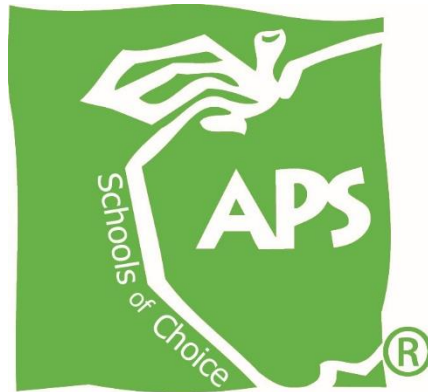


Albuquerque Public Schools



Charter School Office

2017 Charter Renewal Application for:
Corrales International School

Submitted on:

10/3/2017

Note: All documents must be submitted electronically to Joseph Escobedo, Director of Charter Schools at Escobedo_j@aps.edu or via a USB/Thumb Drive by 5 p.m., Tuesday, October 3, 2017



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 Charter School Office 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 270 days prior to the date the charter 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 that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact Joseph Escobedo, Ed.D. at (505) 880-3790, or escobedo_j@aps.edu with any questions regarding renewal.

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

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Instructions: APS Charter Renewal Application

Form and Point of Contact	All submissions should be prepared utilizing the APS Charter Renewal Application. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Joseph Escobedo, Director of Charter Schools (505) 880-3790 or escobedo_j@aps.edu .
Deadlines and Manner of Submission	<p>APS Charter Renewal Application must be submitted to the APS Charter and Magnet School Department Office at 6400 Uptown Blvd. NE, Suite 600E, Albuquerque, New Mexico 87110. The submission must be in electronic form only and may be submitted through USB Flash drive or via email at Escobedo_j@aps.edu.</p> <p>Files must be submitted no later than 5:00 p.m. (mountain time) Tuesday, October 3, 2017.</p>
Renewal Application Review Period	A seven member review team will analyze your Renewal Application. The Director of Charter Schools will schedule a Renewal Site Visit as part of the renewal review process. This site visit is designed to verify the evidence and documentation supporting the renewal application, and should be an opportunity for the school to demonstrate the work they are doing in supporting students.
Preliminary Renewal Analysis	The Director of Charter Schools will contact each renewal applicant with a Preliminary Renewal Analysis and Recommendation. During this process the Charter School will be able to work with Charter School Office on any renewal conditions and will give ample time to prepare for the presentation to the APS Board of Education.
Public Comment	Each school will be asked to be present at 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 Director of Charter Schools will synthesize the comments from the public and will make that part of the renewal application recommendation summary.
Recommendation	A recommendation will be made and the renewal presented to the APS Board of Education prior to January 1.
Final Authorization	The APS School Board will vote on authorization in a full School Board meeting prior to January 1.
Contract and Performance Framework	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and APS may agree to an extension of the 30-day deadline.)

APS Charter Renewal Application Evaluation Standards

Based on the completed renewal application, the charter school Renewal Site Visit, the Renewal Analysis from the CMSD staff, status reports provided by APS departments, and, if applicable, the New Mexico Public Education Department, the renewal review team will make a consensus recommendation to the APS Board of Education regarding renewal of a school's charter. The following questions guide the renewal teams 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.

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 that 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.

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.

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.

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.

APS Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report (Information compiled by the APS CMSD)

Part B—Self-Report (current charter term)

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

Please Note:

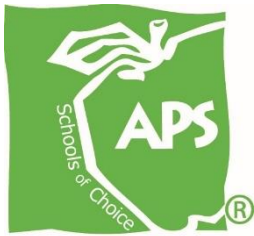
- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application.

Part A—School’s Summary Data Report

- ✓ Provide as attachments all performance framework reports from your current contract term.
- ✓ Please ensure to provide specific information on your mission specific goals. You are encouraged to provide visual illustrations of how you met these goals.

APS performance framework report is attachment #1.

Mission Specific goals are discussed in detail in part A of the self-report.



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

I. Self-Report

The Charter School Act requires that each school seeking to renew its charter must 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 that 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 two pages to offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach to any progression, stagnancy, and/or regression in the areas of English, Math, and Science as measured by the Standards Based Assessment, and the schools mission specific indicators. Describe educational opportunities students have experienced during your current charter term that are unique to the school.

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:

- School Grading Report
- Current Standing
- School Growth
- Q3 (Highest Performing 75%) Growth
- Q1 (Lowest Performing 25%) Growth
- Opportunity to Learn
- Graduation (if applicable)
- College and Career Readiness (if applicable)

Academic Performance/Educational Plan

The mission of Corrales International School (CIS) is to achieve, within the framework of the International Baccalaureate curriculum, excellence in multilingual education, promote international understanding and model its core values of respect, responsibility, connection with the environment, and the joy of learning.

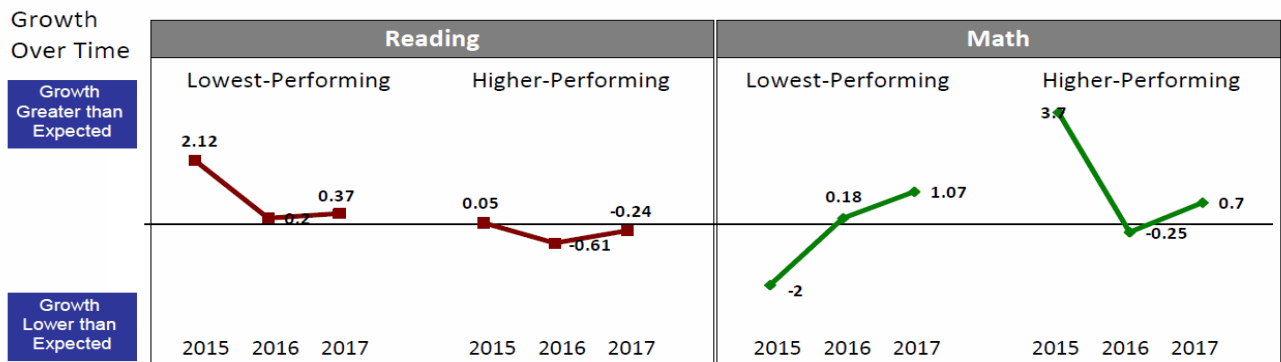
Since 2014 Corrales International School’s grading report has shown a B (2014), A (2015), C (2016), and a B (2017). The drop in 2016 was due to lower grades in school growth, growth of lowest performing students, and graduation. Each area will be analyzed and discussed below. ([School Grade Reports 2014-2017 Attachment #2](#))

Current Standing

Current standing over the last four year has shown A (2014), A (2015), C (2016), B (2017). Without the presence of a strong instructional leader in 2016 (the Head of School was out a good part of the year with health problems) students failed to make expected growth. In 2017 the school rebounded and once again exceeded the state benchmark.

School Improvement/Growth

After dropping in 2016 Reading growth has improved in lowest performing students and leveled off in the highest performing group. By concentrating on Math in 2017 both groups made great improvement.



Opportunity to Learn

Student attendance at Corrales has always been over the 95% threshold until 2016 when it dropped one point to 94%. By focusing on attendance (rewards, recognition) attendance was 97% in 2017. Parent surveys are always very positive and the score remains high.

Graduation

After receiving an A in 2015. The school has received a D for the past two years. We have appealed the grade because it is not a reflection of reality. A lack of understanding of Corrales International Schools program has effected the grade. For the four years that CIS has had graduates, the schools graduation rate has been: 2014 (100%, 1 out of 1), 2015 (100%, 1 out of 1), 2016 (80%, 4 out of 5, one student moved out of the country), and 2017 (100%, 8 out of 8). Our students graduate on time

and with multiple college credits. Many graduate with Associates degrees. However, it may seem that most of our students graduate in a 5 year cohort. CIS is an accelerated International Baccalaureate (IB) Program and all of our 8th grade students earn 9th grade core credits that count toward graduation. Then 9th graders take the 10th grade classes, and 10th graders take 11th grade classes. Our 11th and 12th grade students take the few core classes remaining and earn college credit at CNM or UNM. This also allows them to join an IB Diploma program, if they choose. It may look like our students take longer to graduate but that is not the case. Corrales is being considered a 5 year cohort when we are not.

College and Career Readiness

This is an area where Corrales International consistently receives an A. 100% of all 11th and 12th grade students take dual enrollment classes with CNM or UNM.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	89	86	>98	>98	>98	66	-	-	>98	>98	>98
Participation Points	4.45										
Success (% of Participants)	>98	>98	>98	>98	>98	>98	-	-	>98	>98	>98
Success Points	10.00										
Percentage of School's Cohort of 2016 Participating in Each											
AccuPlacer	2	<2	9	4	<2	<2	-	-	<2	33	<2
CCR Opportunity	21	12	55	24	<2	28	-	-	25	<2	<2
ACT ASPIRE	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
Advanced Placement	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
Career Technical Education	66	64	73	80	>98	26	-	-	>98	<2	>98
Compass	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
Dual Credit	86	82	>98	>98	>98	57	-	-	>98	>98	>98
International Baccalaureate	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
PLAN	23	16	45	20	<2	38	-	-	25	>98	>98
PSAT	56	65	27	84	<2	40	-	-	50	>98	<2
SAM School Supplemental	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
SAT	4	5	<2	<2	<2	13	-	-	<2	67	<2
SAT Subject Test	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2

Educational opportunities at Corrales International school include: Both a PYP (primary years programme) and MYP (middle years programme) accredited as a World School, PLTW (Project Lead the Way) STEM Biomedical Sciences Program, Dual Language (Spanish), Mandarin, Tutoring, Dual Credit, Robotics, and multiple after school activities.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance 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, the average annual data obtained using those assessments, 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.*

Please note: You are highly encouraged to use data visualization to represent the data requested below such as a chart or graph.

Student Academic Performance Standard/Goal #1:
90% of our students will improve their math and reading skills as measured by a 1.0 year gain in national grade equivalent growth on the short cycle assessment, NWEA Measure of Academic Progress assessment.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):
[NWEA MAP test data](#)

Corrales International Sch

Mathematics

Grade (Spring 2017)	Growth Count	Comparison Periods						Growth	
		Fall 2016			Spring 2017			Observed Growth	Observed Growth SE
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile		
K	18	140.8	3.4	54	185.3	13.8	31	15.5	2.6
1	21	160.8	13.2	90	182.0	13.4	64	13.4	1.1
2	17	177.9	11.9	67	189.0	10.9	31	11.1	1.3
3	22	198.7	12.2	86	202.2	12.8	41	5.8	2.3
4	22	206.6	12.0	78	215.8	14.0	61	9.2	1.4
5	23	218.7	11.9	85	224.6	11.0	63	6.0	1.6
6	20	214.1	14.0	31	219.8	13.4	21	5.8	2.6
7	22	230.6	1.4	85	232.6	13.1	72	3.1	1.1
8	25	228.2	17.9	69	233.3	14.3	69	6.1	1.8
9	18	228.8	15.1	35	229.8	18.9	35	3.0	2.1
10	14	241.0	10.3	88	243.5	10.1	91	6.6	1.3
11	7	-	-	-	-	-	-	-	-
12	9	-	-	-	-	-	-	-	-

Mathematics

Corrales International Sch

Reading

Grade (Spring 2017)	Growth Count	Comparison Periods						Growth	
		Fall 2016			Spring 2017			Observed Growth	Observed Growth SE
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile		
K	17	144.8	9.5	73	150.4	11.9	9	5.6	1.3
1	21	161.8	9.4	58	174.5	8.6	33	12.7	2.0
2	16	174.7	14.2	50	189.7	11.3	55	15.0	2.3
3	22	198.3	12.6	93	200.3	12.7	60	2.0	1.8
4	22	204.1	12.7	82	206.5	13.0	64	2.4	1.7
5	23	217.2	11.4	97	218.9	13.9	87	1.7	2.3
6	20	213.7	16.1	67	215.4	16.5	48	1.8	2.1
7	22	228.1	11.2	98	227.4	13.1	92	-0.7	1.6
8	25	225.0	14.6	85	224.3	16.3	71	-0.7	1.2
9	18	219.7	13.0	47	222.2	13.4	62	2.6	1.9
10	14	224.1	12.8	67	228.7	13.5	82	4.6	3.4
11	7	-	-	-	-	-	-	-	-
12	9	-	-	-	-	-	-	-	-

Reading

Corrales International Sch

Mathematics

Grade (Spring 2016)	Growth Count	Comparison Periods							Growth	
		Fall 2015			Spring 2016			Observed Growth	Observed Growth SE	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			
K	20	144.2	10.4	72	165.2	13.2	83	21.0	2.8	
1	19	167.3	11.1	80	180.8	10.2	80	13.5	2.0	
2	23	178.6	13.4	68	194.0	11.9	62	14.4	1.3	
3	20	196.1	10.7	83	210.3	9.6	86	14.2	2.2	
4	22	206.9	10.7	79	220.4	11.3	84	13.5	1.0	
5	20	211.2	13.0	49	222.9	13.6	57	11.7	1.7	
6	17	222.4	10.1	75	230.2	14.4	73	7.8	2.0	
7	24	224.2	11.8	58	231.3	14.1	63	7.2	1.4	
8	23	225.6	10.8	47	238.1	11.7	77	12.5	1.8	
9	21	236.1	8.4	74	240.7	19.8	77	4.5	3.6	
10	13	241.8	9.9	88	252.6	9.6	97	10.7	1.9	
11	8	*			*			*		
12	2	*			*			*		

Mathematics

Corrales International Sch

Reading

Grade (Spring 2018)	Growth Count†	Comparison Periods							
		Fall 2015			Spring 2016			Growth	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K	20	142.9	9.6	62	160.7	8.1	67	17.8	1.6
1	19	159.3	8.2	41	178.7	8.6	57	19.4	1.5
2	24	172.8	17.9	36	190.6	13.2	61	18.1	2.3
3	20	193.8	18.0	78	203.3	12.9	76	9.8	2.3
4	22	209.3	12.4	96	215.5	14.1	93	6.2	1.8
5	21	206.2	18.7	53	215.0	12.5	69	8.8	1.5
6	17	219.5	12.5	91	223.1	11.5	87	3.6	1.7
7	24	220.1	15.4	81	219.8	16.8	60	-0.3	1.5
8	23	219.3	10.7	61	220.5	11.2	62	1.2	1.7
9	21	222.0	15.2	60	224.2	13.5	62	2.1	2.1
10	14	222.4	9.5	59	225.2	11.0	68	2.8	2.2
11	8	*	*	*	*	*	*	*	*
12	2	*	*	*	*	*	*	*	*

Reading

Corrales International Sch

Mathematics

Grade (Spring 2015)	Growth Count†	Comparison Periods							
		Fall 2014			Spring 2015			Growth	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K	21	150.2	7.8	93	166.3	8.7	87	16.1	1.4
1	20	170.4	12.3	92	185.1	15.6	75	14.8	2.1
2	22	181.5	12.1	79	195.8	8.9	72	14.3	1.5
3	22	195.5	12.0	81	206.0	13.5	66	10.5	1.1
4	22	205.4	12.2	71	217.3	13.3	71	11.9	1.1
5	20	217.0	11.4	79	225.8	13.7	71	8.9	1.0
6	28	219.5	11.6	60	227.9	12.7	63	8.4	1.0
7	24	220.6	10.2	40	223.8	10.3	27	2.8	1.3
8	26	231.8	8.7	73	237.5	10.0	75	5.7	1.3
9	16	241.6	5.3	69	247.5	8.8	92	5.9	1.7
10	10	245.6	8.9	95	252.5	13.3	97	5.9	2.1
11	0	**	**	**	**	**	**	**	**
12	0	**	**	**	**	**	**	**	**

Mathematics

Corrales International Sch

Reading

Grade (Spring 2015)	Growth Count†	Comparison Periods							
		Fall 2014			Spring 2015			Growth	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K	21	145.6	8.1	77	165.2	8.9	31	9.6	1.6
1	21	161.7	17.0	67	174.9	14.9	35	13.2	2.7
2	22	178.5	18.5	61	185.3	18.3	31	8.7	2.5
3	22	198.5	15.7	94	202.0	15.3	69	3.5	2.1
4	22	208.3	15.0	90	207.9	12.6	62	1.5	2.0
5	20	213.7	15.0	90	217.1	13.8	80	3.4	1.2
6	28	218.0	14.2	87	221.0	13.7	79	3.0	1.4
7	24	211.0	10.9	30	216.7	12.5	63	7.7	2.2
8	26	221.2	13.2	70	227.5	11.1	64	6.3	1.2
9	16	220.6	10.2	62	223.8	9.4	60	3.1	1.8
10	10	235.7	11.1	97	237.3	9.7	97	1.6	2.0
11	0	**	**	**	**	**	**	**	**
12	0	**	**	**	**	**	**	**	**

Reading

Provide a statement of progress and additional information regarding the above data: Overall 90% of students did meet a one year gain in Reading and Math. The Mean RIT scores from fall to spring in both Math and Reading show consistent improvement. There are certain areas, like the lowest 25% where this was not always the case. This will be a focus for 17-18.

Student Academic Performance Standard/Goal #2: The percentage of Hispanic, ELL, and SPED students scoring at or above proficiency in reading and math will increase by 10% each school year on the PARCC to close the achievement gap between subgroups.

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

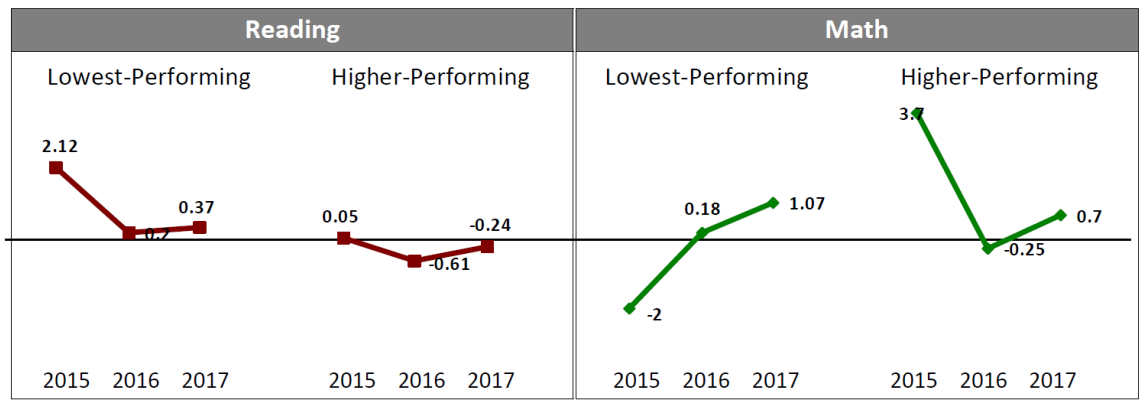
[PARCC Data](#)

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	-0.24 2.02	-0.08	-0.10	-0.16	-	-0.08	-	-	-0.04	-0.10	0.30
Lowest-Performing Points	0.37 3.22	0.08	0.06	-0.08	-	0.15	-	-	-0.32	-0.03	-0.29
Math Growth											
Higher-Performing Points	0.70 3.78	0.46	0.31	0.39	-	0.42	-	-	0.58	-	0.66
Lowest-Performing Points	1.07 4.29	0.25	0.28	0.25	-	0.30	-	-	0.34	0.33	-

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Data—Average Scores

Grade Level	Year 1 School Year	Year 2 School Year	Year 3 School Year	Year 4 School Year
All Lowest 25% Reading		2.12	0.2	0.37
All Lowest 25% Math		-2	.18	1.07

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

Although there was an overall drop between 2015 and 2016 there was an increase in 2017. Reading growth for the lowest 25% of economically disadvantaged, students with disabilities, and ELL students has not met expectations, however, Math growth has exceeded expectations. Variations in the test and in an increased student population has had a great effect on these scores. Both Math and Reading growth for the lowest performing 25% of CIS students will be a focus in the years to come.

Student Academic Performance Standard/Goal #3: Corrales International School students will have a 95% attendance rate each school year.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
 (Identify level of scores that indicate proficiency): [School grade report data used.](#)

Data—Average Scores

Grade Level	Year 1 School Year	Year 2 School Year	Year 3 School Year	Year 4 School Year
ALL	96%	95.5%	94%	97%

*Provide a statement of progress and additional information regarding the above data: **CIS achieved this goal in the first two years of the current charter. In 2016 the overall attendance rate slipped to 94%. This may have been due to varied changes at the school; including changes in leadership and policies. This became a focus for the 2017 school year and a positive reward system for attendance was instituted at the school. The result was the highest attendance rate of the past four years.***

Student Academic Performance Standard/Goal #4:

Ninety percent (90%) of the students completing 10th grade at Corrales International School will be ready for college as demonstrated through their participation in concurrent enrollment at CNM and UNM.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency): [School grade report data used.](#)

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	89	86	>98	>98	>98	66	-	-	>98	>98	>98
Participation Points	4.45										
Success (% of Participants)	>98	>98	>98	>98	>98	>98	-	-	>98	>98	>98
Success Points	10.00										
<i>Percentage of School's Cohort of 2016 Participating in Each</i>											
AccuPlacer	2	<2	9	4	<2	<2	-	-	<2	33	<2
CCR Opportunity											
ACT	21	12	55	24	<2	28	-	-	25	<2	<2
ACT ASPIRE	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
Advanced Placement	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
Career Technical Education	66	64	73	80	>98	26	-	-	>98	<2	>98
Compass	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
Dual Credit	86	82	>98	>98	>98	57	-	-	>98	>98	>98
International Baccalaureate	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
PLAN	23	16	45	20	<2	38	-	-	25	>98	>98
PSAT	56	65	27	84	<2	40	-	-	50	>98	<2
SAM School Supplemental	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2
SAT	4	5	<2	<2	<2	13	-	-	<2	67	<2
SAT Subject Test	<2	<2	<2	<2	<2	<2	-	-	<2	<2	<2

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

100% percent of our students participate in concurrent enrollment. For the past three years (since College and Career readiness was a measureable category for CIS) the school has received an "A".

Student Academic Performance Standard/Goal #5: Students scoring at 25th percentile on PARCC will progress towards proficiency making a 5% gain each school year they attend Corrales International School.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency): [PARCC data and school grading report used.](#)

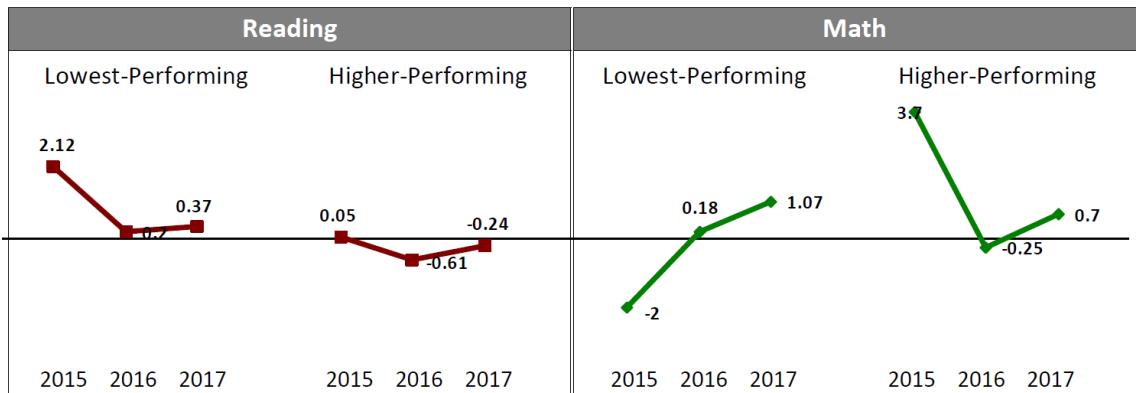
Data—Average Scores

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	-0.24 2.02	-0.08	-0.10	-0.16	-	-0.08	-	-	-0.04	-0.10	0.30
Lowest-Performing Points	0.37 3.22	0.08	0.06	-0.08	-	0.15	-	-	-0.32	-0.03	-0.29
Math Growth											
Higher-Performing Points	0.70 3.78	0.46	0.31	0.39	-	0.42	-	-	0.58	-	0.66
Lowest-Performing Points	1.07 4.29	0.25	0.28	0.25	-	0.30	-	-	0.34	0.33	-

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Provide a statement of progress and additional information regarding the above data: Although there was an overall drop between 2015 and 2016 there was an increase in 2017. Reading growth for the lowest 25% has not met expectations, however, Math growth has exceeded expectations. Variations in the test and in an increased student population has had a great effect on these scores. Both Math and Reading growth for the lowest performing 25% of CIS students will be a focus in the years to come.

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

Audit Findings

The 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, and the audits do 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
Planning Year (if applicable)	N/A	N/A	N/A
Year 1 (FY14)	2	Compliance	The school evaluated internal controls surrounding the year-end financial reporting process and established additional controls for having approved POs before purchases.
Year 2 (FY15)	6	Compliance, Significant Deficiency	The school did not renew the contract with the FY15 business managers for FY16 and set new controls and procedures in place including quarterly budget review and maintenance, review of available leave on a bi-weekly basis, review and timely filings for 941s and proper review and oversight of journal entries as of FY16.
Year 3 (FY16)	3	Compliance	The finding referring to FY14 and the recording of the rent deposit was corrected as of FY16 and the school's new business manager is well versed in recording infrequent financial transactions. A second employee was trained to take bank deposits in the event of an absence to meet the 24-hour rule. All accounts payable is now going through a two-part review process as of FY17.
Year 4 (FY17)	Unknown	Unknown	Audit has not been released as of date of this application.

Financial Statement

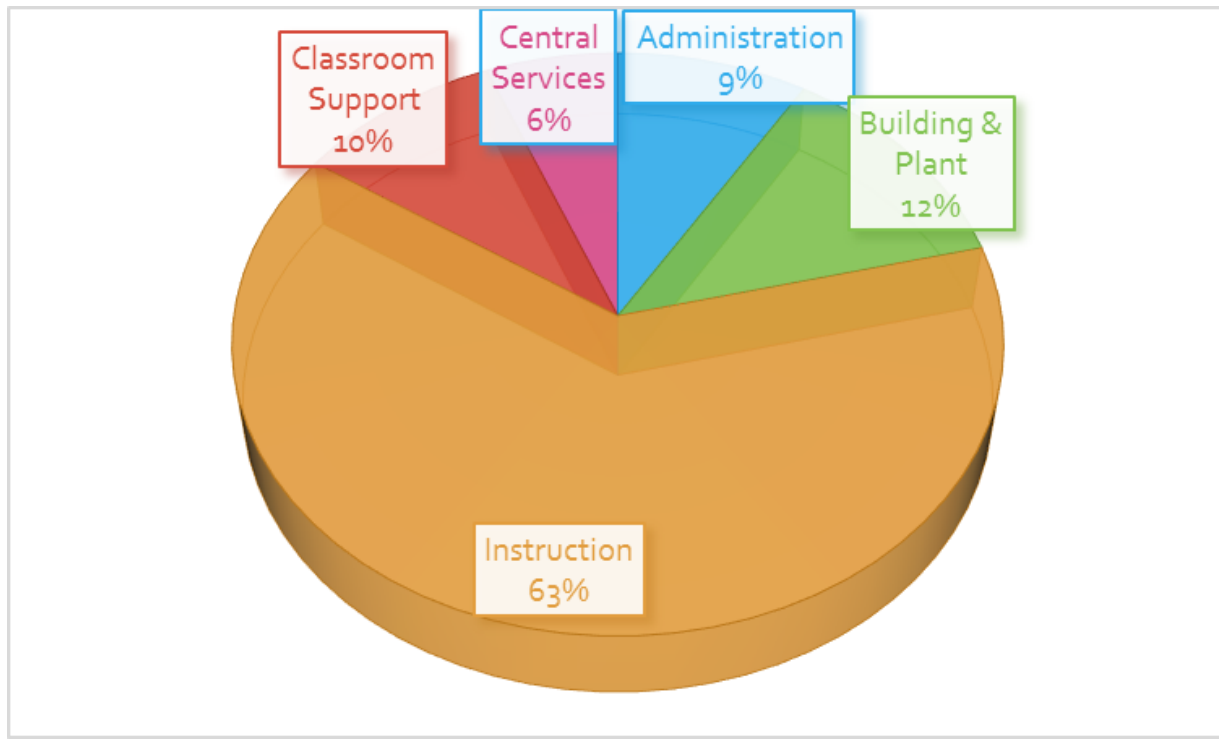
This statement should illustrate how the charter school is budgeting funding that is easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.)

The School was able to balance its budget without using cash carryover in FY2018. The school is accumulating the fund balance in SB-9 and HB-33 to use towards the down payment of a permanent building.

The estimated unaudited cash carryover from FY2017 is \$465,313. Cash carryover amounts are required to be included in the budget, but were not necessary to balance the budgeted expenditures for FY2018. CIS is estimating the following carryover amounts from FY2017; Operational \$121,560, Instructional Materials \$20,175, SB-9 \$162,911, HB-33 \$154,375, and private grants \$6,292. Cash carryover amounts stated above are based on unaudited financial statements.

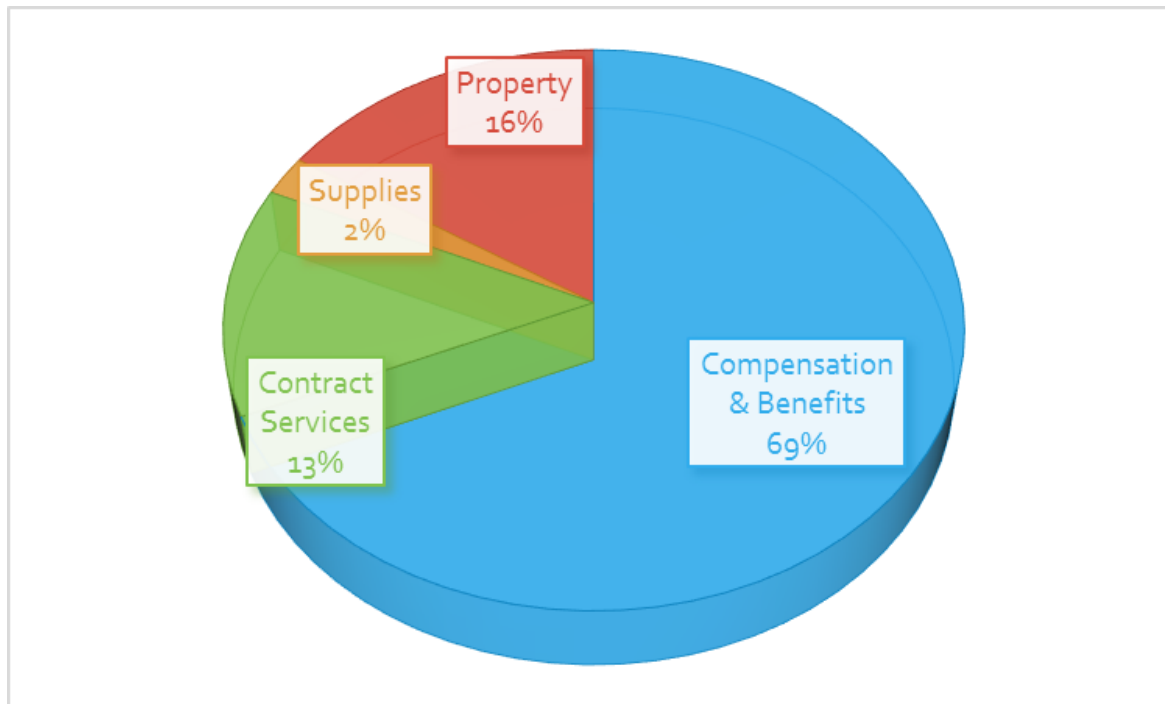
Expenditures by Function Code

The data below indicates that the school has budgeted 63% of Operational (Fund 11000) expenditures in the classroom and 10% in support for a total of 73% for instruction and support. Below is a chart showing the breakout of the Operational portion of the budget by function.



Expenditures by Object Code

69% of the budgeted object type expenditures for the Operational Fund (11000) are in compensation and benefits. The rent for the school's building is currently being budgeted in "contract services" or object 54610 since we do not currently own our building. Below is a chart that illustrates the breakout by object code for the Operational fund budget.



Other Financial 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.
- ✓ 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 schools 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 that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Governing Council

Please provide the following information for all Governing Council members:

Name	Occupation	Role	# of Years on Governing Council
Stacy Blackwell	Legacy Media/Owner	Co-President, Parent	3
Justin Sawyer	Attorney	Co-President	1
Joe Lopez	Former School Superintendent (Cuba)	Secretary	3
Rhonda Ledbetter	Accountant	Treasurer	1
Dr. John Emerson	Retired, Sandia Labs	Member At-Large	5
Robin Yoder	NM CYFD	Member At-Large, Parent	1
Amanda Bassett	Director of Advancement, UNM School of Medicine	At-Large	1

Name	Occupation	Role	# of Years on Governing Council
Rhonda Ledbetter	Accountant	Treasurer/Finance/Audit	2
Robin Yoder	Social Worker	Finance/Audit	1
Nicole Palacios	Tax Analyst	Audit	N/A
Naketta Wiley	Parent	Audit	N/A

Please provide a copy of your most recent Open Meetings Act Resolution. [Attachment #3](#)

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

Describe the Governing Council's process of evaluating the principal/Director. (No More than 1 Page)

Strategic Plan

The CIS Governance Council Shall:

Develop a strategic plan for the School that is updated annually to foster the attainment of its goals and objectives and to assure faithful compliance with the terms of the School Charter, including periodically reviewing that the School Charter with an eye to possibly seeing revisions in it; and conduct those meetings in compliance with the requirements of the New Mexico Open Meetings Act, including public notice.

Head of School Evaluation

The CIS Governance Council Shall:

Employ, supervise and annually evaluate the Head of School, including , by no later than the April regular Governing Council meeting, deciding on the renewal of the Head of School's contract The Head of School shall be evaluated in accord with the evaluation policy that has been approved by the Governing Council. At a minimum, the annual evaluation shall include feedback on the Head of School's performance throughout the school year, which has been solicited from parents, faculty, and staff. Additionally, the annual evaluation shall provide input on the Head of School's performance in implementing each of the School's strategic goals and objectives established for the school year by the Governing Council. The Head of School shall have an opportunity to prepare a self-evaluation, which shall be distributed to the Governing Council at the April meeting of the Governing Council. The annual evaluation shall be completed by the April meeting of the Governing Council, each year. If the Head of School's contract is renewed, the Head of School's salary shall be established as part of the School's annual budget.

i) The Governing Council shall delegate administrative and supervisory functions of the day-to-day operations of the School to the Head of School. The Governing Council shall not be involved in the day-to-day operations of the School.

ii) The Governing Council shall delegate to the Head of School the authority to implement the approved Charter and the School's policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Council. The Head of School shall be responsible for all matters pertaining to the School's affairs, including recruitment and supervision of faculty and staff, discipline of students, maintenance of School property, and the relationship among students, parents, and faculty. The Head of School shall approve the payment of proper bills for School expenditures. The Head of School shall maintain a copy of all Governing Council-approved documents, including the School Charter, minutes, agendas, bylaws, resolutions and policies. During the Head of School's employment, he/she shall not engage in other employment without the Governing Council president's written approval.

D. Petition of Support from Employees – Attachment #4

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

Include, as **Appendix**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

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

I am the head administrator of the Corrales International Charter School and hereby certify that: the attached petition in support of the Corrales International Charter School renewing its charter was circulated to all employees of the Corrales International Charter School. There are 32 persons employed by the Corrales International Charter School. The petition contains the signatures of 32 employees which represents 100 percent of the employees employed by the Corrales International Charter School.

STATE OF NEW MEXICO)

ss.

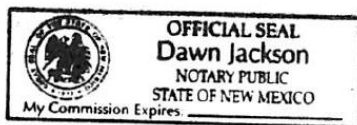
COUNTY OF Bernalillo)

I, Mark A. Tolley, being first duly sworn, upon oath state:

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

Mark A. Tolley

Subscribed and sworn to before me this 28th day of September 2017.



Dawn Jackson #504218
Notary Public

My Commission Expires: 6/9/18

E. Petition of Support from Households – Attachment #5

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

Include, as **Appendix**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

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

I am the head administrator of the Corrales International Charter School and certify that: the attached petition in support of the Corrales International Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 142 households which represents 89 percent of the households whose children were enrolled in the Corrales International Charter School.

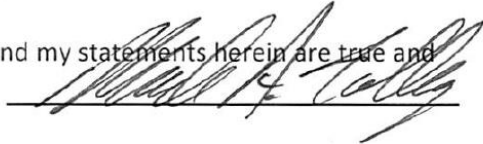
STATE OF NEW MEXICO)

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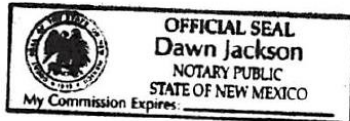
COUNTY OF Bernalillo)

I, Mark A. Tolley, being first duly sworn, upon oath state:

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



Subscribed and sworn to before me this 28th day of September 2017.



Dawn Jackson #504218
Notary Public

My Commission Expires: 6/9/18

F. Facility

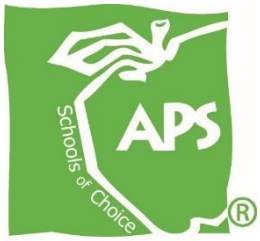
A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate. Also please 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.

[A copy of the E Occupancy is Attachment #6.](#)

[The description of the facility, lease, and a possible lease purchase option is Attachment #7.](#)

The long term plan is to find a larger facility to be able to grow to between 450 to 500 students. This would allow CIS to not constantly be under the threat of the small school size adjustment funds being cut or taken away. A major cut to small school size adjustment funds would cause CIS to not be able to serve its International Baccalaureate mission or possible close. The enrollment goal is attainable with over 100 students on the CIS waiting list in each grade K-5 and somewhat lesser amounts grades 6-8. A Foundation has been established for the school with the express purpose of raising money for a new building. Also, CIS finally started to receive HB 33 and SB 9 funding in 2016. CIS has repeatedly expressed interest in partnering with APS to fulfill its capital needs and provide a unique educational opportunity for students of the district, and possibly be a feeder for the IB Diploma program at Sandia High School.



Part C—Self-Study

(Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

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 approved.
- What main strategies will be implemented to address these priorities?
- How has the data been used to modify systems and structures that 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 has been involved in monitoring academic performance and in strategic planning for the next five years.

First Academic Priority: To lower the achievement gap between the lowest performing students (including Economically Disadvantaged, Students with Disabilities, and ELLs) and the highest.

Second Academic Priority: To show positive growth in Reading and Math in all grades and student sub-groups (Economically Disadvantaged, Students with Disabilities, and ELLs)

Third Academic Priority: Improve Reading proficiency school-wide.

Looking at the data from the past four years these priorities address trends in performance for Corrales International. These three priorities are related and a number of strategies may address all three. The first strategy is to use the NM PED's Annual and 90 day plans to monitor data and identify focus areas more often than once a year. Next strategy is to provide all staff with training in differentiating instruction. According to the data this is a high priority as shown by the scores of student subgroups. This need is not only reflected in the data but confirmed by evaluations and principal walkthroughs. To support classroom instruction another strategy is for the principal and other instructional leaders to increase the number of non-evaluative classroom walkthroughs. Administration will devote time daily to walkthroughs and follow up with face-to-face, timely feedback to teachers. Also, Corrales will reinstate its extra-curricular tutoring program. This program can be voluntary for students that feel they need a little help in core subjects or mandatory for students referred by the teacher.

In the past, data has been used modify systems and structures that were in place but not working to support student performance. In 2016-17 mathematics performance in the Middle Years program was identified as an area of concern. A personnel change was made and an online support program was provided for students to get additional practice in areas of challenge. Also, training in analyzing short cycle assessment data was provided to the teachers to identify areas of growth in instruction and areas of need for the students.

Although, there has been some narrowing of the achievement gap and the lowest performing student are showing an increase in proficiency, the economically disadvantaged, students with special needs, and ELLs are still an area that needs additional support. In addition to the strategies above, more small group pull-outs and one on one support will be provided for ELL's and special needs students.

Academic performance, including, school grade, short-cycle assessments, and PARCC scores are presented and discussed at Governance council meetings. Strategic planning is done by the leadership team and presented to the Council for discussion and input. This is done with the School Advisory Committee also. The Governance Council then approves the plan for the year. With the 90 day plans, this will be done twice a year.

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 that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and 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: "Exceeds standards," "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 that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

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

Again, please note that **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 that specify what students should know and be able to do, for each subject or content area and 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 that 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 “exceeds standards,” what constitutes “meets standards,” what falls under “working to meet standards” and what it means to “does not meet standards.”

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

90% of students, third grade through tenth grade, will show an equivalent 1.0 growth on NWEA MAP short cycle assessment in Math during the school year. In addition, 90% of students 3rd grade through tenth grade will exceed the PARCC scores (Math) of their peers district and statewide.

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 (i.e. state graduation standard.)

The goal reflects the schools accelerated program and commitment to its dual language program. Although, A one year growth seems to be a very standard goal, the IB curriculum, dual language, and accelerated class schedule of the MYP make this a rigorous goal for the school. The school must show growth and scores that exceed its peers to attract students to the program. Both PARCC scores and short cycle assessment data already included in this document support the goal. Although this goal has been achieved in the past, the performance has not been consistent and becomes more difficult as we take more and new students through the lottery process.

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

90% of students Kindergarten through tenth grade will show an equivalent 1.0 growth on NWEA MAP short cycle assessment (or Istation) in Language Arts during the school year. In addition, 90% of students third through tenth grade will exceed the PARCC scores (Language Arts/Literacy) of their peers district and statewide.

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 (i.e. state graduation standard.)

The goal reflects the schools accelerated program and commitment to its dual language program. Although, A one year growth seems to be a very standard goal, the IB curriculum, dual language, and accelerated class schedule of the MYP make this a rigorous goal for the school. The school must show growth and scores that exceed its peers to attract students to the program. Both PARCC scores and short cycle assessment data already included in this document support the goal. Although this goal has been achieved in the past, the performance has not been consistent and becomes more difficult as we take more and new students through the lottery process.

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

Students third through tenth grade in the lowest achievement bracket will narrow the achievement gap by an average of 5% in Reading and Math as measured by NWEA MAPS assessment.

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 (i.e. state graduation standard.)

As the data shows in previous sections of this document, the lowest achievement bracket is an area of concern for the school. Targeting the achievement gap in reading and math is a rigorous goal but needed to address the performance of our economically disadvantaged, ELL, and students with disabilities subgroups.

A. Amendment Requests – Material Changes to the Current Charter

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

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

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

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

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

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

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

Printed Name of Governing Council President or Designee: _____

Thanks to NMPEC and to NACSA for allowing APS CMSD to use their forms/ideas in conjunction with our own to create this document. Below is a “glossary of terms” that is included in the NMPED/PEC renewal form that you may find helpful.

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

to the secretary within 45 days of the approval of the charter application. Please note: the charter school and APS may agree to an extension of the 30-day deadline.

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

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

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

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