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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

Coral Community Charter School

CSD RECOMMENDATION

CSD recommends a short term (2 year) renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a 3 year average letter grade of D, but the school has a prior year letter grade of B and prior year three year average letter grade of C. CSD's recommendation is further based on the fact that the school has not met or made substantial progress toward all of the school specific goals in the charter contract and other concerns regarding legal compliance.

For the reasons listed above and described in the report below, CSD recommends the following conditions of renewal:

- A shortened term renewal (2 years) to ensure improved performance in the letter grade and improved performance in school and mission specific goals.
- Submission of an acceptable academic improvement plan along with regular reporting on that plan and its effectiveness.
- The school's performance framework include academic goals related to:
 - Growth of Lowest Performing Students (Q1)
 - Current Standing/Proficiency
- The school's performance framework include organizational goals related to:
 - Audit findings and responsiveness
 - Financial performance and reporting

In addition, CSD recommends that the amendment request be approved to align with previously approved amendments.

SCHOOL SUMMARY

Coral Community Charter School began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school to demonstrate improved student academic achievement, and that the PEC use increases in student academic achievement for all groups of students

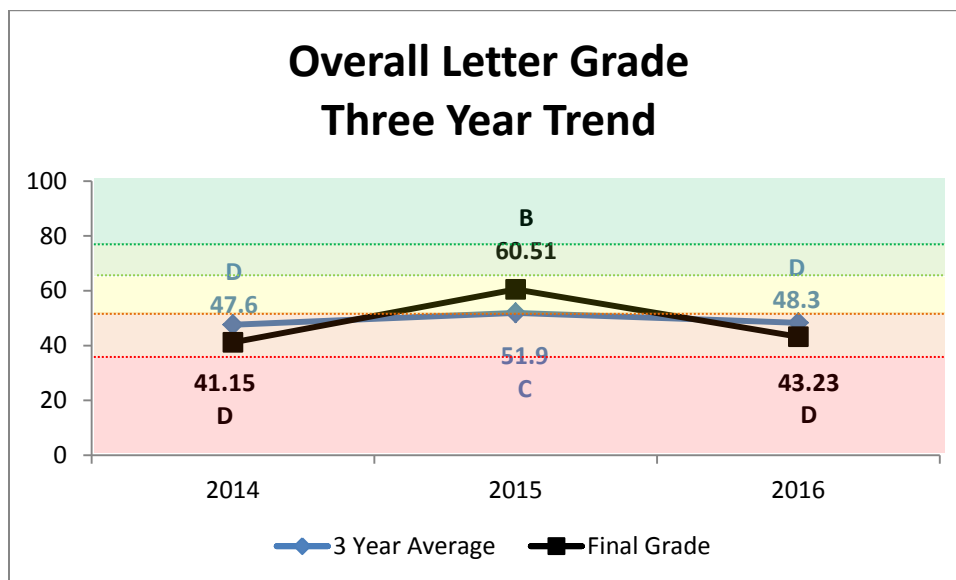
as the most important factor when determining to renew or revoke the school's charter. The school was also subject to the following specific conditions:

- a. Organizational goals and student achievement goals will be adjusted to eliminate processes.
- b. The preference for siblings in the lottery process will be clarified.
- c. The school will revise its current lottery then ensure compliance with 34 CFR 106.34(b), ensuring that students are not admitted based on sex.
- d. Include an "audit committee" and "finance committee" as standing committees of the governing body.

Compliance with these terms was determined at the commencement of operations.

The school submitted its renewal application in a timely manner. The school's renewal application includes one amendment request. This request seeks to change the mission of the school to reflect the grade expansion recently approved by the Commission.

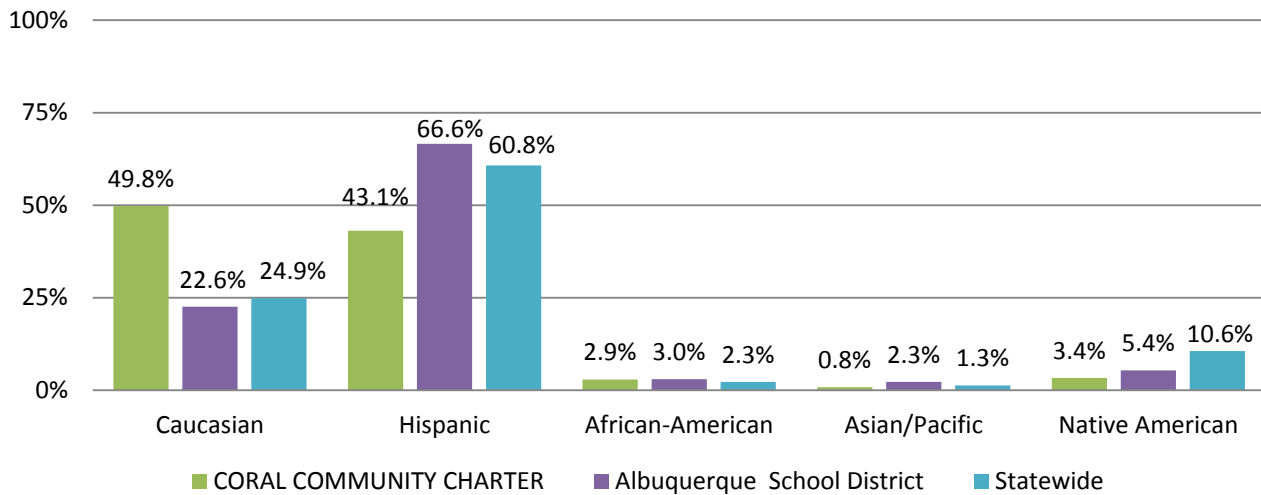
The following information provides a snapshot of the school's academic performance over the last three years.



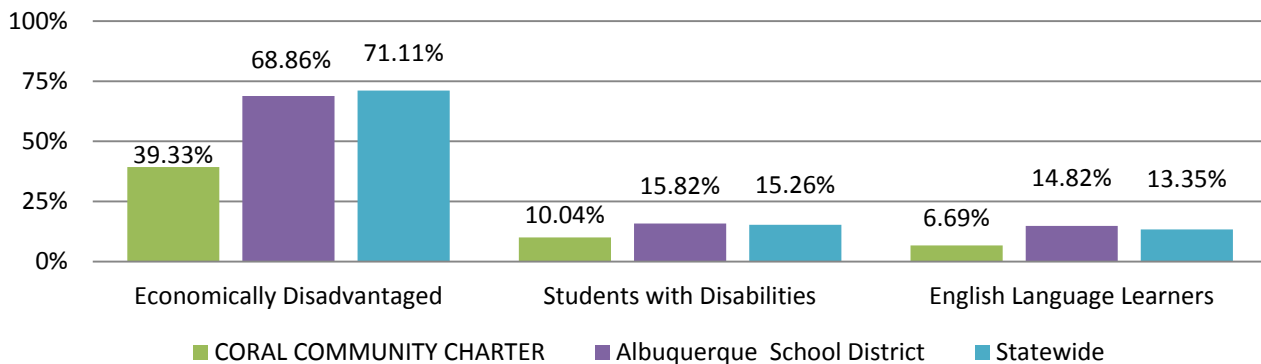
The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

Comparative demographics show the school has a higher Caucasian population than the surrounding district and a lower and Hispanic and Native American Population. The school also has a lower population of English Language Learners, students with disabilities, and economically disadvantaged students.

2016-17 Comparative Student Demographics

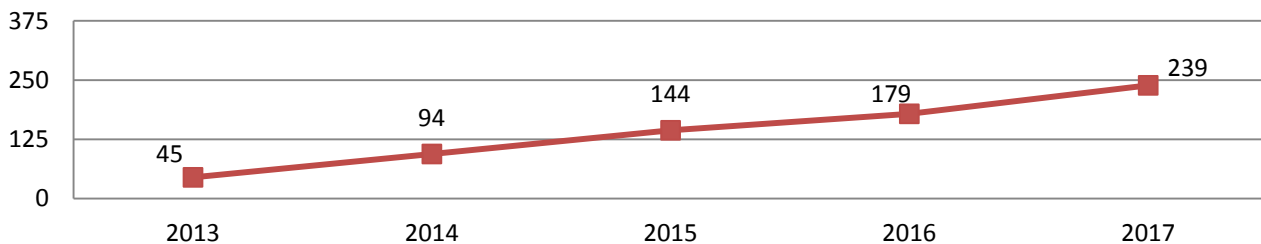


2016-17 Comparative Student Subgroup Enrollment



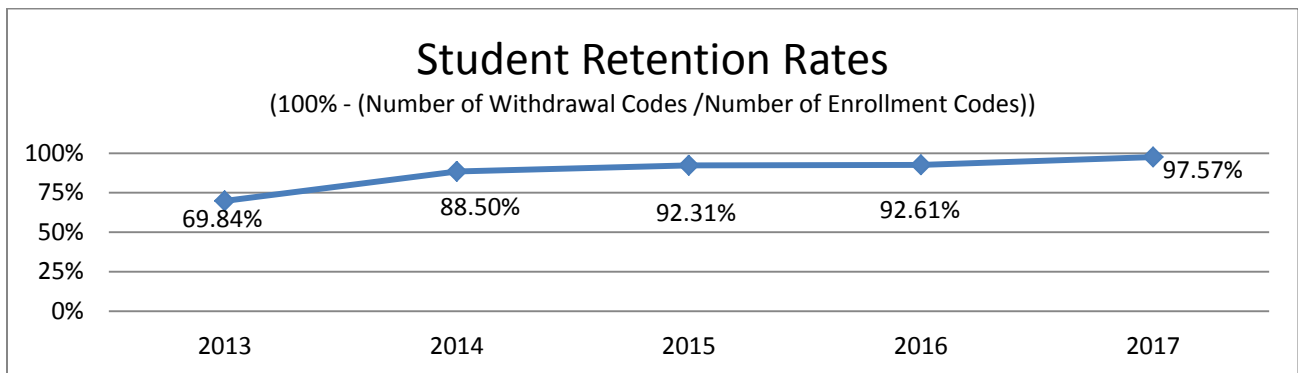
The table below demonstrates the 40 day membership for each of the years in operation. The school's enrollment has increased each year.

40 Day Student Membership



The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing

the number of withdrawal codes (number of students who were withdrawn from the school at some point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at school point during the year). CSD believes this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have steadily increased from approximately 70% in the first year to nearly 100% in its fifth year. However, the current year retention should not be compared to prior years as it does not account for attrition or additional retained enrollments through the year.

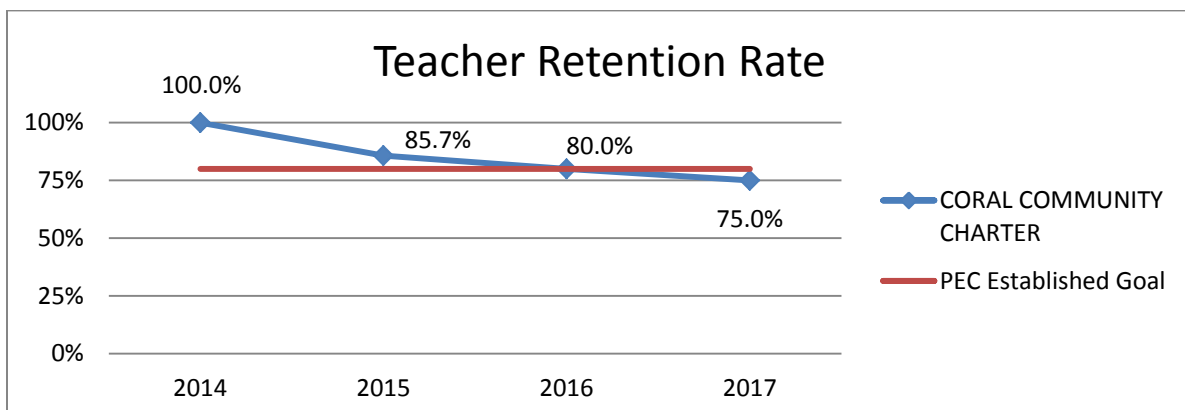


The table below demonstrates teacher retention for the second through fifth years of the charter. Annually, the school's teacher retention rate has been declining. However, until the current year, the teacher retention met the PEC's stated goal of 80% retention (lower than 20% turnover).

School's Response

At the close of 2015-16 school year, the following amicable changes in staff occurred, which explains the drop in our rate:

- *1 teacher left the profession*
- *1 teacher retired after 35 years of service*
- *1 teacher left due to family reasons*



The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by 100% of the school's current employees and 100% of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

During interviews with the students, staff, and families, the CSD learned they overwhelmingly support the continuation of the school. All stakeholders interviewed articulated their support of single gender instruction because they believed female and male students learn differently and that this format builds student confidence.

During student interviews, student expressed that they like having the single gender classes, stating they are “more able to concentrate on academics.” The students interviewed reported that they are happy with teachers, appreciate the individualized instruction, and like their school.

During family interviews, parents appreciate that the school allows their students to work at their own pace. The parents also spoke about the closeness of the Coral Community, the high energy teachers, and their love of the single gender classrooms. Parents also praised the school leaders for handling discipline issues immediately and for creating a safe learning environment.

During teacher interviews, teachers emphasized that the school is meeting student and community needs. The teachers believe the single gender set-up works, and that they are able to meet the needs of students. Teachers also believe that the school administration provides them with adequate training on gender-specific teaching.

RENEWAL STANDARD

Pursuant to NMAC 22-8B-12, a charter may be not renewed if the charter school did any of the following:

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

In addition, in 2015 the New Mexico statutes annotated was revised to reflect the following:

On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school:

- (1) is housed in a building that is:
 1. owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government; or
 - (a) subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978]; or
- (2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that:
 - (a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and
 - (b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

ANALYSIS

In order to support the decision making of the Public Education Commission, this renewal report reflects the information known to the Public Education Department in relation to:

- the school's efficacy in fulfilling the conditions, standards, and procedures set forth in the charter contract;
- the school's status in relation to achieving, or making progress toward achieving, the Public Education Department's standards of excellence as reflected in the school letter grade;
- the school's status in relation to achieving, or making progress toward achieving, the student performance standards identified in the charter contract;
- the school's efficacy in meeting generally accepted standards of fiscal management;
- the school's compliance with all provisions of law from which the charter school was not specifically exempted; and
- the school's status in relation to meeting the facilities requirements laid out in 22-8B-4.2.

Summary		
	Meeting Expectations	Not Meeting Expectations
Charter Contract Material Terms	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Public Education Department's Standards of Excellence	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Performance Standards in the Charter Contract	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Generally Accepted Standards of Fiscal Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compliance with all Provisions of Law	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities Requirements Laid Out in 22-8B-4.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CORAL COMMUNITY CHARTER SCHOOL HAS FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT

The school is under an original charter, which incorporated the school's application into the charter as material terms. CSD's observations demonstrate the school is implementing the educational program set forth in the school's charter. The school's original application included the following material terms, which were incorporated into the charter contract:

Mission:

Coral Community Charter will serve Albuquerque students, Kindergarten - sixth grade, who choose to attend. We are dedicated to providing single-gender classes, quality instruction, individualization, and family/community involvement to ensure students' proficiency.

Coral Community Charter will know it is achieving its mission when all students, regardless of race, gender, or socioeconomic status are making progress and the school is meeting both its organizational and student performance educational goals.

In order to have a quality school Coral Community Charter (CCC) will adopt four pillars: single-gender classes, quality instruction, individualization and family/community involvement. Each pillar utilizes unique and innovative strategies and opportunities for students and their families that differ from other Albuquerque schools.

Coral Community Charter will implement varied strategies and methods when delivering curriculum in order to meet our goal of individualized instruction for all students. One key method will be the implementation and development of Personalized Education Plans (PEP) for every

student. These plans will be developed by and with the student with guidance and from teachers and the family. Student learning styles will be identified, assessed and taken into consideration when developing the plan so that the student will know how he or she learns best.

The school will require all grades to attend no less than one thousand eighty hours per year.

In 2016, the school requested to amend its contract to increase the grade levels served from K-6 to K-8. The amendment request was approved by the Commission.

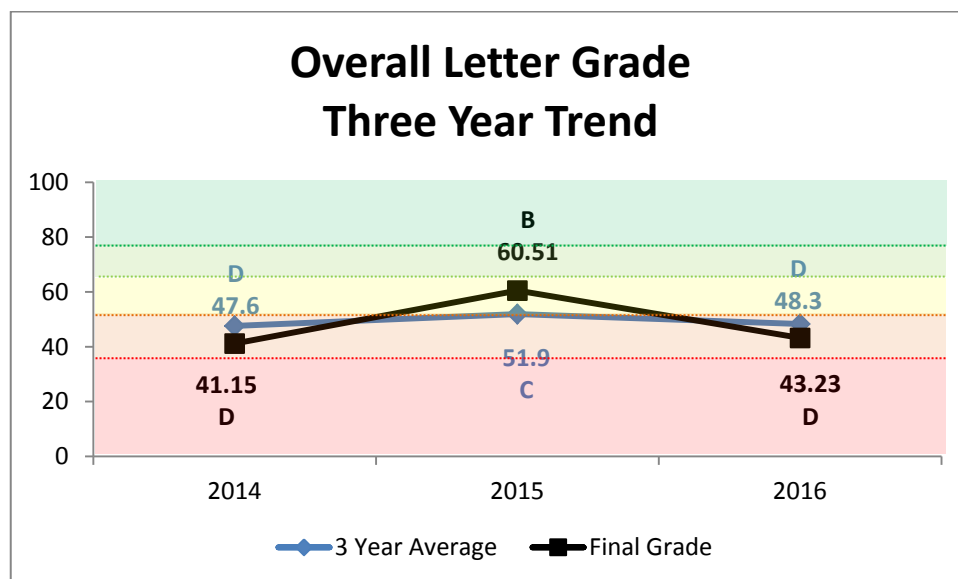
Classroom visits of approximately 10 minutes were conducted by CSD staff. Students were divided into single gender classrooms by ability levels. PED staff members observed program implementation that demonstrated evidence in the materials being utilized for the reading activity that aligns to the CCSS (Reading Leafs). PED team members observed single gender class and individualized learning. Team members noted various school resources such as Base Ten blocks, IPAD's, and "Beta" math workbooks. A review of the instructional schedule and calendar indicate the school has 1085 hours of instruction scheduled.

For the reasons stated above, it appears that the school has fulfilled the conditions, standards, and procedures set forth in the charter contract.

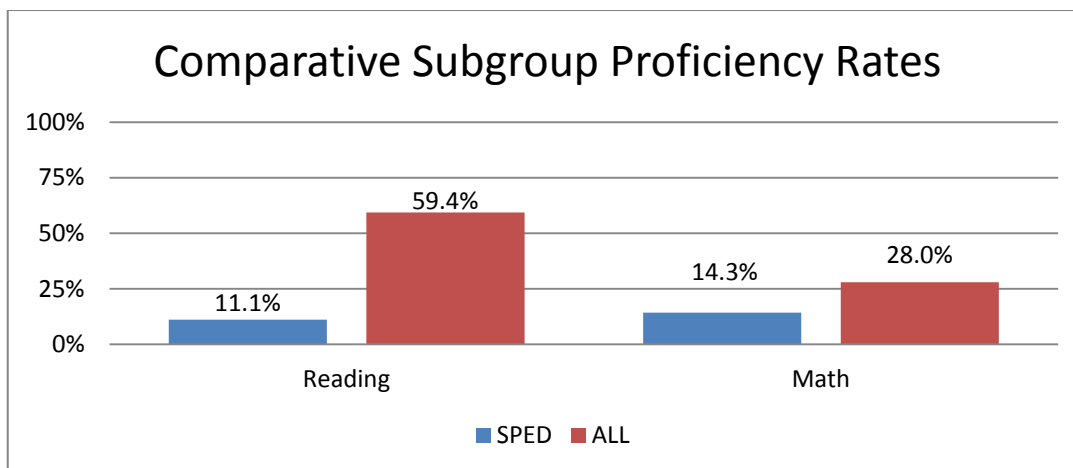
CORAL COMMUNITY CHARTER SCHOOL HAS NOT ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights for are imbued to the families who have students enrolled in a public school rated F for any two of the last four years. Additionally, the law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

The tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of D.



The school had limited data for subgroups. The available information is reported below. The percentage of students with disabilities that scored proficient in reading was approximately 48% points lower than students without disabilities. The percentage of students with disabilities that scored proficient in math was approximately 14% points lower than students without disabilities. The school scored an “F” for the growth of Q1 (25% Lowest Performing Students). In both math and reading, the lowest performing students gained *less* than 1 years’ worth of growth with negative VAS scores of -0.38 (reading) and -0.70 (math).



School's Response

The school provided additional subgroup information. See Response to PED Analysis Through Document 1.

The school provided student specific data, but provided no analysis of that data. CSD's analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD's analysis of the data shows that for reading, when comparing end of year data for students that have two years of data 24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

In the renewal application the school indicated it has made progress by earning a B in 2015. However, the school earned a D again in 2016. The school specifically notes there is a “trend in growth for ELA over three years moving from 46.7% in 2012-13 to 57.6% in 2013-14 and 59.4% in 2014-15.” The school also notes its proficiency is greater than the local district and the state. However, the school does not address the growth of its students, which is negative for both the Q3 and Q1 in both math and reading. The current standing (proficiency) measure also incorporates the growth VAS scores, which is why the school's scoring is low. The school also states the score may have decreased in 2016 because “the ratio of new students enrolled is higher than any other year. We appealed our grade based on what we believe to be miscalculation of value added points and miscalculation based on not incorporating the addition of 6th grade into the equation. Our appeal did not result in a change.”

School's Response

<i>The school</i>	YEAR	NUMBER STUDENTS	PERCENT PROFICIENCY	PERCENT GROWTH
	BOY 2015	88	70.5	
	EOY 2015	89	61.8	98.8
	BOY 2016	138	58.0	
	EOY 2016	152	57.9	95.0

provided several charts to support overall school growth and proficiency. See Excel spreadsheet, Response to PED Analysis/Student Data w/Subgroups for back up data. MAP/Math Proficiency Growth

MAP/ELA Proficiency Growth

YEAR	NUMBER STUDENTS	PERCENT PROFICIENCY	PERCENT GROWTH
BOY 2015	88	68.2	
EOY 2015	91	82.4	86.4
BOY 2016	138	61.6	
EOY 2016	151	60.9	87.7

The school provided student specific data, but provided no analysis of that data. CSD's analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD's analysis of the data shows that for reading, when comparing end of year data for students that have two years of data 24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

The school's appeal, "The school believes that VAM points aren't consistent with last year" did not result in a change, because it was not a justified appeal. The response to the appeal is provided below:

The value-added score is calculated differently from proficiency rates. The value-added score is based on how students performed in 2016 compared with how they were predicted to perform based on their prior tests scores and some student and school demographic variables (e.g., school size and whether the student is at the school for the full academic year). Therefore, Coral Community students were compared with students who had similar test scores in previous years. Another difference is that the value-added model examines change in scores throughout the range of the test scores, while the proficiency rate examines whether the student has reached the proficiency cut-score (e.g., level 4 or 5 in PARCC) or not. These calculations were verified. There is insufficient evidence to alter the school's original calculation.

School's Response

Though our school grade is a D, CCCS students show substantial growth on MAP for math and ELA and DIBELS for ELA.

- The MAP results for math demonstrate substantial growth in math each year, far exceeding the national norms set for this assessment, which is 50%-60%.

In 2015, the percentage of students who made growth in math was 98.8% of 89 students. In this calculation, we know that only one student did not make growth; however, he increased his MAP score by 21 points in 2016. As in this case, we are able to identify student needs quickly and make adjustments immediately.

In 2016, the percentage of students who made growth in math was 95% of 152 students.

In 2015 the percentage of students who made growth in ELA was 86.4% of 91 students.

In 2016 the percentage of students who made growth in ELA was 87.7% of 151 students.

In 2015 the percentage of students who made growth in ELA was 89.8% of 89 students.

- *In 2016 the percentage of students who made growth in ELA was 74.7% of 144 students. For each year, including this one, our students show growth. However, this is the lowest rate of growth to date. Please see Supporting Information, p. 17 for a detailed explanation of interventions that have been put in place to ensure that we continue to see substantial growth.*

Opportunities for Improvement

- *All students- We recognize the need for all of our students to perform better on the PARCC. Our growth data on the SCAs demonstrates that our students are making gains. We believe they can perform well on the PARCC. So, we have identified strategies to support students in improved PARCC performance including increased PARCC practice for all students and the intervention plan mentioned above.*
- *Students with Disabilities- In 2015, 4 SWD participated in PARCC-MATH, 4 did not meet proficiency. In 2016, 10 SWD participated in PARCC-MATH, 9 of them did not meet proficiency while 1 did. Out of the 4 SWD who participated both years 2 achieved gains and 2 did not. In 2015, 4 SWD participated in PARCC-ELA, 4 did not meet proficiency. In 2016, 10 SWD participated in PARCC-MATH, 7 of them did not meet proficiency while 3 did. Of the 4 SWD who participated both years, all 4 achieved gains.*
- *Q1 Students - In 2015, 1 of the current MATH-Q1 student participated in PARCC-MATH and did not meet proficiency. In 2016, our 6 current MATH-Q1 students participated in PARCC-MATH, and all six did not meet proficiency. The 1 student who participated both years made progress. In 2015, 1 of the current ELA-Q1 student participated in PARCC-ELA and did not meet proficiency. In 2016, our 4 current ELA-Q1 students participated in PARCC-ELA, and 4 did not meet proficiency. The 1 student who participated both years made progress.*
- *Q3 Students- In 2015, 2 of our current MATH-Q3 students participated in PARCC-MATH and both met proficiency. In 2016, our 11 current MATH-Q3 students participated in PARCC-MATH, and 4 met proficiency. Of the 2 students who participated both years, made progress. In 2015*

2 of our current ELA-Q3 students participated in PARCC-ELA and both met proficiency. In 2016, our 13 current ELA-Q3 students participated in PARCC-ELA, and 5 met proficiency. Out of the 2 students who participated both years, 1 made progress.

The school provided student specific data, but provided no analysis of that data. CSD's analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD's analysis of the data shows that for reading, when comparing end of year data for students that have two years of data 24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

In current standing, the school incorporates a similar narrative noting that the points have fluctuated, the school has appealed the grade, and the appeal was denied. The response to the appeal is incorporated here. The school's response indicates that they were "assigned" points rather than accepting that the points were earned and providing information about what they did to respond to the score that was earned.

The school further states, "By looking at all of our data, we believe we have a sound three-part plan for supporting increased student performance and the upward trajectory in student proficiency over time. "

The school proposes it will take the following actions:

- First, we will continue to analyze ta and develop annual Personal Education Plans (PEPs; see Appendix E) and set goals for each student in collaboration with students, parents, teachers and support staff. Since the school's beginning, at the start of each school year, the administrators and staff of the school analyze their students' short cycle and PARCC assessment data. Then they take a closer look. They gather important anecdotal and qualitative data that lie within the stories of individual students such as significant experiences they bring with them, events and variables that occur once they are enrolled, and circumstances that occur during the administration of the assessments. This data, along with assessment results, is used to develop the initial PEPs. These plans are targeted to meet individual needs of students and are updated twice per year using new data and information gathered between grading periods.
 - Second, for ELA, we are able to put our literacy plan in place with the help of Reads to Lead funding for 2016-17 and build on our past success. We will continue to increase capacity within our staff to provide quality research-based instruction through Wilson Language Training (3 teachers will obtain certification at 3 different grade levels); use 1 FTE to provide interventions for struggling students in addition to the literacy block; use 1 FTE to coach teachers within the classroom and ensure fidelity of implementation; and utilize our Regional Support Specialist to access additional training and resources.
 - Third, we are implementing a new Math Support Plan this year. We have analyzed and verified that our core math curriculum is aligned to the New Mexico Common Core State Standards (CCSS). Additionally, the Head Administrator discussed the curriculum at great length with a representative of the company and determined its high quality and aligns with standards. We have identified our students who need the most support and are providing targeted interventions for these students both within the classroom and in small groups. In addition to student support, teachers will be supported in several ways. They are receiving intensive training in implementing the core math curriculum. Experienced staff members mentor less experienced teachers in incorporating PARCC math readiness into the daily curriculum. We implemented an additional program that simulates assessment questions and provides explanations for incorrect answers. Teachers are provided with a tentative weekly schedule of practice questions for students from CCSS and PARCC. This program supports our younger students in attaining assessment skills and provides our struggling students with explanations for correct answers.
- We believe these three actions will increase student performance and support greater student growth.

While the school believes these actions will result in improved achievement, the school has not provided data to demonstrate improved achievement. The school did state “at the EOY 2015-2016, 74% of our 3rd -6th grade students are proficient in DIBELS. Also, 48.8% of our 3rd -6th grade students are proficient in MAP-Math and 60.7% are proficient in MAP-Reading.” However, the school did not indicate how this compared to the prior year data for the same students and/or grade levels.

In the school growth area the application states, “PARCC results show that students who are consistently enrolled show consistent and greater gains over time. For ELA, student proficiency rates are 25% in 3rd grade, 33.3% in 4th grade and 59.7 in 5th grade. The proficiency rate for 6th grade is 35.3. Although this rate is over 11% higher than the local district and state, we attribute the lower proficiency rate to two factors: the enrollment of new students (this was the first year for 6th grade) and the medical emergency of the classroom teacher’s spouse that occurred during the administration of the PARCC. For math, student proficiency rates are 25% in 3rd grade, 33.4% in 4th grade and 52.7% in 5th grade. The proficiency rate for 6th grade is 11.8%, which we attribute to the same factors as 6th grade ELA above.” The school data does not indicate that 58.82% of the students in the 6th grade class were returning students. The school has not provided specific evidence to track students that have attended the school for multiple years and those students’ performance. This data would help the Commission better understand if this theory proves true. The school could also provide data to show the percentage of students who have been at the school for multiple years within each grade level. This data does not demonstrate improvement in student achievement as presented. Nor does the narrative explain how the school has sought to improve school growth.

School’s Response

Please see student data charts above and Excel spreadsheet, Response to PED Analysis/Student Data w/Subgroups for back up data for information on students who have attended multiple years. Please see below for information on annual enrollment.

Year 1 62 students

Year 2 125 students 50.4% increase in enrollment

Year 3 156 students 19.9% increase in enrollment

Year 4 201students 22.4% increase in enrollment

Year 5 202 students 4.9% increase in enrollment

Out of the current 202 students, 18 students {8.9%} have 5 consecutive years at the school, 35 students {17.3%} have 4 consecutive years at the school, 40 students {19.8%} have 3 consecutive years at the school, 60 students {29.7%} have 2 consecutive years at the school. This year there are 49 new students {24.3%} at the school.

The school provided student specific data, but provided no analysis of that data. CSD’s analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD’s analysis of the data shows that for reading, when comparing end of year data for students that have two years of data 24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

In the Growth of Highest Performing Students the school notes that the school will “continue to utilize PEPs and set individual goals to provide learning experiences that are appropriate for the skill levels of these students.” The school does not provide any information about changes the school will be or has made in response to the assessment and performance data. The school’s performance in this area is a C in 2016. However, the VAS score for these students is negative in both math and reading, meaning the students earned less than a year’s worth of growth as compared to their matched peers based on prior year performance.

In the Growth of Lowest Performing Students area the application recognizes that the data has shown consistent declines, “In 2013-2014, we earned 9.11 points for a letter grade of F. In 2014-2015 we earned 6.17 points for a letter grade of F. This is a drop of 2.94 points. In 2015-2016, we earned 5.92 points, which is a drop of 3.19 points. Our average for the last three years is 7.07 points (or 35.4%).” The school attempts to dismiss the trend presented by the data: “the 2012-13 school grade was not calculated based on CCCS data. Therefore, our 3-year average is skewed.” The school neglects, however, the processes the PED used to crosswalk the data so that the data is comparable and does show a trend of declining growth in comparison to matched peers over the three year period.

In regards to Opportunity to Learn and Bonus Points, the school notes that they have continued to improve their points over the three year period. In regards to OTL, the school notes, “We remain stable in this indicator and are consistently above benchmark, earning above 9 points each year. In 2014-15, we earned .14 more points than the allowable total.” In relation to Bonus Points, the school notes, “We have increased our points each year, achieving 5 out of 5 for 2015-16. This year, we were awarded Bonus Points for our PEPs (see Appendix E) and how they are used in conjunction with the SAT process to provide targeted interventions.”

As described above the school’s performance does not meet the Public Education Department’s Standards of Excellence as reflected in the school letter grade, the school has received D letter grades in 2 of the last 3 years and the school’s current 3 year average letter grade is a D. Further, the school has received Fs in 2 of the 5 letter grade components including student growth of the lowest performing students and a D in School Growth. The school accepted limited ownership over the data and provided limited information in the narrative to describe the actions it has taken or will take to improve student achievement. The school has not described how it has prioritized resources toward proven programs and methods linked to improved student achievement.

For the reasons stated above, it appears that the school neither achieved, nor made substantial progress toward achieving, the public education department’s standards of excellence as reflected in the school letter grade.

CORAL COMMUNITY CHARTER SCHOOL HAS NOT ACHIEVED, OR MADE PROGRESS TOWARD ACHIEVING, THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

In its renewal application the school indicates it did not meet any of the goals identified in the charter contract.

The school’s charter, including its original application, incorporated the following goals:

☐ Goal #1 - By the completion of each full year of attendance, 100% of students will show an individual growth rate of no less than 10% from their baseline data in at least two academic areas (Science, Reading, Math) as measured by the standardized short cycle assessment (such as but not limited to the Measurement of Academic Progress) which is administered three times each year (at the beginning of each school year and twice thereafter).

☐ Goal #2 - By the end of each student’s third grade year, he or she will score proficient in reading using a triangulation of data derived from Short Cycle Assessment, SBA and/or classroom assessment data in order to advance to the next grade level (unless otherwise stated in IEP or PEP). Students must demonstrate proficiency in at least one of the three data areas to be considered proficient.

*This data will also be used to drive instruction to meet the needs of the students derived from the percent proficient in third grade.

☒ Goal #3 - By the end of the academic year CCC will score a 95% or higher attendance rating as measured by STARS.

The school has not provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. Coral Community School used 3 different assessments over their term to evaluate this goal. For the first year, Coral used the Brigance Assessment, for year 2 the school used the Curriculum Assessment, and in the last 2 years the school used the MAPS tests. Because of the change in assessments the school measured growth during the first 2 years and proficiency rates during the last 2 years. The school states it we reported proficiency instead of growth in years 3 and 4 “because reporting on growth as stated in the goal does not help us identify proficiency rates or align with school grading.” However, this statement neglects that a majority of the school grading points are based on growth measures, not proficiency measures.

CSD is unable to conclusively say that school met or did not meet this goal as the school did not measure the same indicator over the school’s term. However, using the limited data the school provided, the school did not meet this goal and did not demonstrate progress. Using the Brigance, the school reports that 100% of students achieved 10% growth from their baseline in year 1. For the Curriculum Assessment the school reports that 100% of students achieved 10% growth in year 2. The Brigance and Curriculum Assessment results cannot be compared to the MAP assessment results because for MAP, students’ proficiency was reported in year 3 and year 4. The MAP assessment provides growth goals and growth data, which the school has failed to report. This data should be provided to provide comparative data for the Commission.

School’s Response

MAP data was submitted on an excel spreadsheet on October 3, 2016 in Web EPSS in the "Supporting Data" link in the Renewal Application section. Please see below for graphs showing MAP growth data. Additionally, please see Excel spreadsheet, Response to PED Analysis/Student Data w/Subgroups for back up data.

MAP/MATH- PROFICIENCY/GROWTH

YEAR	NUMBER STUDENTS	PERCENT PROFICIENCY	PERCENT GROWTH
BOY 2015	88	70.5	
EOY 2015	89	61.8	98.8
BOY 2016	138	58.0	
EOY 2016	152	57.9	95.0

Percent Proficiency is measured by grade level and according to the norm 2015 provided by NWEA. Percent Growth is measured as a positive number when subtracting EOY and BOY scores.

MAP/READING- PROFICIENCY/GROWTH

YEAR	NUMBER STUDENTS	PERCENT PROFICIENCY	PERCENT GROWTH
BOY 2015	88	68.2	
EOY 2015	91	82.4	86.4
BOY 2016	138	61.6	
EOY 2016	151	60.9	87.7

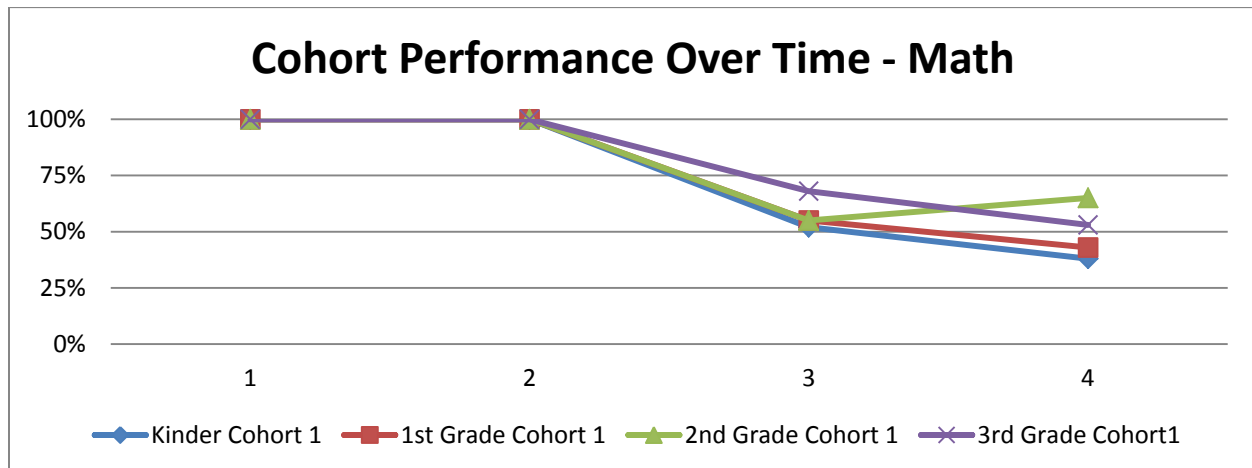
Percent Proficiency is measured by grade level and according to the norm 2015 provided by NWEA. Percent Growth is measured as a positive number when subtracting EOY and BOY scores.

The school provided student specific data, but provided no analysis of that data. CSD’s analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD’s analysis of the data shows that for reading, when comparing end of year data for students that have two years of data

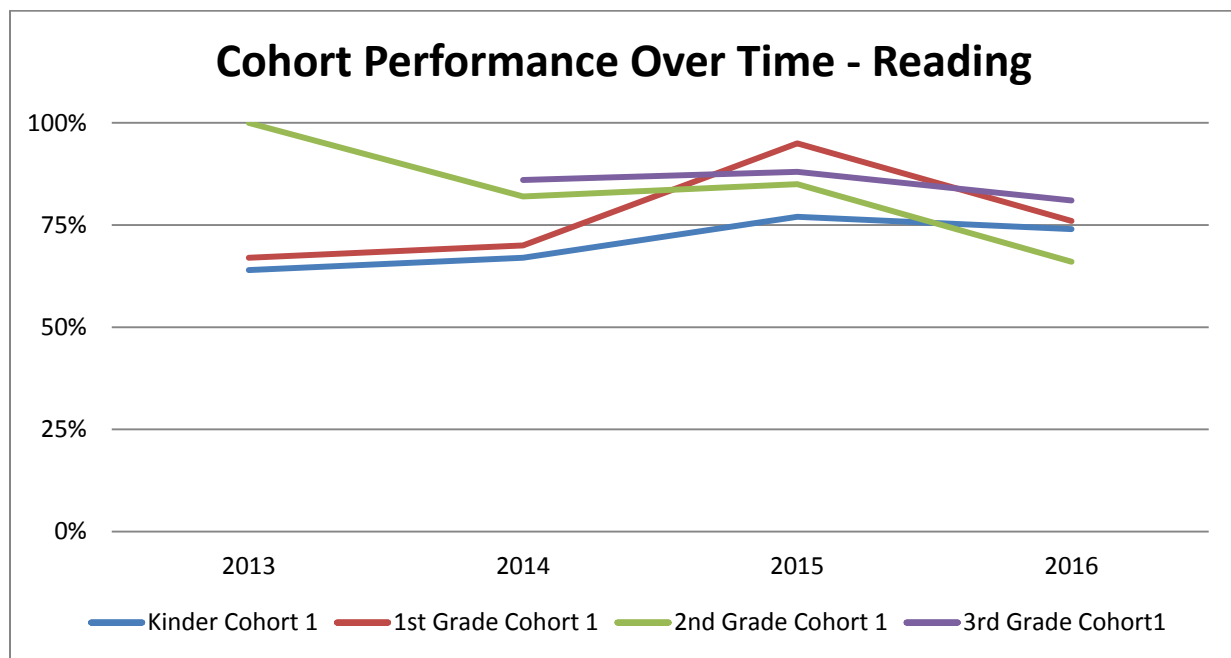
24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

The school provided reading and math data that demonstrates cohort declines in alignment with 2016 letter grade performance.

The school states that students in grade 1 increase proficiency between Year 3 and Year 4 by 28%. However, if you follow the cohort, in Year 3 the group scores 68% proficient but in Year 4 the same group scored 49% proficient. In math, all grades except the 1st second grade cohort demonstrated declines in 2016:



The school states that in reading the school has shown “steady growth over the last four years in the percentage of proficient students in the composite score of DIBELS by grade. At the school level, we have proficiency rates of 80% in 2012-13, 75% in 2013-14, 83% in 2014-15, and 76% in 2015-16. The fluctuation is due to assessment results of our new students (the ratio of new students is higher this year than in any other year).” However, if you track cohort performance over the time nearly all cohorts demonstrate declining performance with the 2016 assessment in reading.



The data appears to show that the school is not meeting growth goals and is not making progress either. The school should consider breaking out data by students who have attended for multiple years and by cohorts to provide a clearer picture of the school's performance. Additionally, the school should provide the MAPS growth data.

School's Response

Please see student data charts above and Excel spreadsheet, Response to PED Analysis/Student Data w/Subgroups for back up data.

The school provided student specific data, but provided no analysis of that data. CSD's analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD's analysis of the data shows that for reading, when comparing end of year data for students that have two years of data 24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

The school has not provided data to demonstrate substantial or sustained progress toward meeting the second goal listed above:

By the end of each student's third grade year, he or she will score proficient in reading using a triangulation of data derived from Short Cycle Assessment, SBA and/or classroom assessment data in order to advance to the next grade level (unless otherwise stated in IEP or PEP). Students must demonstrate proficiency in at least one of the three data areas to be considered proficient.

Coral Community School did not have data to evaluate this goal for the first two years.

School's Response

We did not meet goal 2. However, the tables below show in 2015 86.4% of students show progress in Reading. Also in 2016, 87.7% show progress in Reading. In DIBELS, we show that 89.8% show progress in 2015 and 74.7% show progress in 2016.

The school provided student specific data, but provided no analysis of that data. CSD's analysis of the data shows that for math, when comparing end of year data for students that have two years of data 12% of students show a decrease in proficiency level, 26% that are not proficient did not improve their performance level, only 8% who are not proficient improve their performance level. CSD's analysis of the data shows that for reading, when comparing end of year data for students that have two years of data 24% of students show a decrease in proficiency level, 10% that are not proficient did not improve their performance level, only 3% who are not proficient improve their performance level.

However, in both the 2014-15 SY and the 2015-16 SY, the data indicates that the school did not make this goal. The school's data indicates an increase in the percentage of proficient students in grade 1 by 21%, 5% in grade 2, 2% in grade 3, and 7% in grade 4; and a drop of 20% in grade 5. The percent of proficient students in 2014-2015 is 69%, and in 2015-2016 is 66%.

The school states in its response, "we increased the percentage of proficient students in grade 1 by 21%, 5% in grade 2, 2% in grade 3, and 7% in grade 4; we dropped 20% in grade 5. The percent of proficient students in 2014-2015 is 69%, and in 2015-2016 is 66%. We utilized short cycle assessments in year 1 and 2, but they are not comparable." However, as noted previously, when reviewing cohort performance, it is clear that most cohorts dropped from year 3 to year 4.

The school has provided data to demonstrate it is meeting the third goal listed above:

By the end of the academic year CCC will score a 95% or higher attendance rating as measured by STARS.

Using the STARS data CSD is able to confirm that the school met this goal. Attendance rates show that the school had a 95% or higher attendance rate each year of its term.

The school's charter, including its original application, incorporated the following additional goals:

Organizational Processes used to as supports to meet student performance expectations

1. ☐ By the first instructional day, all staff will have completed ten hours of gender specific teaching strategies.
2. ☐ By the first instructional day, each grade will map the standards in research based curriculum to guarantee that all grade level standards are taught prior to the last instructional day.
3. ☐ By the first instructional day, Professional Learning Communities (PLC) will be established and weekly meetings will be scheduled to assess data.
4. ☐ By the end of each school year, instructional staff members will have completed an additional ten hours of professional development as stated in their Professional Development Plan (PDP).

The school did not provide data reporting on these goals.

School's Response

The 3 goals reported on in the renewal application are the goals identified by the PEC as the charter goals. The others listed in the original charter were described by the PEC as processes, not goals. This decision is documented in the minutes of the August 8, 2011, PEC meeting (see Document 1) and in the July 11, 2011-August 31, 2011 PED Synthesized Analysis (see Document 2). CCCS has only reported on the 3 goals listed in the renewal application for all CSD annual site visits

As demonstrated in the analysis above Coral Community Charter School has not achieved, or made progress toward achieving, the student performance standards identified in the charter contract. The school itself has indicated that it has data to demonstrate it met only one of the goals above. The school was unable to provide data that demonstrated improved performance in any area and the school did not provide any narrative to describe the actions it has taken to improve student achievement or progress toward the goals.

School's Response

Another important note is that our small size allows us to tailor support and interventions to meet the individual needs of each student and cultivate a climate in which both teachers and students use a variety of assessments and data to set instructional goals and learning outcomes. Currently, teachers meet weekly with academy leaders to discuss student progress, current student data, and adjusting student support as needed.

First, we have stepped up efforts to analyze and develop annual Personal Education Plans (PEPs; see Appendix E) and set goals for each student in collaboration with students, parents, teachers and support staff. Since the school's beginning, at the start of each school year, the administrators and staff of the school analyze their students' short cycle and PARCC assessment data. Then they take a closer look. They gather important anecdotal and qualitative data that lie within the stories of individual students such as significant experiences they bring with them, events and variables that occur once they are enrolled, and circumstances that occur during the administration of the assessments. This data, along with assessment results, is used to develop the initial PEPs. These plans are targeted to meet individual needs of students

and are updated twice per year using new data and information gathered between grading periods. Individual student progress is discussed weekly at academy meetings and necessary adjustments to student support are made.

Second, for ELA, our literacy plan is in place with the help of Reads to Lead funding for 2016-17 (See Document 3). We are currently increasing capacity within our staff to provide quality research-based instruction by providing Wilson Language Training {3 teachers will obtain certification at 3 different grade levels}; we are currently using 1 FTE to provide interventions for struggling students in addition to the literacy block (this is an increase of 1 FTE over last school year); we are currently using 1 FTE to coach teachers within the classroom and ensure fidelity of implementation (the most current student data is used to help plan coaching activities to support teachers and students); and we are currently utilizing our Regional Support Specialist to access additional training, resources and support for teachers and students (this is an increase in resources over last school year).

Third, we are currently implementing a new Math Support Plan this year. We have analyzed and verified that our core math curriculum is aligned to the New Mexico Common Core State Standards (CCSS). Additionally, the Head Administrator discussed the curriculum at great length with a representative of the company and determined its high quality and aligns with standards. We have identified our students who need the most support and are providing targeted interventions for these students both within the classroom and in small groups (we have increased the number of students who receive support in math and arranged the daily schedule so more staff members can work with smaller groups of students more frequently). In addition to student support, teachers are now supported in several ways. They are receiving intensive training in implementing the core math curriculum. Experienced staff members mentor less experienced teachers in incorporating PARCC math readiness into the daily curriculum. We implemented an additional program that simulates assessment questions and provides explanations for incorrect answers. Teachers are provided with a tentative weekly schedule of practice questions for students from CCSS and PARCC. This program supports our younger students in attaining assessment skills and provides our struggling students with explanations for correct answers.

For the reasons stated above, it appears that the school neither achieved, nor made substantial progress toward achieving, the student performance standards identified in the charter contract.

CORAL COMMUNITY CHARTER SCHOOL HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that supports this assurance.

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has not had any significant findings.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did submit a corrective action plan by the May 8th due date, however, the CAP that was submitted is not complete and continues to have multiple outstanding issues. Not only did it reference findings that were NOT in the 2015 audit report, it did not include ALL findings in the FY 2015 report. Additionally, it was difficult to identify who the CAP belonged to as it did not reference the school. A completed CAP was submitted

to the PED on July 22, 2016 after multiple requests. PED audit staff had a telephone conversation with Angie Lerner on 09/07/2016 requesting verification/proof of background checks being performed and that information has not been received by PED.

School's Response

Two factors contributed to understandable confusion about our May 6th CAP submission. One, the numbering system used by the auditors differed from the numbering system used by the PED. We erroneously submitted a CAP using the auditor's numbering system. Second, we separated the text within at least one of the single findings with the intent of clearly stating how issues are being addressed (multiple actions were being taken). We corrected the formatting and numbering as requested and filled in the cell designated for our school name.

We submitted the background check information on September 7, 2016. The requested verification/proof of background checks being performed was submitted to PED on the following 4 dates:

- on 5-6 via email in an attached spreadsheet (see Document 4)*
- on 7-22 via mail with the requested addition of a document including names and dates of 7, 2016 completed background checks (see Document 5)*
- on 9-1 via email with all prior documents submitted (See Document 6)*
- on 9-7 via email with all prior documents submitted and the requested addition of board minutes and a copy of the board policy regarding background checks (Document 7)*

In a telephone conversation with PED (David Craig) on 7-20, the CCCS business manager relayed the following information:

- The decline in cash is due the need to use more carryover funds for the addition of a grade for the 2015-16 school year, one-time moving costs, and supplementing an FTE for preK*
- The difference (decrease) in capital outlay budgeted funds from one year to the next is due to one-time building wiring expenses*
- The school is and will continue to do everything possible to fulfill the CAP for 2014-15*

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown. However, the school should have this information and should be able to share it with the Commission.

The school was placed on monthly reporting for FY17 in part because the PED is concerned about their cash balances and some funds showing up on their audit that were not submitted in the Operating Budget. This lead PED to want to more closely monitor the finances of the school to determine the timing of revenues and the overall solvency of the school, as there are notable declines in cash this year.

However, the major reason the school was moved to monthly reporting had to do with the timeliness of responses to the FY15 financial audit's Corrective Action Plan. The school is taking steps to resolve findings from the financial audit, but has been less than timely in developing its plan to resolve all findings. Moving the school to monthly reporting ensures a monthly contact with the school to keep lines of communication regarding the actual financial position open.

The school is still working with the Audit and Accounting Bureau to finalize a Corrective Action Plan for resolution of the financial audit prior year findings and has submitted all required monthly reporting to date to the School Budget and Finance Analysis Bureau.

School's Response

On 7-20, PED notified CCCS that the school's status had changed from quarterly to monthly reporting due to concerns related to cash position, capital outlay budget amounts and GO bonds. On 7-20, CCCS requested specific information about each of the concerns in order to report to the Governance Council. On 7-20, PED (David Craig) responded via email (see Document 8) citing the following 3 reasons for the move to quarterly reporting (please note there is no mention of CCCS being less than timely in developing its plan):

- is projecting a decline in its projected cash balance which causes me to wish to more closely monitor the school's cash position;*
- failed to reflect amounts in its FY15 audit related to capital outlay that it is carrying in budgeted amounts (detailed in the letter); and*
- needs to have its budget reports monitored on a more timely basis than quarterly to facilitate monitoring and oversight of the school's compliance with the FY15 audit corrective action plan.*

(The school included a list of all communications with PED in reference to the 2014-15 CAP- see Response to Renewal Analysis Supporting Documents through Document 1)

CORAL COMMUNITY CHARTER SCHOOL HAS NOT COMPLIED WITH ALL PROVISIONS OF LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED

In the school's renewal application, the school is asked to make assurances about whether the school is meeting the educational, civil rights, and special population, employee, school environment, appropriate handling of information, and governance requirements of all provisions of law from which the charter school was not specifically exempted. In the application, the school has noted the following areas on non-compliance:

- Background checks: "For our 2014-16 Audit, we received a finding of non-compliance in accordance with the New Mexico state Audit Rule under Payroll Transactions. During test work, 3 employees were found not have a current background check in their personnel file. Since that time, our board has established a background check policy with procedures, our administrators have drafted written procedures for obtaining and maintaining current documentation, and our human resources director has created a checklist for ensuring current documentation."

In order to determine compliance with all provisions of law from which the charter school is not specifically exempted, CSD conducts annual monitoring visits and desktop monitoring. CSD also relies on reporting from other bureaus in the Public Education Department. Below are findings that demonstrate whether or not the school has complied with all provisions of law from which the charter school was not specifically exempted. A full copy of the site visit report is provided in the attached materials.

CSD finds that the school has not complied with the following provisions of law:

- Salary, Licensure and Background Check Requirements
- Special education service requirements
- ELL service requirements

Salary, Licensure and Background Check Requirements

CSD noted that all staff members had the appropriate FBI/Cogent background checks in their files. CSD has observed no evidence to indicate that the school was noncompliant with the requirements of staff background checks. However, the 2015 audit states, "During our testwork of payroll and payroll related reports, we noted 3 employees did not have a background check in their employee personnel file."

Although all staff members who required NM licenses had current NM education licenses, some of them were assigned to areas they are not endorsed in. CSD noted that once teacher has a current secondary license but is assigned as an elementary teacher. Another teacher has a current SPED license but has been assigned as an elementary school teacher.

During the staff file reviews, PED determined that at least one teacher is not being paid the required statutory minimum salary. The teacher has been hired as a .25 teacher and has a Level 3 teaching license. Given that the minimum required salary for a level 3 teacher is 52,000, the teacher should be making at least \$13,000 but her contract indicated that she is making only \$12,695.27.

During staff file reviews, the PED learned that the school is paying a 10,000 "Co-Founder" stipend to two teachers. CSD requested a description of the responsibilities and were provided a sheet that indicates the scope of work requires them to "serve as Academy Directors, supervise staff as directed by the Head Administrator, mentor staff as directed by the Head Administrator, prepare for the renewal, attend meetings as directed by the Head Administrator, and perform professional development as directed by the charter." Because the individuals have a legal attachment to the school, as teachers, there must be a separate contract for the services rendered and a schedule to ensure these services are not during times covered by the employees' contract. PED did not see separate contracts for the services rendered and a schedule to ensure these services are not during times covered by the employee's contract. CSD observed insufficient documentation to support this payment.

School's Response

Coral Community Charter School can provide documentation to show that we are in compliance with salary, licensure and background check requirements; special education service requirements; and ELL service requirements including:

- *Individual Plans for Establishing Highly Qualified Status for two teachers who are assigned to areas in which they are not endorsed (see p. 20 of Supporting Information and Document 10)*
 - *The teacher with the secondary license is working toward obtaining her elementary license and acquiring the proper endorsements.*
 - *The teacher with the current SPED license is working toward obtaining her elementary license and is on an IP*
- *Compliance with salary requirements for one Level 3 teacher by calculating the total salary based on the first day of employment (several weeks after the first day of school) and the required Level 3 salary (see p. 21 of Supporting Information and Document 11). This teacher started late in the school year and her salary has been pro-rated appropriately (See Document 11).*
- *Information on Co-Founder stipend (see p. 21 of Supporting Information). Currently, both teachers are "giving up" planning periods, before school time, after school time and break time to perform all duties outlined in the job description. The school is working with PED on identifying an acceptable way to make the suggested adjustments.*

The school provided the HQT plans for the two teachers who were lacking endorsements, the prorated salary breakdown for the Level III teacher issue, and CSD is working with the school regarding the co-founder stipend.

Special Education Requirements

The 2016-17 40 day STARs Special Education membership report indicates 24 students with disabilities and aligns with the number CSD staff documented. PED staff reviewed the IEPs for 8 students and noted that 3 students have overdue evaluations. CSD noted that the school did not provide service logs for those students who required related services. Also, PED staff members noted that one student's file did not have the appropriate signatures. CSD did not see evidence that services or support were being given to the students who had been identified as students with disabilities.

School's Response

- *During the exit conference of the 10-11 site visit, 3 student files with overdue evaluations were discussed. All evaluations had already been scheduled and are now complete (documentation available upon request).*
- *The school obtains logs prepared by each service provider as requested; however, based on CSD input, individual logs for providers are now located in each student file (see Document 12). The school provided a sample of the Special Education service logs (see p. 21 of Supporting Information and Document 12).*
- *The completed signature page was not printed due to technical issues but has since been placed in the student file (documentation available upon request).*

English Language Learner Requirements

During the site visit, PED reviewed about 40% of student files. PED staff noted that documentation of the Home Language Survey was consistently placed in each student's file. However, PED staff noted that one student file had two Home Language Surveys. PED did not see evidence of the W-APT tests for those students who indicated the presence of another language other than English in student files. Additionally, PED staff did not see any evidence of the ACCESS or WIDA tests. The 2016-17 STARs 40 day report indicates the school has 16 EL students. CSD staff did not see any documentation of support for these EL students.

CSD observed evidence indicating the school is not protecting the rights of English Learners because this evidence indicates that the school has not met the requirements of 6.29.5.10 - Students for whom the home language survey indicates a language or language influence other than English shall be screened with the department-approved English language proficiency screening assessment.

School's Response

- *Regarding the file with 2 home language surveys: The student transferred from another district. CCCS administered the survey prior to receiving records from the students' former district. The school now has a more detailed processes for intake and student file requests in order to eliminate this from happening in the future*
- *Regarding evidence of W-APT testing: All W-APT tests were administered within the required timeline and were previously kept by the assessment coordinator. They have now been placed in individual student files (see Document 13).*
- *Regarding support for ELL students: Since it opened, the school has utilized Structured English Immersion and curricula, employing strategies that support EL development including Wilson Reading, Foundations and Fast ForWord. Based on assessment data, we are currently providing 6 of our EL students with Sheltered Instruction in addition to Structured English Immersion.*

Historically, for 2012-13, 2 students were identified based on Home Language Survey but neither qualified for support based on the WAPT. For 2013-14, no EL students were identified based on the Home Language Survey. During 2015-16, there were 16 EL students who attended CCCS; a partial FTE was dedicated to providing support for these students. Currently, there are 20 EL students attending CCCS and a partial FTE is dedicated to providing support for these students. Providers are now documenting support on logs in individual student files (see Document 13).

CORAL COMMUNITY CHARTER SCHOOL HAS NOT MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSCOC and PSFA have not confirmed that the school meets the facility requirements. Specifically, the charter school has not provided documentation to demonstrate that the lessor of the facility is required to maintain adequacy at no additional expense to the school.

CORAL COMMUNITY CHARTER SCHOOL HAS REQUESTED TO AMEND ITS SCHOOL MISSION

The school's renewal application includes one amendment request. This request includes a request to change the mission of the school. The school's current mission is:

Coral Community Charter School will serve Albuquerque students, Kindergarten through 6th grade, who choose to attend. We are dedicated to providing single gender classes, quality instruction, individualization and family/community involvement

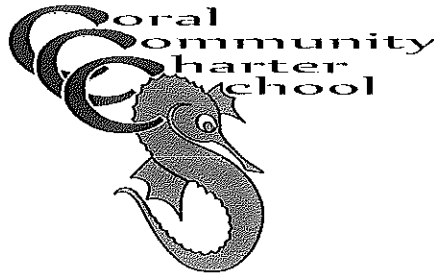
The school seeks to revise the mission to be:

Coral Community Charter School will serve Albuquerque students, Pre-Kindergarten through 8th grade, who choose to attend. We are dedicated to providing single gender classes, quality instruction, individualization and family/community involvement.

This proposed amendment would reflect a previously approved amendment request to expand the grade levels served.

The school states the rationale for the change is:

The mission has been amended only to include the addition of Pre-Kindergarten and 7th and 8th grades; the 4 pillars remain the same.



Coral Community Charter School

Ms. Katie Poulos
Director
Charter Schools Division
New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

November 22, 2016

Dear Ms. Poulos:

Below, we have included an overview of our response to the Public Education Department analysis of the Coral Community Charter School renewal application. Please also see two additional documents uploaded into Web EPSS:

- Supporting Information (3 pdf documents)
- Response to PED Analysis/Student Data w/Subgroups (Excel spreadsheet)

RESPONSE TO: PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE

School Growth

- Though our school grade is a D, CCCS students show substantial growth on MAP for math and ELA and DIBELS for ELA (please see Excel spreadsheet, Response to PED Analysis/Student Data w/Subgroups).
- The MAP results for math demonstrate substantial growth in math each year, far exceeding the national norms set for this assessment, which is 50%-60%. (see Supporting Information, p. 1-14)
 - In 2015, the percentage of students who made growth in math was 98.8% of 89 students. In this calculation, we know that only one student did not make growth; however, he increased his MAP score by 21 points in 2016. As in this case, we are able to identify student needs quickly and make adjustments immediately.
 - In 2016, the percentage of students who made growth in math was 95% of 152 students.

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- In 2015 the percentage of students who made growth in ELA was 86.4% of 91 students.
- In 2016 the percentage of students who made growth in ELA was 87.7% of 151 students.
- In 2015 the percentage of students who made growth in ELA was 89.8% of 89 students.
- In 2016 the percentage of students who made growth in ELA was 74.7% of 144 students. For each year, including this one, our students show growth. However, this is the lowest rate of growth to date. Please see Supporting Information, p. 17 for a detailed explanation of interventions that have been put in place to ensure that we continue to see substantial growth.

Opportunities for Improvement

- All students - We recognize the need for all of our students to perform better on the PARCC. Our growth data on the SCAs demonstrates that our students are making gains. We believe they can perform well on the PARCC. So, we have identified strategies to support students in improved PARCC performance including increased PARCC practice for all students and the intervention plan mentioned above.
- Students with Disabilities - In 2015, 4 SWD participated in PARCC-MATH, 4 did not meet proficiency. In 2016, 10 SWD participated in PARCC-MATH, 9 of them did not meet proficiency while 1 did. Out of the 4 SWD who participated both years 2 achieved gains and 2 did not. In 2015, 4 SWD participated in PARCC-ELA, 4 did not meet proficiency. In 2016, 10 SWD participated in PARCC-MATH, 7 of them did not meet proficiency while 3 did. Of the 4 SWD who participated both years, all 4 achieved gains.
- Q1 Students - In 2015, 1 of the current MATH-Q1 student participated in PARCC-MATH and did not meet proficiency. In 2016, our 6 current MATH-Q1 students participated in PARCC-MATH, and all six did not meet proficiency. The 1 student who participated both years made progress. In 2015, 1 of the current ELA-Q1 student participated in PARCC-ELA and did not meet proficiency. In 2016, our 4 current ELA-Q1 students participated in PARCC-ELA, and 4 did not meet proficiency. The 1 student who participated both years made progress.
- Q3 Students - In 2015, 2 of our current MATH-Q3 students participated in PARCC-MATH and both met proficiency. In 2016, our 11 current MATH-Q3 students participated in PARCC-MATH, and 4 met proficiency. Of the 2 students who participated both years, 1 made progress. In 2015 2 of our current ELA-Q3 students participated in PARCC-ELA and both met proficiency. In 2016, our 13 current ELA-Q3 students participated in PARCC-ELA, and 5 met proficiency. Out of the 2 students who participated both years, 1 made progress.

Performance of Students Who Have Attended Multiple Years

We understand that our students grew at a lower rate on the 2015-16 on the PARCC than in 2014-15 which resulted in a school grade of D. Each day, we work diligently to provide all students with the support they need in order to match or exceed growth shown in past years on PARCC and in meeting Common Core State Standards. For more information on the growth of students who have attended for

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multiple years and in measures other than PARCC, please see the student assessment cohort data charts throughout the Supporting Information document. Please contact us if you have questions.

RESPONSE TO: STUDENT PERFORMANCE AS STATED IN THE CHARTER

We did not meet goals 1 and 2. Over time, we learned that these goals are ambitious. In analyzing the data, we have learned how to write goals that are attainable. We agree with the Charter School Division statement, "a majority of the school grading points are based on growth," and intend our future goals to reflect this method of measurement. We enthusiastically embrace student data and utilizing it to develop effective student support. Although we have not met goals 1 and 2, our students have made significant academic gains as described above in our response to Public Education Department's Standards of Excellence.

We met goal 3 each year.

Please see Supporting Information p. 15-18 for more detailed information.

RESPONSE TO: GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

For each year, our audit report contains no material weaknesses. We have worked diligently to improve our processes and reduce the number of findings as our school community and need for efficient operations have increased each year. There are several statements about our fiscal management included in the PED response that we would like to address:

- CAP submitted on May 6, 2016 (p. 18 of Supporting Information)
- Submission of requested information on background checks to PED (see p. 18 of Supporting Information and Documents 4, 5, 6 and 7)
- Changes to operating budget in 2016-17 (see p. 19 of Supporting Information)
- Timeliness of our school's responses to PED regarding CAPs (see p. 19-20 of Supporting Information and Document 9)
- Rationale for monthly reporting (see p. 19 of Supporting Information and Document 9)

RESPONSE TO: PROVISIONS OF THE LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED

Coral Community Charter school can provide documentation to show that we are in compliance with salary, licensure and background check requirements; special education service requirements; and ELL service requirements including:

- Individual Plans for Establishing Highly Qualified Status for two teachers who are assigned to areas in which they are not endorsed (see p. 20 of Supporting Information and Document 10)
- Compliance with salary requirements for one Level 3 teacher by calculating the total salary based on the first day of employment (several weeks after the first day of school) and the required Level 3 salary (see p. 21 of Supporting Information and Document 11)
- Information on Co-Founder stipend (see p. 21 of Supporting Information)
- Special Education service logs (see p. 21 of Supporting Information and Document 12)

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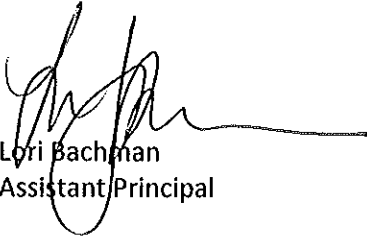
- Evidence of WAPT, ACCESS and WIDA assessments for all EL students (p. 21-22 of Supporting Information and Document 13)
- Documentation of support for EL students (p. 22 of Supporting Information and Document 13)

Thank you in advance for your consideration of the information included in this response. Please do not hesitate to contact us if you have any questions.

Sincerely,



Donna Eldredge
Head Administrator



Lori Bachman
Assistant Principal

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III. Renewal Applicant 2016 Charter School District Report Card

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade D

	Total Number	Percent
Schools Rated in District	1	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	188	100.0	335,694	100.0
Female	88	46.8	164,149	48.9
Male	100	53.2	171,545	51.1
Caucasian	86	45.7	82,116	24.5
African American	7	3.7	7,302	2.2
Hispanic	85	45.2	205,853	61.3
Asian	5	2.7	4,345	1.3
American Indian	5	2.7	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	66	35.1	240,438	71.6
SWD	22	11.7	49,729	14.8
ELL	7	3.7	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	6	3.2	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Coral Community Charter	D		

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not.

Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	21	79	21	79		
3	LEA Prior	45	55	40	60		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	33	67	29	71	55	46
4	LEA Prior	47	53	21	79	53	47
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	60	40	55	45		
5	LEA Prior	38	63	31	69		
6	State Current	24	76	20	80		
6	LEA Current	35	65	6	94		

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	37	63	28	72	55	45
Female	LEA Current	35	65	35	65		
Female	State Current	34	66	20	80	41	59
Male	LEA Current	38	63	23	77	57	43
Male	State Current	22	78	20	80	44	56
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	39	61	39	61		
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	35	65	19	81	50	50
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	33	67	17	83	57	43
Students w Disabilities	LEA Current	7	93	14	86		
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89

Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Coral Community Charter	37	63	28	72	55	45

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data. Source: PED Accountability Bureau

Budgeted Expenditures

Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$147,461	8.1
Central Services	\$139,008	7.6
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$43,209	2.4
General Administration	\$32,124	1.8
Instruction	\$991,921	54.3
Instructional Support Services	\$3,205	0.2
Operations & Maintenance	\$171,117	9.4
Other Support Services	\$0	0.0
School Administration	\$188,479	10.3
Student Support Services	\$111,585	6.1
Student Transportation	\$0	0.0

Source: PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
Angela Sanchez	5
Ashley Sarracino	5
Cindy Vietch	5
Freeman Leaming	5
Karen Fenderson	5
Kimberlee Brazell	5
Krista Martinez	5
Michael Reeves	5
Tania Triolo	5

Source: NM School Board Association

Teacher Credentials

		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA	
	Low Poverty Schools	2.2	34.6	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty.				
Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Coral Community Charter	19	47.4	47.4	25.7
* Does not include Below Bachelors				
Blank=no data available or not applicable				
Source: LEA 120th-day submission to PED				

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
 Q2 My child's school building is in good repair and has sufficient space to support quality education.
 Q3 My child's school holds high expectations for academic achievement.
 Q4 School personnel encourage me to participate in my child's education.
 Q5 The school offers adequate access to up-to-date computers and technologies.
 Q6 School staff maintain consistent discipline, which is conducive to learning.
 Q7 My child has an adequate choice of school-sponsored extracurricular activities.
 Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
 Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	58	98	79	100	100	100	96	93	98	98	100
Coral Community Charter	58	98	79	100	100	100	96	93	98	98	100

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015

	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero

IV. Charter School Renewal Application

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2016-17 State Charter Renewal Application Kit***

Updated May 2015



**Effective Options
for New Mexico's
Families
Charter Schools**





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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2016**, to the charter school's selected chartering authority. 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, 2016**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on

1 | Page

Renewal Application 2016-17, Approved by the PEC 032814, updated May 2015.

October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

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 Scott Binkley, Scott.Binkley@state.nm.us, or Becky Kappus, Becky.Kappus@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2016 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2016 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Scott Binkley, Scott.Binkley@state.nm.us , or Becky Kappus, Becky.Kappus@state.nm.us .
Deadlines and Manner of Submission	<p>2016 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us or Scott Binkley Scott.Binkley@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPPS no later than 5:00 p.m. (mountain time) Monday, October 3, 2016.</p> <p>Note: Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (June – September 2016)	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2016. The first training will take place June 10, 2016 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 3–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 21)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday, November 30, 2016 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 8-9)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9, 2016 .
Contract Negotiations (December, 2016–March, 2017)**	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 PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD'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.

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 CSD 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 CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

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

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau 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 state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer 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.

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.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

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 PEC/PED 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. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

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)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

☐ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

☐ The school falls far below the standard if it fails to meet any of the standards set forth above.

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) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* 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 PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* 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
- (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.

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - School Snapshot Report

Coral Community Charter School

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

General Information

Mailing Address: 4401 Silver Avenue SE, Albuquerque, NM 87108

Physical Address: 4401 Silver Avenue SE, Albuquerque, NM 87108

Phone: (505) 292-6725 Ext: Fax: Website: www.coralcharter.com/

Opened: 2012 State Appvd: Sep-11 Renewal: 2017

School District: Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
Donna Eldredge, Head Administrator		(505) 292-6725	(505) 239-7699 deldredge@coralcharter.com
Lori Bachman, Assistant Principal		(505) 292-6725	lbachman@coralcharter.com
Angela Lerner, Business Manager		(505) 292-6725	(505) 459-1895 alerner@coralcharter.com
Elizabeth Espinosa, STARS Coord		(505) 292-6725	(505) 480-1924 lespinosa@coralcharter.com

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Keren Fenderson Vice President				
Krista Martinez Board				
Michael Reeves Sec/Treasurer				
Angela Sanchez Board				
Ashley Sarracino Board				
Tania Triolo President				
Cynthia Veitch Secretary				

Other:	Email	Notes
Melissa Sanchez, Budget Analyst	melissa.sanchez@state.nm.us	

Mission: Coral Community Charter School will serve Albuquerque students, Kindergarten-sixth grade, who choose to attend. We are dedicated to providing single-gender classes, quality instruction, individualization, and family/community involvement to ensure students' proficiency.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
	K-6	5-6	390		15	

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade		C	D	B	D
2. 3 Year Avg Grade		C	D	C	D
3. Current Standing		C	F	C	F
4. School Growth		C	D	C	D
5. Highest Performing Students		C	F	B	C
6. Lowest Performing Students		F	F	F	F
7. Opportunity to Learn		A	A	A	A
8. Graduation					

NM PED Charter School Division - School Snapshot Report

Coral Community Charter School

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

9. Career and College				
10. Reading Proficiency		46.7	58	59
11. Math Proficiency		41.9	28	31
12. SAMS	N	N	N	N
13. SAMS Graduation %				
14. Bonus Points	1.8	2.53	4.67	5

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment			45	94	144
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male			57.8%	53.2%	48.6%
3. % Female			42.2%	46.8%	51.4%
4. % Caucasian			62.2%	61.7%	49.3%
5. % Hispanic			24.4%	26.6%	43.8%
6. % African American			4.4%	6.4%	2.8%
7. % Asian			2.2%	2.1%	2.1%
8. % Native American			6.7%	3.2%	2.1%
9. % Economically Disadvantaged			64.4%	37.2%	38.9%
10. % Title 1 TS			0.0%	0.0%	100.0%
11. % Title 1 T			0.0%	0.0%	0.0%
12. %Title 1 S			0.0%	100.0%	100.0%
13. % K-3 Plus			0.0%	0.0%	0.0%
14. % Disabled			13.3%	11.7%	10.4%
15. % ELL			0.0%	0.0%	1.4%



Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

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.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report 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 and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years, 2013-14, 2014-15, 2015-16).

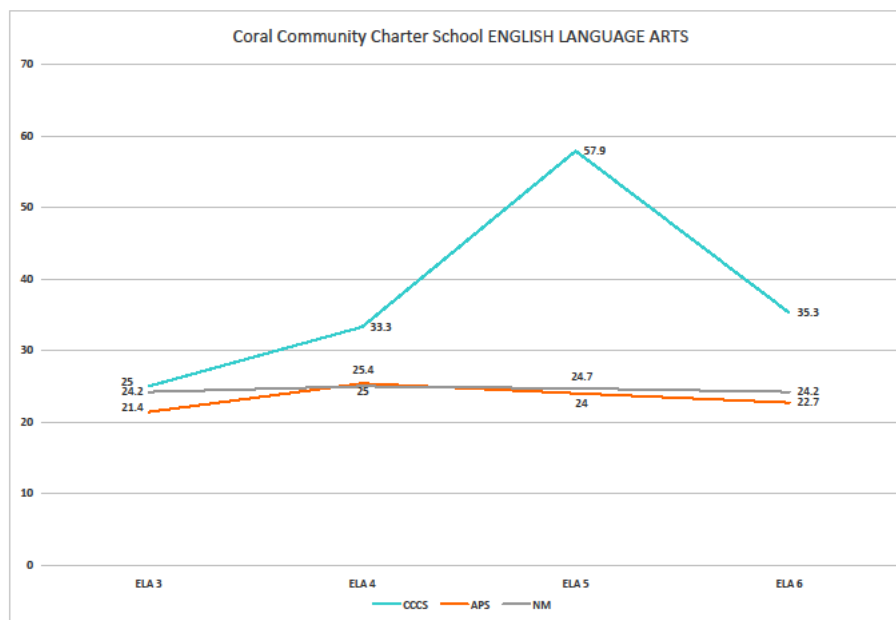
In 2014-2015, we earned 60.15 points for a letter grade of B. This is an increase of 19 points and two letter grades. With this year's student data, we can identify a trend in growth for ELA over three years moving from 46.7% in 2012-13 to 57.6 in 2013-14 and 59.4 in 2014-15. In math, we declined 28%. This decline is attributed to newly enrolled students who came to us with extremely low skill levels. However, our 5th and 6th grade students who have been enrolled consistently show growth. We have 25 students out of 40 who have two years of assessment data; 14 (56%) show growth in Math, and 17 (68%) show growth in ELA. Our cohort, defined as students who have been enrolled for more than one year, has 82 students; 47 of them (57.3%) consistently show growth.

In 2015-2016, we received 43.23 points for a letter grade of D. Our average for the last three years is 48.3 points for a letter grade of D, just 1.7 points away from a C. This year, the ratio of new students enrolled is higher than any other year. We appealed our grade based on what we believe to be miscalculation of value added points and miscalculation based on not incorporating the addition of 6th grade into the equation. Our appeal did not result in a change.

For ELA, our average proficiency rate for the school improved by 2%; we performed above the local district and the state in 3rd, 4th, 5th and 6th grade (see graph below). In 5th grade, our proficiency rate is more than 30% higher than the local district and the state. For math, our proficiency rate for 4th grade is over 10% greater than the local district and the state and in 5th grade it is over 27% greater (see second graph below).

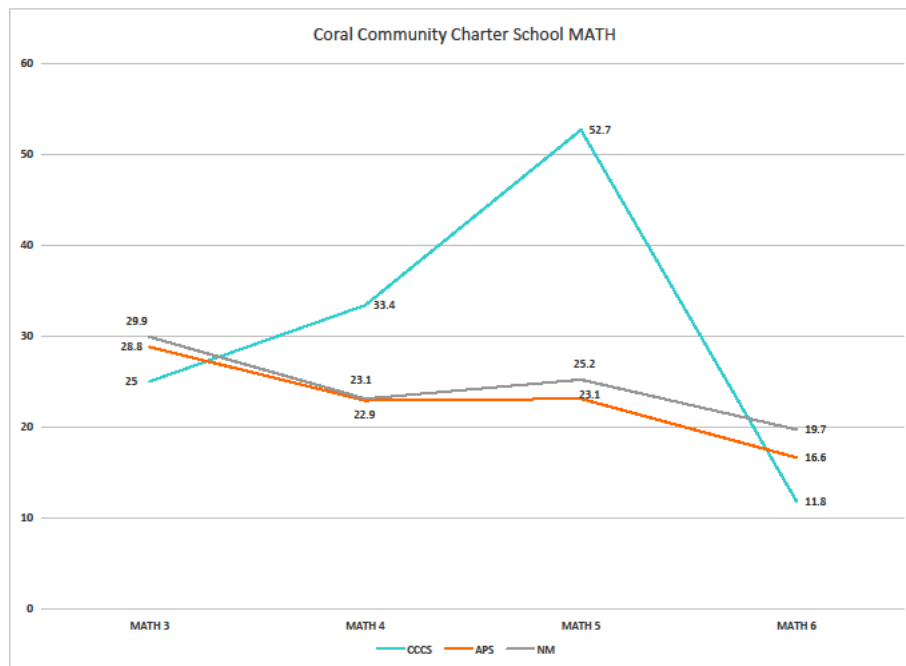
2015-16 PARCC ELA Results

Comparison to State & Local District



2015-16 PARCC MATH Results

Comparison to State & Local District



Current Standing

Provide a statement of progress regarding your “Current Standing” over the past three years and offer any additional information regarding this measure.

In 2013-2014, we received 13.42 points for a letter grade of F for Current Standing. In 2014-2015 we received 20.44 points for a letter grade of C. This is an increase of 7.02 points or two letter grades. In 2015-2016 we received 12.84 points, which is a decline of 0.58 points from 2013-2014 and received a grade of F. Our average for the last three years is 15.57 points (or 38.9%). In 2013-14 for ELA, we were assigned 1.61 value added points. In 2014-15, we were assigned 8.13 value added points, but in 2015-16 we were only assigned 2.17 points, despite the fact that our students increased the percentage of proficiency from 57.6 to 59.4. We appealed to request 8.38 points but no change was made.

In 2013-14 we were assigned 0.73 value added points. In 2014-15 we were assigned 5.67 value added points, but in 2015-16 we were assigned 1.92. We dropped only 3% in our proficiency rate; however, our value added

points decreased by 34%. We appealed to request 5.12 value added points but no change was made.

Again, it is important to note that in 2015-16, we only assessed 17 6th grade students. A change in assessment results of just one or two students has a profound impact on the points we receive for Current Standing and in all other categories. For instance, we know that 6 of our students are within 3 points of proficiency in ELA and 4 students are within 4 points of proficiency in math. We believe our interventions can support these students in achieving proficiency in the current school year and beyond. In addition, circumstances such as the 6th grade teacher having to leave during the PARCC administration due to his spouse's medical emergency, also affect our students significantly due to the small size of our classes and the close relationships developed between teacher and students. The fluctuation of our Current Standing does not reflect the steady improvement our students have made based on both the PARCC and our short cycle assessment results. For example, at the EOY 2015-2016, 74% of our 3rd -6th grade students are proficient in DIBELS. Also, 48.8% of our 3rd -6th grade students are proficient in MAP-Math and 60.7% are proficient in MAP-Reading.

Another important note is that our small size allows us to tailor support and interventions to meet the individual needs of each student and cultivate a climate in which both teachers and students use a variety of assessments and data to set instructional goals and learning outcomes. By looking at all of our data, we believe we have a sound three-part plan for supporting increased student performance and the upward trajectory in student proficiency over time.

First, we will continue to analyze ta and develop annual Personal Education Plans (PEPs; see Appendix E) and set goals for each student in collaboration with students, parents, teachers and support staff. Since the school's beginning, at the start of each school year, the administrators and staff of the school analyze their students' short cycle and PARCC assessment data. Then they take a closer look. They gather important anecdotal and qualitative data that lie within the stories of individual students such as significant experiences they bring with them, events and variables that occur once they are enrolled, and circumstances that occur during the administration of the assessments. This data, along with assessment results, is used to develop the initial PEPs. These plans are targeted to meet individual needs of students and are updated twice per year using new data and information gathered between grading periods.

Second, for ELA, we are able to put our literacy plan in place with the help of Reads to Lead funding for 2016-17 and build on our past success. We will continue to increase capacity within our staff to provide quality research-based instruction through Wilson Language Training (3 teachers will obtain certification at 3 different grade levels); use 1 FTE to provide interventions for struggling students in addition to the literacy block; use 1 FTE to coach teachers within the classroom and ensure fidelity of implementation; and utilize our Regional Support Specialist to access additional training and resources.

Third, we are implementing a new Math Support Plan this year. We have analyzed and verified that our core math curriculum is aligned to the New Mexico Common Core State Standards (CCSS). Additionally, the Head

Administrator discussed the curriculum at great length with a representative of the company and determined its high quality and aligns with standards. We have identified our students who need the most support and are providing targeted interventions for these students both within the classroom and in small groups. In addition to student support, teachers will be supported in several ways. They are receiving intensive training in implementing the core math curriculum. Experienced staff members mentor less experienced teachers in incorporating PARCC math readiness into the daily curriculum. We implemented an additional program that simulates assessment questions and provides explanations for incorrect answers. Teachers are provided with a tentative weekly schedule of practice questions for students from CCSS and PARCC. This program supports our younger students in attaining assessment skills and provides our struggling students with explanations for correct answers.

We believe these three actions will increase student performance and support greater student growth.

School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

In 2013-2014, we earned 4.49 points for a letter grade of D. In 2014-2015 we earned 5.99 points for a letter grade of C. This is an increase of 1.5 points or one letter grade. In 2015-2016, we earned 4.17 points, which is a drop of 0.32 points. Our average for the last three years is 4.88 points (or 48.8%).

In 2013-14, we began to identify an upward trend in growth. ELA proficiency rates moved from 46.7% in 2012-13 to 57.6 in 2013-14 and to 59.4 in 2014-15. In addition, during 2015-16, PARCC results show that students who are consistently enrolled show consistent and greater gains over time. For ELA, student proficiency rates are 25% in 3rd grade, 33.3% in 4th grade and 59.7 in 5th grade. The proficiency rate for 6th grade is 35.3. Although this rate is over 11% higher than the local district and state, we attribute the lower proficiency rate to two factors: the enrollment of new students (this was the first year for 6th grade) and the medical emergency of the classroom teacher's spouse that occurred during the administration of the PARCC. For math, student proficiency rates are 25% in 3rd grade, 33.4% in 4th grade and 52.7% in 5th grade. The proficiency rate for 6th grade is 11.8%, which we attribute to the same factors as 6th grade ELA above.

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

In 2013-2014, we earned 2.29 points for a letter grade of F. In 2014-2015 we earned 13.10 points for a letter grade of B. This is an increase of 10.81 points or three letters grade. In 2015-2016, we earned 5.80 points. Our average for the last three years is 8.7 points (or 43.5%). We will continue to utilize PEPs and set individual goals to provide learning experiences that are appropriate for the skill levels of these students.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional

information regarding this measure.

In 2013-2014, we earned 9.11 points for a letter grade of F. In 2014-2015 we earned 6.17 points for a letter grade of F. This is a drop of 2.94 points. In 2015-2016, we earned 5.92 points, which is a drop of 3.19 points. Our average for the last three years is 7.07 points (or 35.4%). Our lowest performing students improved in Math .91 points compared to last year, and dropped in Reading 1.2 points. Please note that the 2012-13 school grade was not calculated based on CCCS data. Therefore, our 3-year average is skewed.

As mentioned above, we are implementing our Literacy Plan and our Math Support Plan. Both plans include specific actions for our lowest performing students. These students receive individualized support from our reading interventionist, which we have added for the first time this year under our Reads to Lead funding. They also receive instruction in math in a small group setting and complete daily practice assessment questions and review answers with explanations. Teachers of our lowest performing students are assigned math mentors and receive support from our reading coach. We believe the two plans will assist our lowest performing students in increased academic growth.

Opportunity to Learn

Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.

In 2013-2014, we earned 9.31 points for a letter grade of A. In 2014-2015 we earned 10.14 points for a letter grade of A. This is an increase of 0.83 points. In 2015-2016, we earned 9.50 points, an increase of 0.19 points from 2013-2014. Our average for the last three years is 9.65 points (or 96.5%).

We remain stable in this indicator and are consistently above benchmark, earning above 9 points each year. In 2014-15, we earned .14 more points than the allowable total.

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

n/a

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

n/a

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

In 2013-2014, we had 2.51 points. In 2014-2015 we had 4.67 points. This is an increase of 2.14 points. In 2015-2016 we have 5.0 points this is an increase of 2.49 points from 2013-2014. Our average for the last three years is 4.03 points (or 81.2%).

We have increased our points each year, achieving 5 out of 5 for 2015-16. This year, we were awarded Bonus Points for our PEPs (see Appendix E) and how they are used in conjunction with the SAT process to provide targeted interventions.

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: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1:				
Student Academic Performance Standard/Goal #1: By the completion of each full year of academic attendance, 100% of students will show an individual growth rate of no less than 10% from their baseline data in at least two academic areas (Science, Reading, Math) as measured by the standardized short cycle assessment (such as but not limited to the Measurement of Academic Progress) which is administered three times each year (at the beginning of each school year and twice thereafter).				
Measure(s) Used:				
In year 1 for math (academic area 1) the Brigance was administered for math as CCCS did not have access to MAP at that time. In year 2 the Curriculum Assessment was administered for math. All students made 10% gain. MAP was administered to all students attending CCCS in year 3 and 4. We tested students three times a year. We supported students below proficiency level with Descartes for year 3-4, a learning tool provided by NWEA.				
Data—Average Annual Data Math Academic 2				
Data—Math: Academic Area 1				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K	100	100	96	77
1	100	100	68	96
2	100	100	52	49
3	100	100	55	38
4		100	55	43
5			68	65
6				53
Provide a statement of progress and additional information regarding the above data:				

In Years 1 and 2, we were able to report on growth as stated in the goal because of the assessments used (Brigance and Curriculum Assessment). In years 3 and 4, we reported proficiency instead of growth because reporting on growth as stated in the goal does not help us identify proficiency rates or align with school grading.

For Brigance, you can see 100% of students achieved 10% growth from their baseline in year 1. For the Curriculum Assessment you can see 100% of students achieved 10% growth in year 2. The Brigance and Curriculum Assessment results cannot be compared to the MAP assessment results because for MAP, students' proficiency was reported in year 3 and year 4.

For MAP, students increased proficiency in grade 1 by 28% and slightly dropped in other grades, again due to the assessment results of our newly enrolled students. The average proficiency rate in 2014-2015 is 66%, and 60% in 2015-16. We did utilize short cycle assessments in year 1 and 2 (Brigance), but the results are not comparable with subsequent years' assessments.

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

DIBELS was administered to all students attending CCCS for ELA (academic area 2). Here you can see the percentage of proficient students in each year by grade. We tested students three times a year, and we used progress monitoring for all students below proficient.

Data—Reading: Academic Area 2

Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K	64%	70%	85%	80%
1	67%	67%	70%	85%
2	100%	70%	77%	69%
3		82%	95%	74%
4		86%	85%	76%
5			88%	66%
6				81%

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

We show steady growth over the last four years in the percentage of proficient students in the composite score of DIBELS by grade. At the school level, we have proficiency rates of 80% in 2012-13, 75% in 2013-14, 83% in 2014-15, and 76% in 2015-16. The fluctuation is due to assessment results of our new students (the ratio of new students is higher this year than in any other year).

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #2:				
Student Performance Standard/Goal #2: By the end of each student's third grade year, he or she will score proficient in reading using a triangulation of data derived from the short cycle assessment, SBA and/or classroom assessment data in order to advance to the next grade level (unless otherwise stated in IEP or PEP). Students must demonstrate proficiency in at least one of the three data areas to be considered proficient.				
Measure(s) Used:				
Data—Reading				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K	n/a	n/a	89	75
1	n/a	n/a	64	85
2	n/a	n/a	57	62
3	n/a	n/a	63	65
4	n/a	n/a	63	70
5	n/a	n/a	75	55
6	n/a	n/a	n/a	52
<i>Provide a statement of progress and additional information regarding the above data:</i>				
We increased the percentage of proficient students in grade 1 by 21%, 5% in grade 2, 2% in grade 3, and 7% in grade 4; we dropped 20% in grade 5. The percent of proficient students in 2014-2015 is 69%, and in 2015-2016 is 66%. We utilized short cycle assessments in year 1 and 2, but they are not comparable.				

Student Performance Standard/Goal #3:				
Student Performance Standard/Goal #3: By the end of the academic year, CCCS will score a 95% or higher attendance rating as measured by STARS.				
Measure(s) Used:				
Attendance reported in STARS.				
<i>Provide a statement of progress and additional information regarding the above data:</i>				

For this goal, we used the average attendance rate in STARS based on 120th day reporting instead of end of year data, which is not available in STARS. Here are the rates by year:

- 2012-13 - 94.08%
- 2013-14 – 95.62%
- 2014-15 – 95.86%
- 2015-16 – 96.0%

We have improved our rate each year.

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school’s statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1:	n/a
Measure(s) Used:	
Data:	
<i>Provide a statement of progress and additional information regarding the above data:</i>	

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.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

☒ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

☐ **Yes** ☒ **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

For the 2013-14 and 2014-15 audits, there are 2 repeat findings: timely deposits and internal control structure. Please note, FY 14 and FY 15 audits were conducted concurrently. The school has addressed both findings through the corrective action plans and school processes.

1. Financial Statement

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

2. 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 negative 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	School's Response
Planning Year (if applicable)		Due to formatting issues, all of the requested information in this Audit Report Summary was submitted as Appendix F.	
1 (12-13)			
2 (13-14)			
3 (14-15)			

<i>Identify any changes made to fiscal management practices as a result of audit findings.</i>
<i>Over time, the school has worked to greatly reduce the number of findings. We took action early on to ensure compliance with policies and procedures such as replacing the School Business Official, purchasing APTA software, having bank reconciliations reviewed and signed by Head Administrator, ensuring the right staff members have the information needed to complete required tasks in a timely manner and developing written policy and procedures for RFRs. More recently, our board has adopted a background check policy that now includes specific procedures, our administrators have drafted written procedures for obtaining maintaining current documentation, and our human resources director has created a checklist for ensuring current documentation. We have also made personnel changes and added a receipt book and log to ensure timely deposits.</i>

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.

Material Terms/Violations

Please provide assurances.

Questions	School's Response	Additional details.
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Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

1. ☒ Yes ☐ No The school complies with instructional days/hours requirements.
2. ☒ Yes ☐ No The school complies with graduation requirements.
3. ☒ Yes ☐ No The school complies with Promotion/Retention requirements.
4. ☒ Yes ☐ No Next-step plans are completed for applicable grades.
5. ☒ Yes ☐ No The school has an approved EPSS Plan.
6. ☒ Yes ☐ No The school demonstrates compliance with requirements relating to assessments.
7. ☒ Yes ☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
8. ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 1. ☒ Yes ☐ No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.

- 2. ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
- 3. ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

<i>For any "no" answers please provide an explanation.</i>

Employees—Assurances

- ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- ☐ **Yes** ☒ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

<i>For any "no" answers please provide an explanation.</i>
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<i>For our 2014-16 Audit, we received a finding of non-compliance in accordance with the New Mexico state Audit Rule under Payroll Transactions. During test work, 3 employees were found not have a current background check in their personnel file. Since that time, our board has established a background check policy with procedures, our administrators have drafted written procedures for obtaining and maintaining current documentation, and our human resources director has created a checklist for ensuring current documentation.</i>

School Environment—Assurances

- ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- ☒ **Yes** ☐ **No** The school complies with health and safety requirements.

- ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

1. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
2. ☒ **Yes** ☐ **No** All required School Policies
3. ☒ **Yes** ☐ **No** The Open Meetings Act
4. ☒ **Yes** ☐ **No** Inspection of Public Records Act
5. ☒ **Yes** ☐ **No** Conflict of Interest Policy
6. ☒ **Yes** ☐ **No** Anti-Nepotism Policy
7. ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
8. ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
9. ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
10. ☒ **Yes** ☐ **No** Governing Body Evaluates Itself

☒ **Yes** ☐ **No** Is the school holding management accountable?

- ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

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

Include, as **Appendix B**, 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 Coral Community Charter School and hereby certify that: the attached petition in support of the Coral Community Charter School renewing its charter was circulated to all employees of the Coral Community Charter School. There are _____ persons employed by the _____ Charter School. The petition contains the signatures of _____ employees which represents 100 percent of the employees employed by the Coral Community Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Donna Eldredge, 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 _____ day of _____ 2016.

Notary Public

My Commission Expires:

E. Petition of Support from Households

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

Include, as **Appendix C**, 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 Coral Community Charter School and certify that: the attached petition in support of the Coral Community Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of _____ households which represents _____ percent of the households whose children were enrolled in the Coral Community Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Donna Eldredge, 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 _____ day of _____ 2016.

Notary Public

My Commission Expires:

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 and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist		
		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe:	<input checked="" type="checkbox"/> Appendix E PEP Template; Appendix F Audit Report Summary; Appendix G Classroom Check In Form; Appendix H Amendment Request



Part C—Self-Study/Looking Forward

(Reflection and 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. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

- Employ math intervention based on gaps in student learning by reviewing data from short cycle assessments and PARCC
- Strengthen the core reading interventions that have been established with the Reads to Lead Grant
- Increase effectiveness of teachers and staff by providing more professional development in fidelity of implementation, gender based strategies and collaboration

2. What main strategies will be implemented to address these priorities?

- Increase focus on meeting teachers' needs and providing feedback by administrators in the priority areas listed above
- Increase teacher training in using data to drive instruction, implementing curriculum with fidelity and using supplemental programs to address individual learning styles as identified within the Personal Education Plans (PEPs)

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

- CCCS has employed a Data Specialist who also works as the Testing Coordinator who regularly prepares reports for administrators, teachers, governance council and our community
- Data is disaggregated and disseminated to teachers in a timely fashion
- Teachers incorporate student support strategies into PEPs based on data
- Administrators adjust approach and respond to teacher needs based on data
- Data dashboards will be included in PEP template

4. Reflect on the academic performance of students 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?

- Continue to incorporate individualized instruction based on data analysis
- Include individualized instruction based on data as part of the intervention in PEPs
- Target gaps in proficiency
- Utilize Junior Academy students as peer tutors as a two-fold strategy: older Q1 students work with younger students to strengthen skills

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

- The Data Specialist reports to the GC as data becomes available
- The Governance Council analyzes the data with Head Administrator
- The Head Administrator Evaluation includes school performance as part of the process for evaluation
- The GC offers support to the Head Administrator by ensuring compliance with all aspects of requirements

2. 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)
- (3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below 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 and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

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:*

1. *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.*
2. *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.*
3. *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
4. *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.*
5. *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:

1. First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
2. 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.

3. 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 “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

Goal #1 (Student Academic Performance Standards): By the completion of each full year of attendance, at least 85% of students who participated in the three windows of MAP (BOY, MOY and EOY) will show an individual growth rate from their baseline data in at least one academic area (reading, math):

- Greater than 85% of students show an individual growth rate - exceeds standards
- 85% of students show an individual growth rate - meets standards
- Less than 85% of students show an individual growth rate - below standards
- Less than 75% of students show an individual growth rate - far below standards

Goal #2 (Student Academic Performance Standards): By the end of three full academic years, at least 90% of students will score proficient using data derived from two of four measures identified for each grade level:

3rd -8th grade: MAP, PARCC, SCA (to include but not limited to IStation) and/or classroom assessment (rubrics, core curriculum assessments, IEP and PEP Goals).

K-2nd grade: MAP, PARCC, SCA (to include but not to limited to IStation) and/or classroom assessment (rubrics, core curriculum assessments, IEP and PEP Goals).

- Greater than 90% proficiency in two of four measures listed above - exceeds standards
- 90% proficiency in two of four measures listed above - meets standards
- 80% proficiency in two of four measures listed above - below standards
- Less than 80% proficiency in two of four measures listed above - far below standards

Goal #3 (Mission Specific): Coral Community Charter School will provide 18 hours of single gender training for staff throughout each school year as evidenced by training sign in sheets and materials:

- Provision of more than 18 hours of training annually-exceeds standards
- Provision of 18 hours (100%) of training -meets standards
- Provision of 14 hours (80%) of training-does not meet standards

- Provision of 13 hours (70%) of training-far below standards

Goal #4 (Mission Specific): Coral Community Charter School will perform bi-weekly Classroom Check Ins to review implementation of identified strategies and provide feedback on the Classroom Check In form (see Appendix G).

Assigned staff will perform bi-weekly Classroom Check Ins using the attached form. The forms will be returned immediately to the person who has been observed and reviewed with assessor as necessary. Additional support and training will be provided if necessary. Mentors may also be assigned as needed.

- Completion of weekly Classroom Check Ins – exceeds standards
- Completion of bi-weekly Classroom Check Ins- meets standards
- Completion of monthly Classroom Check Ins –does not meet standards
- Completion of quarterly Classroom Check Ins – far below standards

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.)

Goals 1 & 2: We believe the longer students are enrolled at our school, the greater gains they make. The assessment data outlined in the goals will be used to identify growth.

Goals 3 & 4: Coral Community Charter School is the only single gender school in the state of NM and one of the only schools with a Boys' Academy and Girls' Academy model in the country. An important component of successful single gender models is not simply separating the genders, but providing training to staff in instructional strategies proven to support learning for each gender. The training provided will help teachers successfully synthesize gender strategies, data analysis, Personal Education Plan preparation, CCSS alignment and individualized instruction to support learning for each student. We believe that both the training target in Goal 3 and the support target of goal 4 will assist our staff in becoming experts in implementing gender strategies and help administrators provide relevant and timely support to teachers.

4. Amendment Requests

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.

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: Coral Community Charter School

Date submitted: 10-3-16 Contact Name: _ Donna Eldredge E-mail: deldredge@coralcharter.com Phone #: 505-200-0440

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 4, Page 8	Mission: Coral Community Charter School will serve Albuquerque students, Kindergarten through 6 th grade, who choose to attend. We are dedicated to providing single	Mission: Coral Community Charter School will serve Albuquerque students, Pre-Kindergarten through 8 th grade, who choose to attend. We are dedicated to providing single gender classes, quality instruction,	<i>The mission has been amended only to include the addition of Pre-Kindergarten and 7th and 8th grades; the 4 pillars remain the same.</i>	9-27-16

	gender classes, quality instruction, individualization and family/community involvement.	individualization and family/community involvement.		
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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED

☐ DENIED