course during the second semester. Simply put, we doubled the students’ instruction time and made it more direct in individual supports. During this charter term, NAS-NM has demonstrated consistent growth in this metric, meeting the metric for the last four years, and exceeding it in three of the five years, with the most substantial achievement in the 2017-2018 school year.

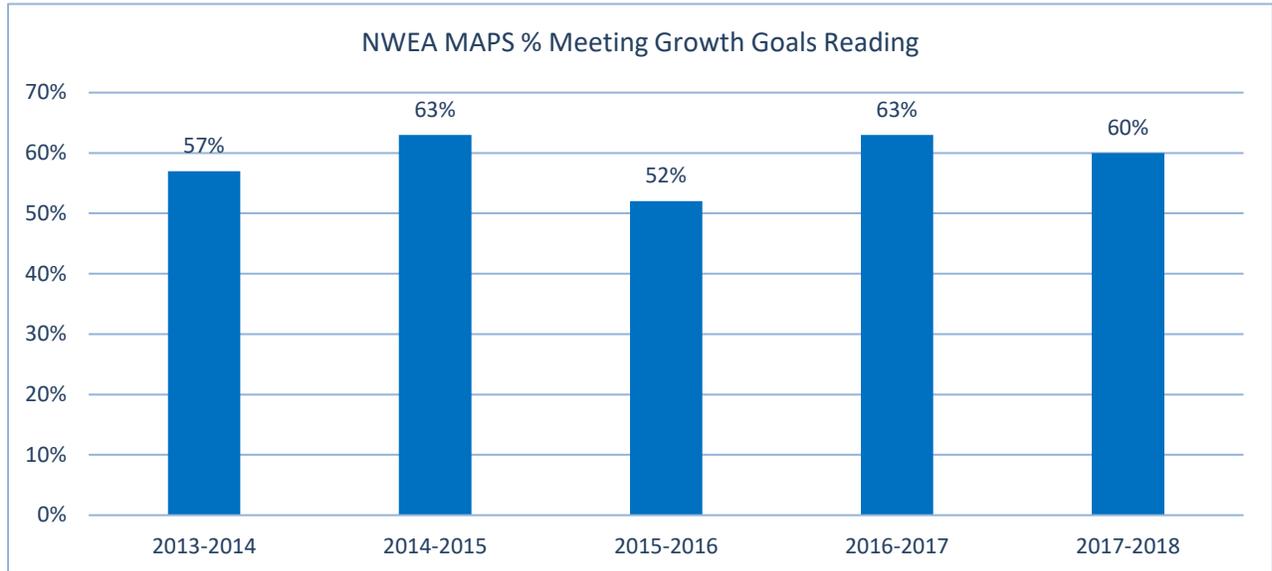
**Student Academic Performance Standard/Goal #2:**

Students who have tested Fall to Spring will achieve national student growth targets in reading as demonstrated through meeting the individual student growth targets in reading as set during the fall testing cycle by NWEA.

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

NWEA-MAPS is not build around “Proficiency” scores, rather it provides data on student growth and grade level attainment through setting individual growth targets for student based on their initial fall testing results.

**Data Visual Illustration**



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

In reading, NAS-NM had 113 valid test scores from Fall 2017-Spring 2018. Of the 113 valid scores, 49 students (43%) exceeded the individual student growth target; and 64 students (57%) met the individual growth target. In the winter of 2017 NAS-NM restructured the English Department in instruction and personnel. We believe the observable gains are correlated to the following: 1. Stronger aligned curriculum and instruction within the department; 2. School-wide NWEA specific interventions and 3. More emphasis on reading within all content areas. During this charter term, NAS-NM has demonstrated consistent growth in this metric, meeting the metric for four years of the charter term, and exceeding it in two of the five years.

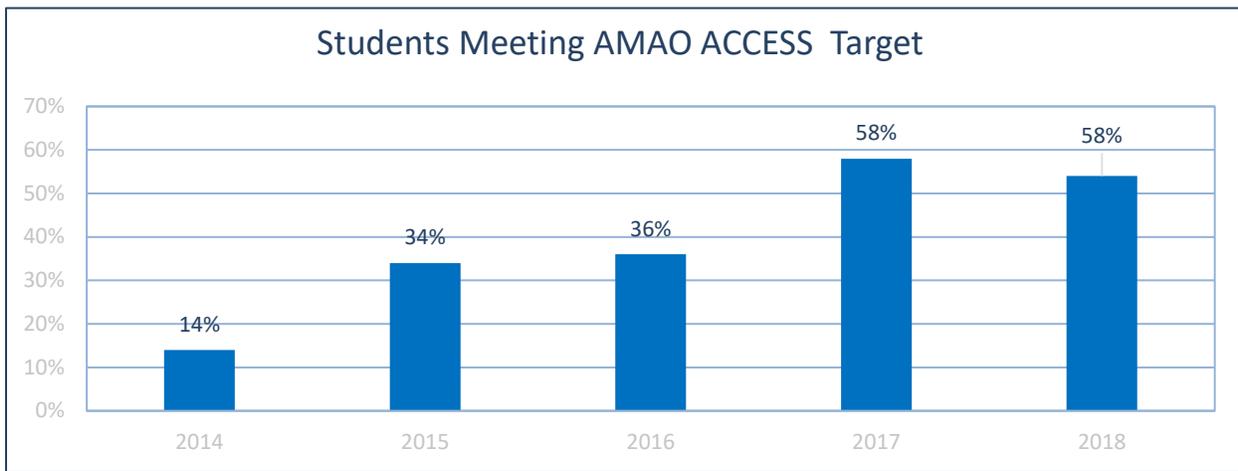
**Student Academic Performance Standard/Goal #3:**

Students in grades 9-12 who are identified English Language Learners who were continuously enrolled since the prior testing session will demonstrate an increased proficiency (0.5 gain in composite proficiency score in one year period) over previous year's scores in the use of the English Language as measured by the annual ACCESS test.

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

WIDA ACCESS is the instrument used, and a score of 5 indicates a student has become English proficient.

**Data Visual Illustration**



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

The total number of returning "ELL" identified students from 2017 to 2018 (with valid test results for both years) was 26, with 15 (58%) earning a .5 or higher gain on the 2018 ACCESS test. We believe the observable gains are correlated to the following: 1. A full-time testing coordinator was able to administer the ACCESS assessment in small groups, allowing for minimal distraction during testing; 2. More intentional and direct ELL/Differentiation focused PD to assist teachers in accessing and utilizing ACCESS data in order to prove instruction; 3. Students who scored below a "3" composite score in 2017 were placed in an intensive ELL specific class to supplement their Language Arts classes. Although analysis for this metric was made difficult due to the change in WIDA ACCESS score metrics in 2015, and with the NMPED discarding the AMAO target indicators, NAS-NM examined data using the last indicator available from PED, a score conversion tool provided by WIDA for the purpose of comparing ACCESS scores prior to and following the increased score metric, and individual student ACCESS reports. Using these tools, NAS-NM has determined that in the last two years NAS-NM students have exceeded the target metric, despite it being an increase in WIDA ACCESS score expectations to show gains in language attainment.

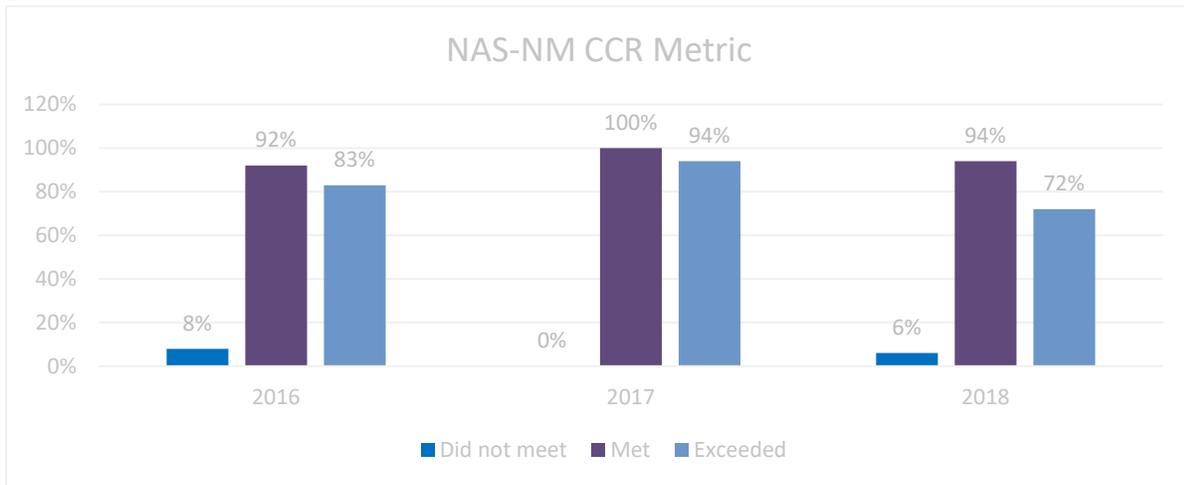
**Student Academic Performance Standard/Goal #4:**

Students will develop an individualized post-secondary career pathway as demonstrated by the completion of college and career entrance assessments and dual credit classes.

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

NAS-NM developed tracking form including information from STARS, Dual Credit courses, CTE Courses, and CCR test reports from ACT, PSAT, and Accuplacer.

**Data Visual Illustration**



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

It should be noted that this metric does not reflect the full charter term of data acquisition as the result of meeting the metric continuous enrollment timeline. However, current data analysis shows that students who meet the metric guidelines of enrolled at least two continuous years prior to senior year easily meet the target metric, and many of those students exceed the metric by participating in more than three CCR assessments or dual credit opportunities. In two years of data, 2016 and 2018 graduates, the target was met, and it was exceeded in 2017.

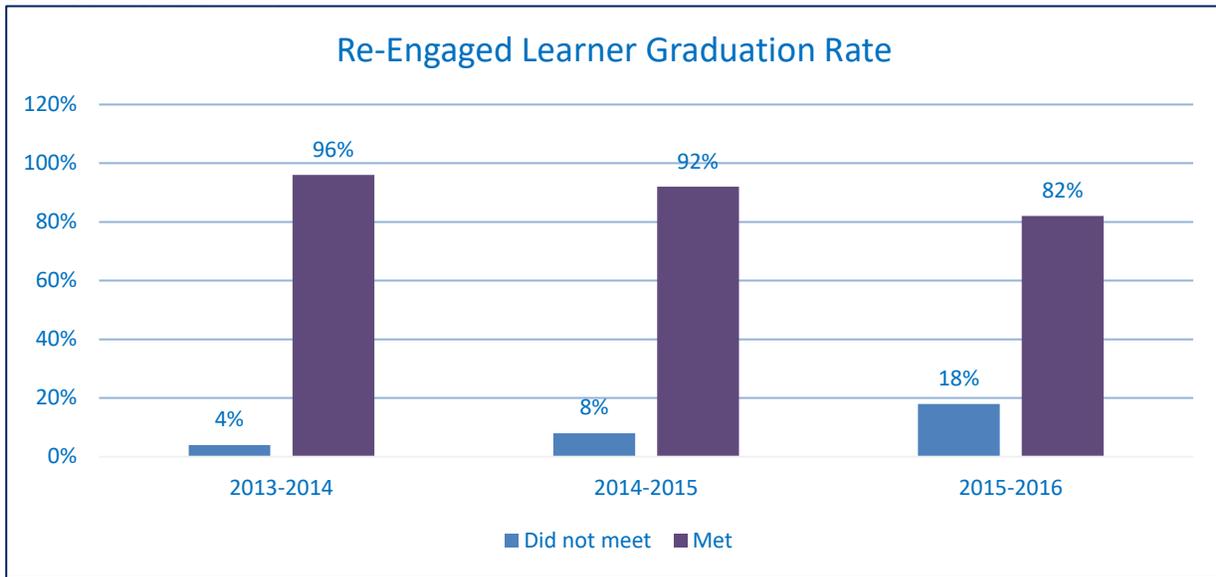
**Student Academic Performance Standard/Goal #5:**

Students identified as having an interrupted education will graduate with a high school diploma within four years of continuous enrollment.

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

NAS-NM created tracking mechanism in which all the cohort members are tracked over time.

*Data Visual Illustration*



*\*Two things should be noted:*

- *The students in the 8% who did not meet the on-time metric of 2014-2015 are still enrolled at NAS-NM, and*
- *The 2015-2016 cohort of re-engaged learners will not complete the metric term until May 2019, and is at this time a progress monitor only.*

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

To meet this standard, 65%-79% of re-engaged learners will successfully complete their high school diploma within four years of continuous enrollment. To exceed, 80% and above of re-engaged learners will successfully complete their high school diploma within four years of continuous enrollment at NAS-NM.

To attain this data, student transcripts were examined to determine which students enrolling at NAS-NM in the target year came from a break of six months or more in education. We then monitored those students to determine how many of them who remained enrolled met the metric. In every year that the data set is applied, NAS-NM exceeded the metric, although a drop can be seen in the 2015-2016 school year. Data for the 2016-2018 school years are not available, as those students have not yet had the opportunity to meet the metric of four years of continuous enrollment.

## 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.

In developing each year's budget, school administration meets with the Governing Council Finance committee and the contracted financial business group (The Vigil Group, LLC) and a careful review is first made of the prior year's budget to determine which areas may have increased or decreased. Having determined change areas, the administration begins to plan how much funding should go into each function of SEG, always keeping student needs as the primary focus. Starting with carryover amount, and adding in projected funding for the coming year, the administration allots money to each fund, with the majority being placed into Instruction and Facilities, as those are the two largest priority areas to impact students directly.

Using a projected student count, funding is allotted for teachers and instructional materials first. It is important to keep class sizes low and be able to provide all the materials the teacher needs to deliver high-quality, supported instruction.

Next, administration determines, based on prior year data, the projected school expenses such as facilities needs and maintenance, which have increased every year as the school size has increased and more classrooms are added to meet student needs. Other areas to be budgeted include all support services, capital outlay (building leases), food services, and central services.

Once the budget is drafted, it is then presented to the Instructional leadership Team and parents for review and fine-tuning. As adjustments are necessary through the year, those adjustments are made, always with the careful monthly review and guidance of the NAS-NM Finance Committee. The Finance Committee, which includes the GC Treasurer, President, Business Manager from the Vigil Group, NAS-Network Chief Business Officer, Assistant Business Manager, and Principal, meets every month and reviews the financial statements line by line for discrepancies or concerns. It is a very detailed process including review of federal funds and grants. In addition, at that time, the bank register is reviewed as well as the open purchase orders. Following the monthly Finance meeting, the GC Treasurer present the information in summary form to the Governing Council as a body.

The New America School-New Mexico has a set of policies and procedures, concerning financial and budgetary internal controls, adopted and annually reviewed/updated by the school's Governing Council since the inception of the school. The purpose of these internal controls is to ensure proper checks and balances, separation of powers, and to establish practices that ensure compliance with GAAP and NM statutes and regulations. The internal controls also provide for transparency and the quick identification

of errors in processing.

Additionally, the school's contracted business manager through The Vigil Group maintains a separate set of internal controls that provide additional checks and balances and separation of powers to further ensure the quick identification of errors as well as to further protect public funds.

### NAS-NM Fiscal Flow Chart for purchasing

Requisitions are generated by staff for goods and services based on programmatic

Assistant Business Manager takes requisitions to Principal for

Principal approves/denies/modifies requisitions

Assistant Business Manager reviews budget, identifies proper account code, and enters requisitions into APTA fund system for Business Manager to access.

Business Manager receives site requisitions for approval, and generates purchase

Assistant Business Manager brings purchase orders to Governing Council Treasurer for purchases above \$30001. for review and signature.

Assistant Business Manager brings purchase orders up to \$10,000 to Principal for review and signature.

Assistant Business Manager brings purchase orders to NAS-Network Chief Business officer for purchases \$10,001 to \$30,000 for review and signature.

Assistant Business Manager sends purchase orders to vendors to initiate purchase

Goods and services are received, inventoried as necessary if equipment, labelled, and put into service.

Vendor invoices the school, Assistant Business manager enters invoices into APTA, Business Manager approves invoices.

Assistant Business Manager brings checks to Governing Council Treasurer for purchases above \$30001. for review and signature.

Assistant Business Manager brings checks up to \$10,000 to Principal for review and signature.

Assistant Business Manager brings checks to NAS-Network Chief Business officer for purchases \$10,001 to \$30,000 for review and signature.

Assistant Business Manager issues checks to pay vendors.

## **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

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
2012-2013	3	Compliance	<ul style="list-style-type: none"> <li>- To establish more local control, the credit card from the school's founder (NAS Consolidate) was cancelled and the school attained its own P-Card through the Bank of America – Completed May 2014</li> <li>- To prevent services being provided/invoiced prior to a PO being in place, policies were reviewed to ensure compliance. Staff involved in procurement were also made aware of the requirements for purchasing – Completed June 2014 and an ongoing process</li> </ul> <p>Pledged collateral requirements were established by Wells Fargo at the request of the school – Completed Sept. 2013</p>
2013-2014	2	Compliance	<ul style="list-style-type: none"> <li>- RHC contribution deadlines were reemphasized to the school's contracted business manager. The contracted business manager set up an internal practice of review to ensure deadlines are met for all payroll liabilities – Completed June 2015 and an ongoing process</li> </ul> <p>To prevent issues with adequate tracking of payments to employees for per diem, the school's governing council adopted policies and procedures in relation to travel as well as the newly established P-Card – Completed Spring 2015</p>
2014-2015	4	Compliance	<ul style="list-style-type: none"> <li>- The school reviewed its P-Card policy to ensure that it met all requirements and reemphasized the policy and associated procedures with staff that utilize the card – Completed September 2015</li> <li>- The school had its legal counsel review the requirement for a state chartered school to adhere to the DFA's rule of paying only 80% of the previous year's IRS rate for mileage. A new policy was adopted at the 80% rate – Completed FY2016</li> <li>- Correct deduction setting selected (Pre-Social Security instead of Pre-Tax) for voluntary benefit (Aflac) – Completed Fall 2015</li> </ul> <p>The contracted business manager developed a system of cross review to ensure that projected cash carryover budgets are adjusted based on the audited financial statements upon release – Completed FY2016</p>
2015-2016	3	Compliance	<ul style="list-style-type: none"> <li>- School administration took responsibility in sending out letters to the OSA and maintaining documentation that they had done so in the instances of disposition of assets – Completed Oct. 2016</li> <li>- The employee that was tested was in a unique situation (retired from PERA) and the contracted business manager took the steps to correct the deductions as required – Completed Oct. 2016</li> </ul> <p>The practice of beginning the issuance of receipts to students purchasing student IDs prior to receiving cash from the student was stopped. Only when cash is received do employees begin the receipting process – Completed Oct. 2016</p>
2016-2017	4	3 Compliance & 1 Significant Deficiency	<ul style="list-style-type: none"> <li>- Administration discussed with the contracted business manager that in instances in which PD is going to be contracted out and involve working lunches, the contract will be reviewed to ensure compliance with Travel &amp; Per Diem requirements – Completed March 2018</li> <li>- Significant Deficiency – The school contacted its bank to establish a dual control requirement for any Wire or ACH transactions within online banking – Completed Feb. 2018</li> <li>- RHC was contacted to verify that rules that apply to ERB, such as not withholding for unused leave payouts, also apply to RHC – Completed Aug. 2017.</li> </ul> <p>The contracted business manager took responsibility as the cross review of projected cash carryover budgets against audited financial statements was not completed as in previous years. This practice was put back in place – Completed March 2018</p>

## 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.	39.29	\$1,150,847
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	5.73	\$167,951
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.4	\$11,627
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	8.18	\$239,659
2400	School Administration	School Administrator, etc.	6.08	\$178,079
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	10.65	\$312,058
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	29.67	\$868,976
	Other	Miscellaneous (Community Services)	0.00	\$0.00
Grand Total			100.00	\$2,929,197
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			51.50	\$1,508,504

## 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

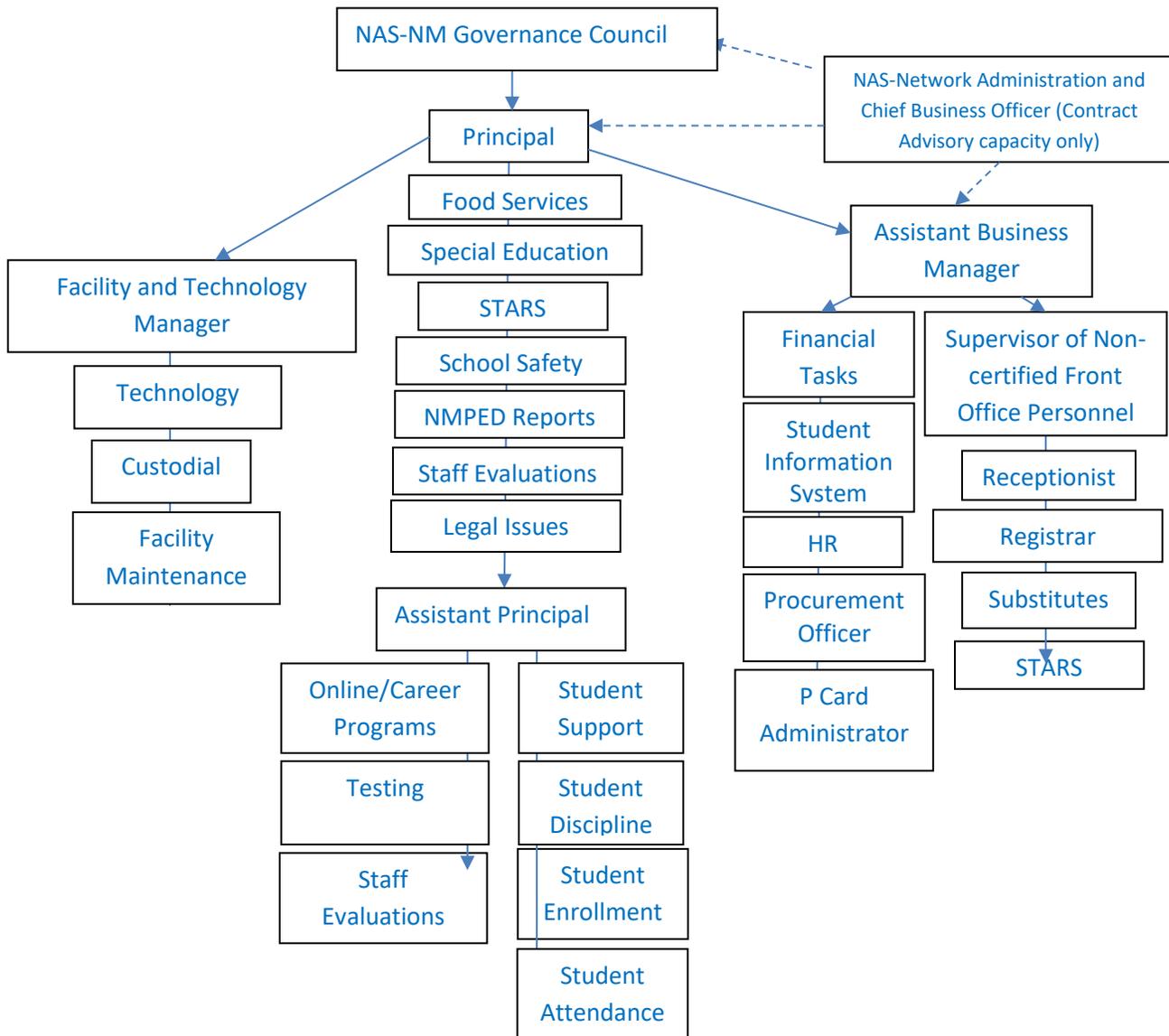
The Charter School Act provides as follows:

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.

NAS-NM Organizational Chart



## Governing Council

The NAS-NM Governing Council is the ultimate controlling body of the school. There are currently seven members who meet monthly to conduct governance, review academic indicators, financial reports, attend to school matters, and oversee the Student of the Month presentations. Two of those members are founding Council members, one is a former NAS-NM graduate, one is a certified Business Manager who works with charter schools, and one is a former educator. The remaining two are involved community members. The GC employs NAS-NM's Principal and make decisions regarding his/her continued employment based upon a yearly evaluation process which includes academic data, as well as other metrics.

Financial Services are provided to the GC through a contract with The Vigil Group, who participates in monthly finance meetings, governing council meetings, and yearly budget development.

The GC has an additional resource through the New America Schools network, Dominic DiFelice (NM Licensed - Superintendent) and Craig Cook (NM Licensed Chief Business Officer) available for consulting, analysis, and evaluation purposes as requested. The NAS-NM Governing Council has a formal contract with these consultants that allows for professional support as needed by the Governing Council and/or the principal. The local Governing Council holds full autonomy to make decisions but benefits from the experience and expertise of the NAS-Network consulting group. Additionally, a member of the NAS-NM governing council holds a seat on a regional NAS advisory and support council and attends quarterly meetings. This network provides as needed the type of support and mentoring found in larger traditional public school settings that all too often are not available to leaders of individual charter schools. As NAS-NM grows into its second charter term, the requests for such assistance are decreasing.

The Principal oversees all employees, but there are sub-supervisory positions such as Assistant Principal, the on-site Assistant Business Manager and Facility/IT Supervisor who also oversee various school programs and personnel. The graphic flowchart above outlines the duties assigned to each position, with the understanding that there is always the possibility of other duties as assigned. The Principal reports to the Governing Council each month with data information, informational items regarding the status of school programs and initiatives, and presentations on school matters as requested. The Principal conducts weekly meetings, or more frequently as needed, to communicate school needs, progress, and issues with school leaders. There is also a Teacher Leadership structure for teachers who wish to be more involved in school decisions such as budget formation, calendar development, and policy refinement.

## Governing Council

Please provide the following information for all Governing Council members:

Name	Professional Occupation	Role on Governing Council	# of Years on Governing Council
Juan Vigil	Retired	President	10
Dominic Griego	Bernalillo County Assessor	President-Elect	1.5
Charlotte Archuleta	Financial Officer	Treasurer	2.5
Margarita Maestas	Retired Educator	Secretary	1.5
Fred Silva	Retired Business Owner	Member	7
Paul Rael	Business Owner	Member	10
Antoni Baca	Architect	Member	<1

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

Name	Professional Occupation	Role on Governing Council	# of Years on Governing Council
Juan Vigil	Retired	President	10
Charlotte Archuleta	Financial Officer	Treasurer	2.5
Yolanda Duran	Parent	None	NA
Mike Vigil, Jr.	Business Manager	None	NA
LaTricia Mathis	Administrator	None	NA
Ray Renteria	Community Finance Representative	None	NA
Lorella Lovato	Site-level Assistant Business Manager	None	NA

Please provide a copy of your most recent Open Meetings Act Resolution. [Appendix L](#)

Describe the Governing Council's role in the school's strategic planning process.

School data is shared monthly at governing council meetings, which includes data on enrollment, attendance, grades, testing, discipline trends, and staff information. Three times a year the short-cycle results are shared and discussed in detail, and state level results are shared as they are available. When the school report card comes out, it is placed immediately onto the next governing council meeting agenda for review and discussion. The NAS-NM governing council closely tracks student achievement data and trends and requires the principal to explain how that data is used to adjust school programs and staffing, as well as additional actions the principal is taking to increase school scores. Each year the Governing Council also conducts a self-analysis and participates in a strategic planning process for itself.

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

The principal is held accountable through the monthly report-outs, as well as an in-depth administrative evaluation process held yearly in the spring. The evaluation process and summary are generated by Mr. Dominic DiFelice, the NAS-Network Superintendent as part of the contract the Governing Council has with the Network. In addition to student testing and site facility and financial data, additional anecdotal feedback regarding principal performance is collected from Governing Council members, students, parents, and staff as part of the evaluation process, providing a full 360 picture of how the administrator is performing each year. The report is then finalized by Mr. DiFelice and presented to the Governing Council during one of the spring meetings in closed session. The Governing Council then uses the information in that evaluation to determine how well the principal is performing, and whether or not to offer a contract for the next school year.

## 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.

E-Occupancy Certificate, please see Appendix M.

In 2008, upon initial approval of its charter, New America School-NM began a dedicated search for a facility that would become a student-centered facility. Given the School's mission, the South Valley region of Albuquerque became the logical and desired geographic location. At the time, no public facilities were available in the area that were suitable for the School's program requirements. The founders located a 4.2-acre underdeveloped property owned by the Archdiocese of Santa Fe located at 1734 Isleta Blvd. SW, which is centrally located in the South Valley, is easy for students to access, and is in the heart of the population demographic at the core of the NAS-NM mission. A ground lease was arranged with the Archdiocese and the school campus has been constructed by the School's landlord, through four phases that included renovating a permanent structure and installation of eight modular buildings. A multipurpose facility was added to the property in 2013, including a kitchen in 2017. The School's Facility Master Plan & Educational Specifications have been approved by the NMPSFA, and are included in the APS Master Facility Plan.

There are currently three interrelated leasing arrangements in place: the ground lease between the LLC nonprofit organized to provide a facility for the School and the Archdiocese (an available term of 40 years); a sublease for the improved premises between the LLC nonprofit and the School; and leases for the modular buildings on the property between Williams Scotsman and the School. The landlord is obligated to maintain the facilities to statewide adequacy standards via the leasing arrangements. This satisfies the requirements of NMSA 1978 Section 22-8B-4.2(D)(2). The School anticipates remaining on this property for the duration of the ground lease.

The property/facilities meet E-Occupancy and state adequacy standards, and a copy of the E-Occupancy certificate and the PSFA's certifying letter are provided. The property has a NMCI score of 15.47%, which is better than the statewide average of 23.78% (lower is better), and which meets the requirements of Section 22-8B-4.2(C) NMSA 1978."

As an additional note of pride, the Facility Maintenance Assessment Report (FMAR) Process tool used by the Public Schools Facility Authority (PSFA) to evaluate NM school facilities conditions / appearance and determine and verify the implementation level of an effective maintenance management program rated NAS-NM as a score of 80.54, or "Good", the highest in the state with the exception of the Aztec (80.87) and Texico (87.3) School Districts. Results from the FMAR are used to establish a benchmark for the individual schools/districts maintenance programs in an effort towards continuous improvements and implementation of cost effective maintenance strategies, as well as be used to determine deferred maintenance and capital renewal needs for districts long range capital planning.



## 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.

NAS-NM’s academic priorities over the next five years, if our renewal application is approved.

The academic priorities of NAS-NM over the next five years must be language and mathematical literacy, and specifically how to best advance students who come into NAS-NM below grade level and behind in credit accrual. Although data shows we have been increasing the proficiency of students, we believe that greater gains are possible through a refined process of data analysis and individualized instructional models.

What main strategies will be implemented to address these priorities?

There will be continued school-wide focus on integrating literacy on a daily basis throughout the curriculum, and providing strategic interventions in Math and English for students performing below grade level. In addition, supplemental reading and math programs will be put into place to allow students to continue to get support as well as accessing grade level curriculum. Student rosters will be created based on data of students assigned academic “risk levels”, and the student most at risk will have individual intervention plans created as part of the Next Step Plan process to address their unique needs. Teachers will receive job-embedded professional development in building literacy skills at the secondary level and supporting math concepts through cross-curricular integration.

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

In recent years, data has become very focused on the student level. To examine the data, it is first analyzed by school leadership for school-wide trends, then discussed with the Leadership Team for department trends. Finally, the data is looked at by all teachers at the individual student level. By examining data at its most basic level-the individual-systems such as additional math support classes, a block schedule for quicker credit

recovery, assigning students to EL programs as a team process, and creation of school-wide PARCC aligned writing rubrics to ensure all students are being assessed on the same metric for writing. This process usually occurs during the first month of school, as the PARCC, ACCESS, and NMPED School Report Card scores have been finalized at the state level for review, but as additional data is made available, such as EOC scores, NWEA-MAPS scores, and Quarter Final exams are completed, teachers look at how well their student performed at the classroom level. From those analysis, curriculum changes can be made as well as teacher academic strategies.

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?

Based on our analysis, some changes need to be made to our program to better enhance the academic achievement of these subgroups. Although they did make gains on the 2018 PARCC, those gains were not to the same level of growth as the gains made by Q3 students. However, the ELL students performed very well on the ACCESS test, so the interventions put into place to build language skills in all classrooms were successful. Changes to program will include the creation of more intensive intervention courses that align with regular classroom instruction, increased mentoring oversight of high-risk students, and the development of more solid data review systems to monitor student growth or regression.

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

The NAS-NM Governing Council will be involved in monitoring the academic performance of students through monthly administrative reports designed to inform and seek feedback regarding school achievement and trends. In addition, the Governing Council will work with the administrator yearly to develop an ongoing long and short-range strategic plans to meet student and facility needs.

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

The New America School-New Mexico enhances the APS School of Choice Portfolio by offering parents in the South Valley community and beyond a well-established, trusted educational setting with intensive supports for a specialized population. Through our flexible scheduling, credit recovery options, extended schedule, and opportunities to re-engage learners, NAS-NM works side by side with traditional high schools to meet the needs of students that have left those schools.

Finally, NAS-NM has a strong fiscal history, beautiful facilities in excellent shape, but most importantly, an excellent reputation in the South Valley community, demonstrated by the fact that more than 87% of our students are referred to NAS-NM by family members, friends, and other local schools.

## 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. 11<sup>th</sup> 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.*

**Goal #1**

H2-H6 students enrolled the NAS-NM 80<sup>th</sup> day rosters, and who initially entered into NAS-NM off cohort alignment will recover credits to return to cohort alignment within two years of continuous enrollment.

Exceeds Standard: 81% or more cohort students return to cohort alignment within two years of continuous enrollment.

Meets Standard: 70%-80% of cohort students return to cohort alignment within two years of continuous enrollment.

Working to Meet Standard: 50%-69% of cohort students return to cohort alignment within two years of continuous enrollment.

Falls Far Below Standard: Less than 50% of cohort students return to cohort alignment within two years of continuous enrollment.

**Goal #2**

Graduation rates of NAS-NM 4, 5, and 6-year cohort students will increase within three years as measured by the NMPED graduation calculation system.

Exceeds Standard: Graduation rates will increase by 30% for the 4-year cohort, 20% for the 5-year cohort, and 15% for the 6-year cohort

Meets Standard: Graduation rates will increase by 25% for the 4-year cohort, 15% for the 5-year cohort, and 10% for the 6-year cohort

Working to Meet Standard: Graduation rates will increase by 20% for the 4-year cohort, 10% for the 5-year cohort, and 5% for the 6-year cohort

Falls Far Below Standard: Graduation rates will increase by less than 20% for the 4-year cohort, 10% for the 5-year cohort, and 5% for the 6-year cohort

*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).*

When we analyzed which area on the 2018 NMPED Report Card we felt was not demonstrating the level of achievement we felt the students and staff at NAS-NM were capable of, it was clear that graduation was one area in which the most impact needed to occur to meet our mission of helping students maximize their potential. The state average for the 4-year cohort (most recent data is 2017) is 71%, 5-year cohort (most recent data is 2016) 76%, and the 6-year cohort (most recent data is 2015) is 77%. Although NAS-NM is a Supplemental Accountability Model school, based on a high need population, we feel we can do better than we have in recent years. In fact, we have seen a decline in this metric over the last few years and would like to really focus on turning this indicator of student success around. The first metric, which involves students to cohort groups, will result in putting students back on track to graduate on time, with their cohort peers. The second metric, the increase of graduation rates, will more accurately help our students maximize their potential quickly.