NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application Package *Table of Contents*
For the New Mexico Public Education Commission

North Valley Academy	Nov 2015

Head Administrator: Susan McConnell

Table of Contents

1. Executive Summary of CSD Charter Renewal Analysis
2. CSD Final Analysis of Application
3. CSD Preliminary Analysis of Application with School Comments
4. North Valley Academy Charter School Application

North Valley Academy
Renewal Executive Summary

1. Summary

A. North Valley Academy (NVA) opened in 2003 and was approved for renewal and authorized by the PEC in 2007. This is their third renewal. The school underwent a major restructuring in 2012 with the addition of new administration and a focus on strengthening the school; this has not proven to be successful in improving student achievement as is reflected in the school report card summary below. At the time of the restructuring North Valley Academy renegotiated their contract with the PEC and were granted a conditional 3 year term to improve student performance and remedy material findings. At this time the acting board president stated he agreement with the shortened contract adding that it was plenty of time to show improvement and that the school did not deserve a longer term. Following this renewal the head administrator and architect of the restructuring left the school and poor performance continued. The school hired another administrator who has not increased student academic performance. The school's current Final Grade on the state report card is a D and the school's PARCC scores for the 2014-15 SY in the Meets Expectations, PARCC grade of 4, for both mathematics and English language arts is lower than their surrounding district and the state at large for the same grade levels tested. Additionally, the school continues to violate the material terms of the renegotiated contract by not implementing project-based learning.

B. **Performance Summary**

The school does not meet academic performance standards. The school's three year trend for the letter grade shows a drop from a B in 2013 to a D in 2014. The current standing shows a very slight downward trend and the student growth measures both show downward trends. The school does not appear to be demonstrating improvement.

The school does not meet operational performance standards. The 2013 audit identified one non-compliance finding. This is an improvement over the 2011 audit, which included two significant deficiencies and three non-compliance findings, and the 2012 audit which included two repeated non-compliance findings and four other non-compliance findings.

The school's financial performance raises some concerns. The school's Cash Balance Projected on 6/30/14 was $ 429,663.00, the Actual Cash Balance was $569,393.00, a difference of $39,730.00. The Charter has been conservative in their spending and ended with a healthy cash balance of 15.52% in relation to operational expenditures.

2. Performance Analysis

Area	Meets	Cannot be Determined	Does Not Meet
Academic Framework	☐	☐	☒
Financial Framework	☐	☒	☐
Organizational Framework	☐	☐	☒

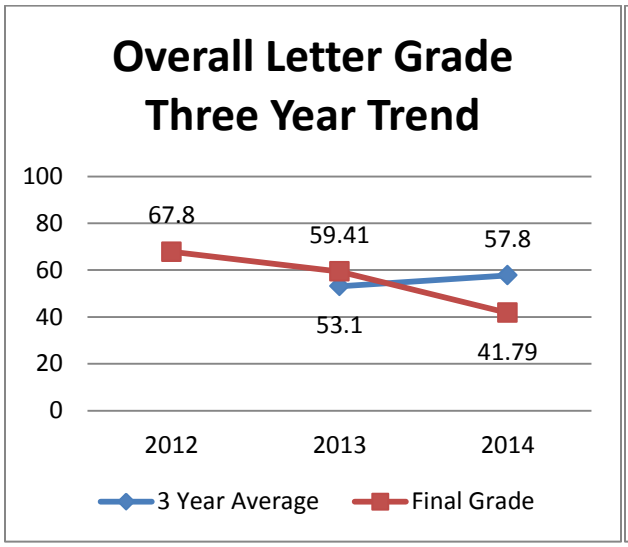
North Valley Academy does not meet the academic framework expectations; the school has had poor performance on the state report card for the past 3 years earning a D average and experiencing a drop in total points toward the final state grade in 2014. Three year trend data for overall letter grade,

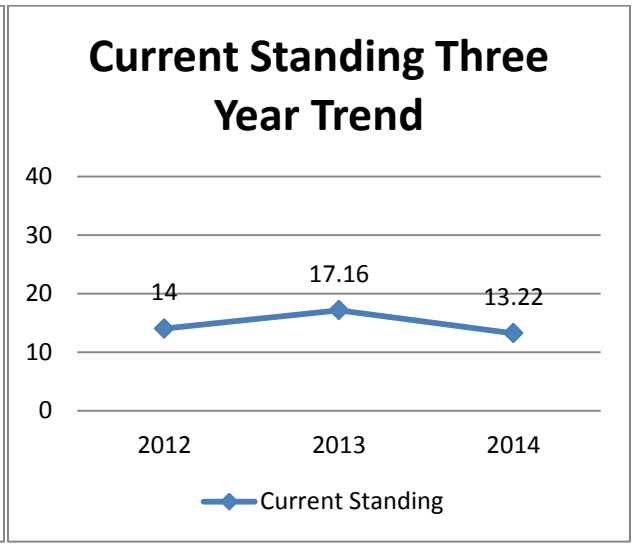
current standing, and student growth components is provided below.

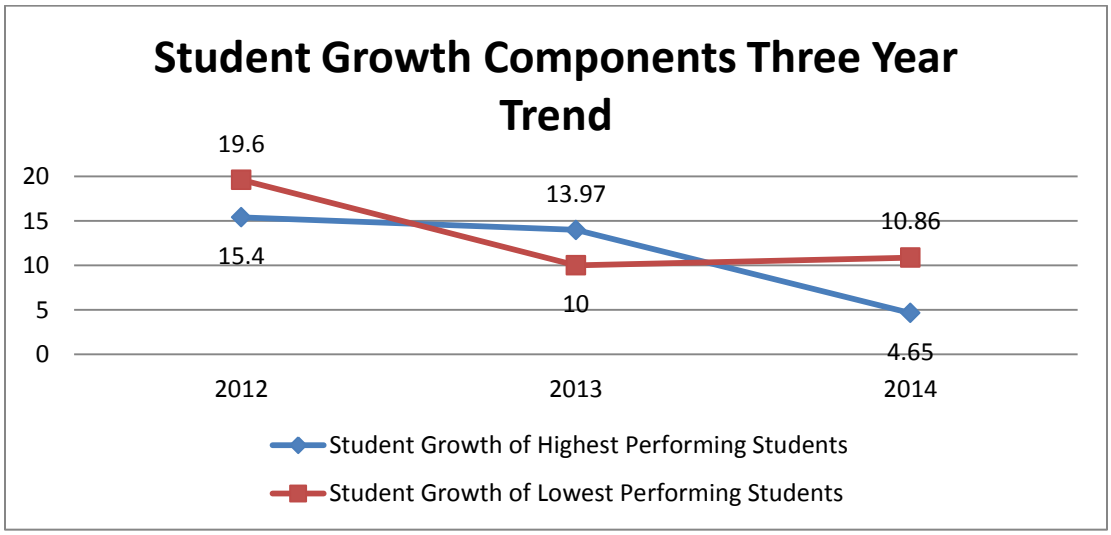
North Valley Academy was able to meet their charter goals for the 2014-15 SY successfully meeting standards in the Academic Framework with the PEC. Despite meeting the renegotiated goals the school scored lower than their home district and the state at large on the PARCC assessment in both mathematics and English language arts for the level of meets expectations.

Limited information is available about the school's financial performance. The Charter has been conservative in their spending and ended with a healthy cash balance of 15.52% in relation to operational expenditures.

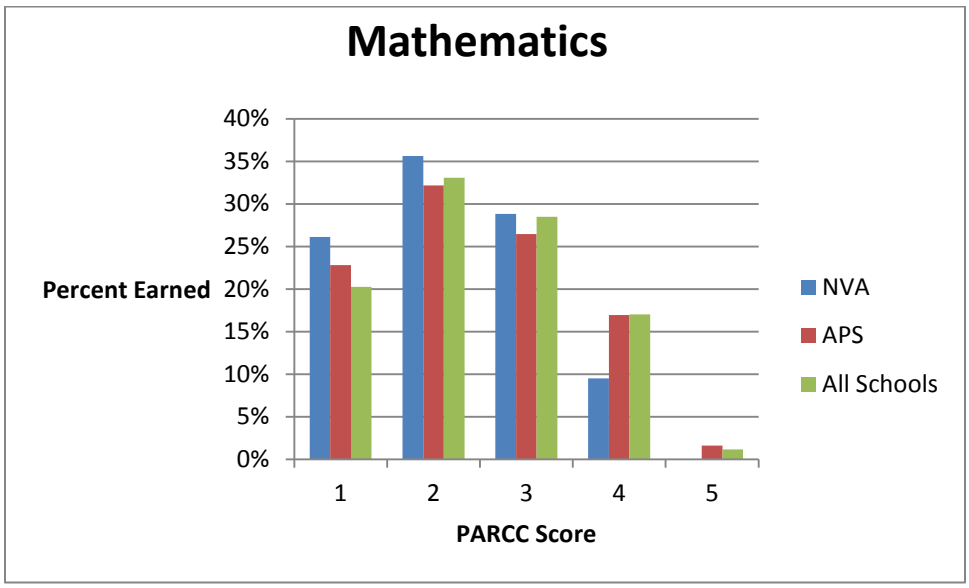
The school has demonstrated adequate organizational performance in the 2013 audit. The 2013 audit identified one non-compliance finding. However, the school is not meeting the material terms of the contract as the school is not implementing project based learning.

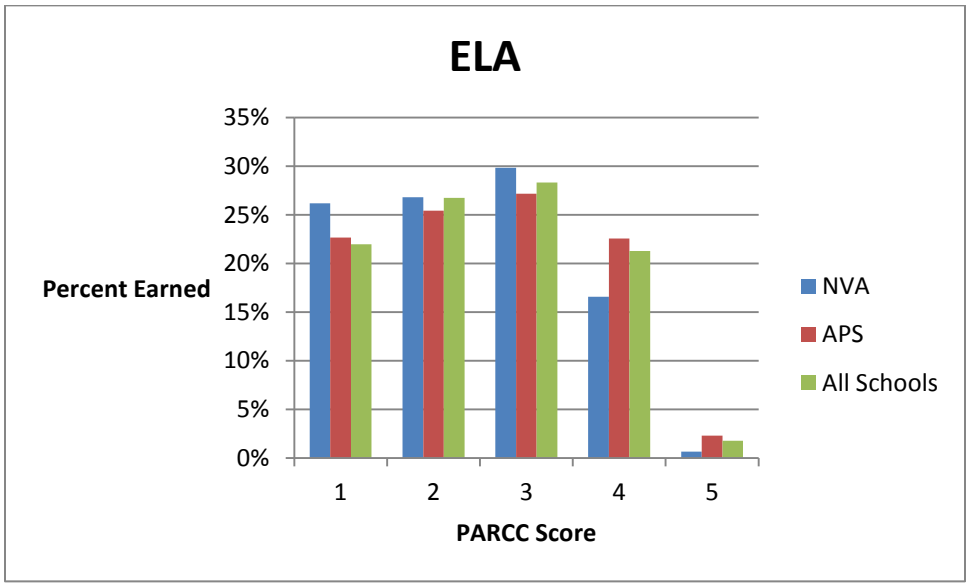






PARCC Data
North Valley Academy (NVA) PARCC scores from the 2015 testing show poor performance in the meets expectations area in both mathematics and English Language Arts when compared to the state at large and the Albuquerque Public School District within which they reside. In both mathematics and English language arts (ELA) the school scored slightly higher than the state and district in approaching expectations, a score of 3.

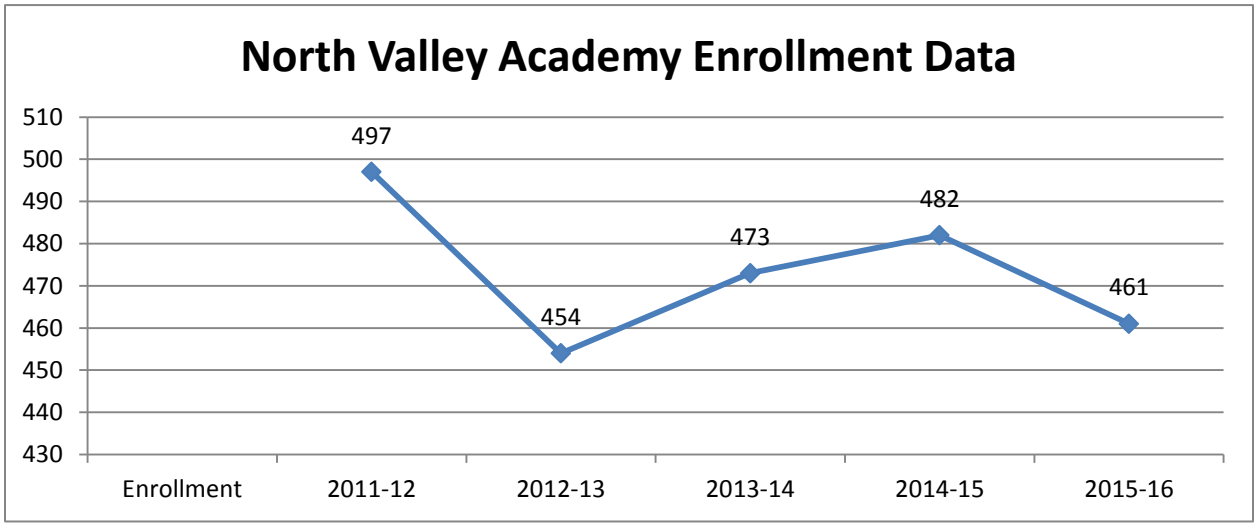


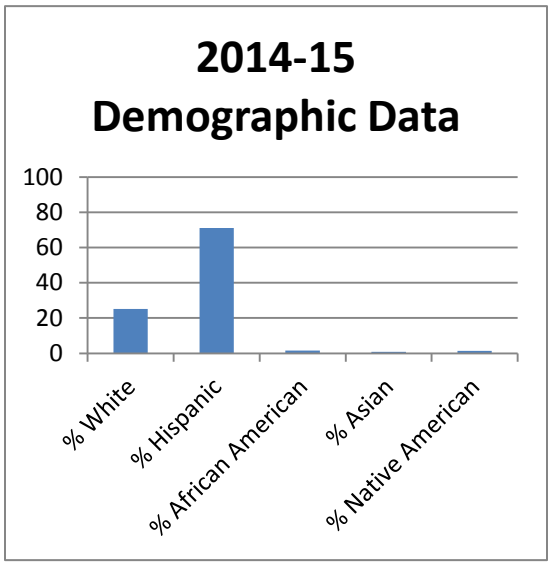


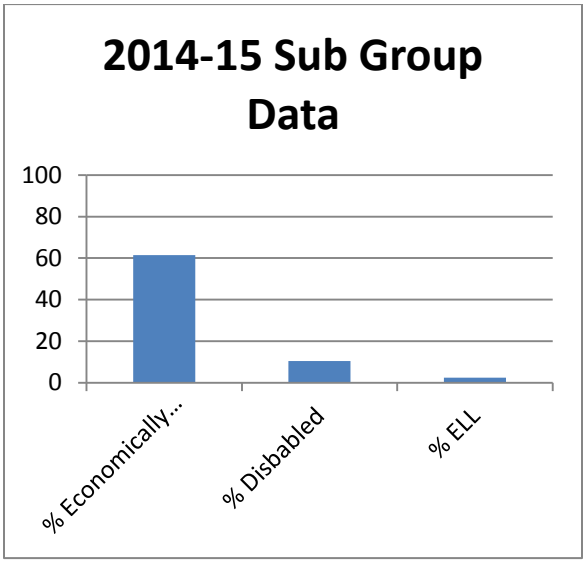
3. Profile

North Valley Academy has seen fluctuations in their enrollment since a high point of nearly 500 in 2011-12, their cap is 510. The school serves a population including 61% economically disadvantaged and 71% Hispanic. Approximately 10% of the population has IEPs and 2 % is ELLs.

School's Mission: To foster personal growth & academic success for each NVA student: By educating & developing "the whole child." By proffering exceptional teachers. Our charter focus is Health & Wellness.







4. Additional School Choices					
School	**Distance from School**	**Economically Disadvantaged ± 5%**	**Special Education ± 5%**	**ELL ± 5%**	**2014 State Final Grade**
Los Ranchos Elementary	.2 Miles	Yes	Yes	Yes	D
Taylor Middle School	.7 Miles	Yes	Yes	Yes	C
Alameda Elementary	1.5 Miles	Yes	No	Yes	B

5. Statements of Progress

North Valley Academy was required to provide statements of progress for any specific area of the state report card that did not meet a C level for any of the past 3 years. The school provided statements of progress which are analyzed following the rubric provided to schools during the final renewal training given by CSD. North Valley Academy was required to submit statements of progress for all areas of the report card with the exception of Opportunity to Learn.

For a school to obtain a "meets" rating in any area of the evaluation the school must sufficiently meet all aspects of the rubric created by CSD and shared with the school. CSD used the evaluation rubric and information obtained from the application and the renewal site visit to compile the following evaluations. Specific comments regarding the aspects of the rubric can be found in the Final Analysis document in this application packet.

Evaluation Summary			
Area: State Report Card	**CSD Evaluation**		
	Meets	**Does Not Meet**	**Falls Far Below**
Final grade	☐	☒	☐
Current Standing	☐	☒	☐
School Growth	☐	☒	☐
Q3	☐	☒	☐
Q1	☐	☒	☐
Opportunity to Learn	☐	☐	☐

6. Proposed Motion Language

Motion to Renew without Conditions

Move that the Public Education Commission approve the renewal application for North Valley Academy for a term of 5 years. The Commission finds that the applicant has submitted a renewal application that demonstrates:

1. the school has not committed a material violation of any of the conditions, standards or procedures set forth in the charter contract, because **[PEC TO PROVIDE REASONS];**

2. the school [**met** OR **made substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract]**, because **[PEC TO PROVIDE REASONS];**

3. the school met generally accepted standards of fiscal management because **[PEC TO PROVIDE REASONS]**; and

4. the school has not violated any provision of law from which the charter school was not specifically exempted because **[PEC TO PROVIDE REASONS].**

Motion to Renew with Conditions

Move that the Public Education Commission approve the renewal application for North Valley Academy for a term of **[PEC TO PROVIDE]** years with the following conditions:

- **[PEC TO PROVIDE]**

As described in the renewal application and analysis, North Valley Academy has not met the department's standards of excellence. Additionally, the school failed to demonstrate it is making substantial progress toward achievement of these academic standards. Further, the school has failed to meet the generally accepted standards of fiscal management and has violated provisions of the law from which the charter school is not exempted.

For these reasons, the Commission has a statutory justification to determine that the charter could be not renewed.

However, because the school has demonstrated some progress, the Public Education Commission is granting a limited term renewal with conditions to allow the charter school a reasonable opportunity to improve the academic, organizational, and financial performance of the school.

Motion for Non-Renewal

Move that the Public Education Commission deny the renewal application North Valley Academy.

As described in the renewal application and analysis, North Valley Academy has not met the department's standards of excellence. Additionally, the school failed to demonstrate it is making substantial progress toward achievement of these academic standards. Further, the school has failed to meet the generally accepted standards of fiscal management and has violated provisions of the law from which the charter school is not exempted. The school's governing body has been aware of the unsatisfactory performance and has had a reasonable opportunity to remedy the problems.

For these reasons, the Commission has a statutory justification to determine that the charter could be not renewed.

NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Final* Analysis For the New Mexico Public Education Commission

North Valley Academy	Nov 2015

Head Administrator: Susan McConnell

NM PED Charter School Division - Renewal Snapshot Report

North Valley Academy Charter School

Contract Type: Renewal Start: 7/1/2013 End: 6/30/2016 Term in Years: 3

General Information

Mailing Address: 7939 4th St NW, Los Ranchos de Albuquerque, NM 87114
Physical Address: 7939 4th St NW, Los Ranchos de Albuquerque, NM 87114
Phone: (505) 998-0501 Ext: Fax: (505) 998-0505 Website: www.nvanm.org
Opened: 2003 State Appvd: Dec-07 Renewal: 2016
School District: Albuquerque County: Bernalillo

Susan McConnell, Principal Email: smcconnell@nvanm.org
Scott Fitzgerald, President Email: sfitzgerald@nvanm.org

Mission: North Valley Academy Charter School is committed to provide students with a rich and well- balanced education, though a rigorous focus on Mathematics, Language Arts, and an emphasis on Health and Wellness.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		510	482	31	15.5

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	B	D		
2. 3 Year Avg Grade		C	C		
3. Current Standing	F	D	F		
4. School Growth	A	A	D		
5. Highest Performing Students	A	A	D		
6. Lowest Performing Students	A	F	F		
7. Opportunity to Learn	A	A	A		
8. Graduation					
9. Career and College					
10. Reading Proficiency	51.5	51.6	49.3		
11. Math Proficiency	37.6	36.6	36.6		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	1	1	2.42		

NM PED Charter School Division - Renewal Snapshot Report

North Valley Academy Charter School

Contract Type: Renewal Start: 7/1/2013 End: 6/30/2016 Term in Years: 3

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	484	497	454	473	482

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	55.6%	52.5%	51.3%	50.5%	56.6%
3. % Female	44.4%	47.5%	48.7%	49.5%	43.4%
4. % Caucasian	25.0%	23.5%	25.3%	29.2%	25.9%
5. % Hispanic	69.2%	71.4%	68.9%	65.5%	70.1%
6. % African American	2.7%	2.6%	2.9%	2.5%	1.9%
7. % Asian	1.4%	0.8%	1.8%	1.3%	0.8%
8. % Native American	1.7%	1.6%	1.1%	1.5%	1.2%
9. % Economically Disadvantaged	53.7%	59.0%	62.1%	60.5%	57.5%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	9.1%	9.5%	7.7%	7.6%	9.1%
15. % ELL	3.5%	4.0%	3.1%	2.1%	1.5%

School Overview

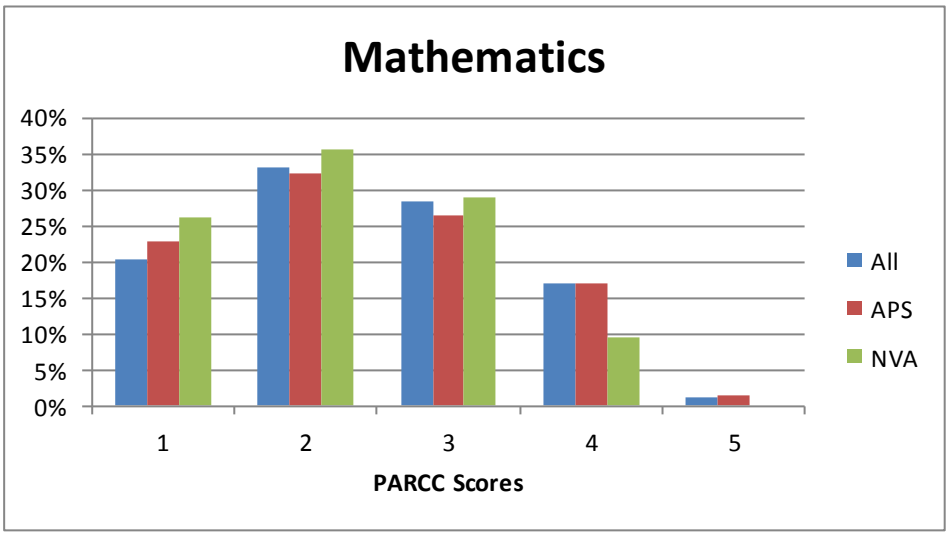
- **Charter History/Academic Performance**

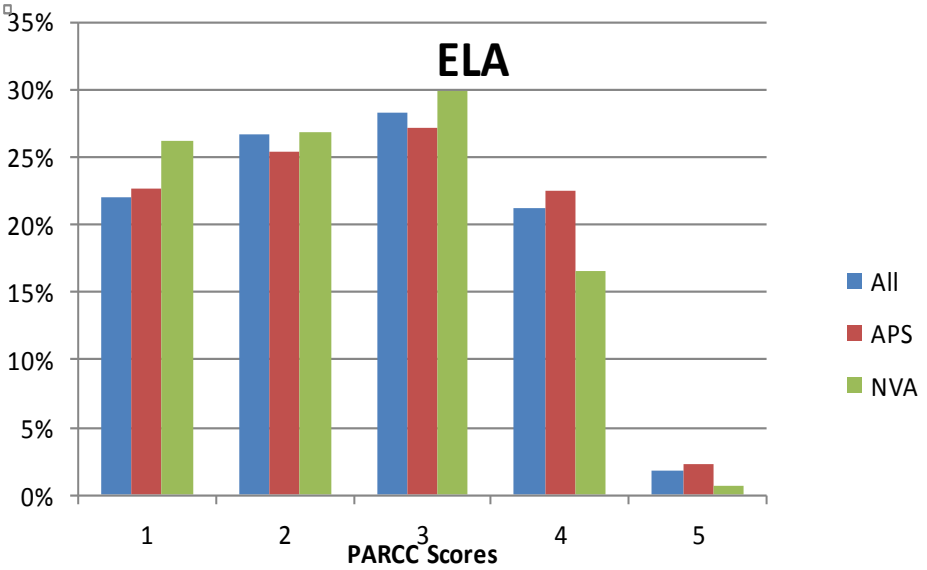
North Valley Academy (NVA) opened in 2003 and was approved for renewal and authorized by the PEC in 2007. This is their third renewal. The school underwent a major restructuring in 2012 with the addition of new administration and a focus on strengthening the school; this has not proven to be successful in improving student achievement as is reflected in the school report card summary below. At the time of the restructuring North Valley Academy renegotiated their contract with the PEC and were granted a conditional 3 year term to improve student performance and remedy material findings. At this time the acting board president stated he agreement with the shortened contract adding that it was plenty of time to show improvement and that the school did not deserve a longer term. Following this renewal the head administrator and architect of the restructuring left the school and poor performance continued. The school hired another administrator who has not increased student academic performance. The school's current Final Grade on the state report card is a D and the school's PARCC scores for the 2014-15 SY in the Meets Expectations, PARCC grade of 4, for both mathematics and English language arts is lower than their surrounding district and the state at large for the same grade levels tested. Additionally, the school continues to violate the material terms of the renegotiated contract by not implementing project-based learning.

The school's current three year average is a C and the FY14 letter grade is a D. The school continues to score low grades in the areas of Current Standing, School Growth, and Q3 and Q1 student growth. The schools report card has shown consistent declines since 2012.

School Report Data - North Valley Academy Charter				
	2011	**2012**	**2013**	**2014**
3 Year Average	N/A	N/A	C 53.1	C 57.8
Final Grade	F 30.2	B 67.8	B 59.41	D 41.79
Current Standing	F 6.7	F 14	D 17.16	F 13.22
School Growth	F 1.3	A 9.8	A 9.23	D 3.95
Student Growth of Highest Performing Students	F 1.9	A 15.4	A 13.97	D 4.65
Student Growth of Lowest Performing Students	D 13.5	A 19.6	F 10	F 10.86
Opportunity to Learn	D 6.8	A 9	A 9.05	A 9.11

CSD compiled the following 2014/2015 PARCC data for all grades tested at North Valley Academy in both Mathematics and English Language Arts. The tables below represent comparisons between the state at large, APS and North Valley for the same tested grades. In FY14-15, North Valley Academy had a higher percentage of students scoring in the non-proficient range for both math and reading than did APS or the state at large.





- **Site Visit Summary**

Statements of Progress were required for several these sections of the state report card. The school was able to articulate responses for the statements of progress for the sections of the state report card the school was required to report on that described the analysis and use of data to drive instruction. The school provided internal data that indicated some improvement in student achievement. The data does not, however, align with the state assessment results.

Teachers were enthusiastic about the direction the school is moving. All teachers were able to articulate the purpose of and strategy for utilizing data informed instruction. In addition the instructors were able to speak to the impact of the PLCs and the role of the newly hired instructional coach in improving student academic achievement. Teachers in reading classes spoke about the use of the daily 5 and both math and reading teachers are well informed with differentiation and the SAT process.

Parents in the school speak about the positive changes in the school over the last few years, although the student assessment data does not demonstrate any improved student achievement. All parents spoke about the high level of engagement they have with the school and are happy with the increase in technology and the emphasis on health and wellness.

Governing Council members receive monthly reports from administration on the progress of the school. All members interviewed spoke about the importance of the data presented in each meeting as a way to evaluate the school and the head administrator.

Application Part B. Self-Report/ Looking Back

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.

CSD Analysis – School Grade Report For The Last 3 Years

North Valley Academy did not show evidence of improving performance in required reporting areas on the state report card. The school showed a decrease in points earned for all areas with the exception of slight increases in the areas of 3 Year Average, Q1 performance and Opportunity to Learn.

North Valley Academy (NVA) did provide a statement of progress, supported by artifacts that describe evidence of data the school systematically collects and utilizes to understand student performance in this area. NVA indicates that the launch of the classroom initiative helped to focus all available attention, efforts and resources on the classroom. NVA collected Discovery data in math and reading to create data points to show growth during and post intervention. NVA indicates that both math and reading scores have increased in most grade levels in the most recent school year. This is not reflected in the state assessment (PARCC) data.

North Valley Academy did not provide evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in this area. NVA indicated that PLCs are used to analyze data as well as teaching strategy. These PLCs involve the instructional coach and include book studies and relation of best practice. Specific strategies for implementation of the previously mentioned programs are covered in these PLCs. CSD did not confirm

artifacts such as sign in sheets or agendas for these meetings. NVA indicates the school initiative was responsible for the DEA growth. This is not reflected in the state assessment (PARCC) data.

North Valley Academy did provide evidence of systematic actions the school takes to respond to the data. NVA indicated that the organization of the school day, instructional materials used, and organization of physical space was changed to address the low scores. CSD confirmed this during the renewal site visit.

North Valley Academy did provide evidence of improving performance in this area as demonstrated by internal school data in the most recent year. NVA indicated that the school increased performance at the level of 5% growth in student scores reflected in short cycle assessment data.
CSD confirmed the school is responding to data through the ongoing implementation of the Daily 5, Café Method and weekly PLC meetings in which data informed instruction is the focus.

NVA has shown increased student progress in math on internal benchmark assessments, but this is not reflected on state assessment data. Reading scores are flat at this time. It is unclear whether the schools strategies will be effective in improving student achievement in years to come.

Meets ☐	Does Not Meet ☒	Falls Far Below ☐	Not Applicable ☐

CSD Analysis – School Charter Goals For The Last 3 Years
NVA met all contract goals for the 2014/2015 SY. The school implemented a multi-tiered strategic plan last SY starting with the addition of a COO and including a change to the schedule, curriculum, instruction and instructional coach. PLCs are used school wide to implement the changes that the school hopes will continue to increase student performance in the school.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable ☐

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 and Financial Statement
The school reports that it 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.

The school indicates an increase in instructional funding of 10% over the past school year and a reorganization including the addition of a Chief Operational Officer.

Meets ☐	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

Audit Findings
The school reports that it follows Generally Accepted Accounting Principles. In the self-report section of the application the school indicated a total of 6 findings over the 2011-12 and 2012-13 FY. The school states: "In August of 2012, the school hired a new Business Manager. Within one year, audit findings decreased by 80%. During the 2012-13 & 2013-14 fiscal years, administration was focused on addressing several issues of non-compliance. Internal controls and all processes and procedures in the Business Office were reviewed and improved to ensure both compliance and strong internal controls." CSD cannot determine the report due to a lack of information stemming from the 2015 report.

Meets ☐	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

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
NVA has not met all material terms of their contract. CSD could not confirm the "commitment to experiential and project-based learning" included on page 28 of the 2012-2016 contract authorized by the PEC. In the school response section of the renewal application preliminary analysis the school indicated that

they do in fact use project-based learning. CSD did not confirm evidence of this curriculum or instruction during the renewal site visit and none was connected to the application or the annual monitoring, Web EPSS. Because of the lack of artifacts and evidence and the lack of clarity in the school's response to the analysis, CSD considers this area a continued problem.

Meets ☐	Does Not Meet ☒	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

Amendment Request

NVA has requested an enrollment cap increase of 24 students due to an increase in retention of students in the upper grades 6-8.

CSD recommends the denial of this cap due to the school receiving an overall grade of D for the 2013/2014 SY and failure of the school to demonstrate it is making substantial progress toward meeting the academic performance standards. Additionally, the school's current enrollment is 461 students as of the 40th day of the 2015-16 SY, their enrollment cap is 510.

Employees

The school has made assurances that it is meeting organizational performance requirements related to employees including:

The school meets teacher and other staff credentialing requirements

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.

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.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

School Environment

The school has made assurances that it is meeting organizational performance requirements related to school environment including:

The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years.

The school keeps records of fire inspections and other safety requirements.

The school meets transportation and nutrition requirements, if applicable.

The school complies with health and safety requirements.

The building, grounds, and facilities provide a safe and orderly environment.

CSD noticed the addition of two new portables on the North Valley Campus during the renewal site visit. CSD needs to confirm the proper permitting and occupancy ratings for the structures.

Meets ☐	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

Appropriate Handling of Information
The school has made assurances that it is meeting organizational performance requirements related to appropriate handling of information including: The school maintains required information in STARS and submits in a timely manner. The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities. The school keeps all records safe from fire and theft and stored in a retrievable manner. All student records are retained and disposed of pursuant to state requirements. The school properly and securely maintains testing materials. These items were confirmed during the 2014/15 annual site visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

Governance
The school has made assurances that it complies with governance requirements including: All required School Policies The Open Meetings Act Inspection of Public Records Act Conflict of Interest Policy Anti-Nepotism Policy Governing Body Organization and Membership Rules (i.e., Bylaws) Required Committees (Finance and Audit) and submission of appropriate documentation

Governing Body Mandated Trainings
Governing Body Evaluates Itself
Is the school holding management accountable
The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

The Governing Council has not demonstrated compliance through the adoption of and adherence to an approved set of by-laws. During the 2015 Annual Site visit the CSD expressed the concerns that Ray Barton, a school administrator had been serving as the main minute taker during the Governing Board meetings and the position of the Secretary remained vacant for a significant portion of the school year. The bylaws indicate the role of the Secretary as part of the established Governing Board. The school responded to the CSD concerns by electing a Secretary to the position at the May 28th meeting. While the school will be prepared to be in compliance for the 2015-16 SY, the school was out of compliance for the 2014-15 SY.

Meets ☐	Does Not Meet ☒	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

Part C. Looking Forward

CSD Analysis – Proposed Charter Goals

NVA included 2 Academic goals in SMART format using Discovery education growth reports for both reading and math. The school intends on creating a mission specific goal for health and wellness but has not included a draft of that goal in the renewal application.
CSD feels the goals included are sufficient to begin negotiations should the school be granted renewal.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable ☐

NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Preliminary* Analysis For the New Mexico Public Education Commission

North Valley Academy	Nov 2015

Head Administrator: Susan McConnell

NM PED Charter School Division - Renewal Snapshot Report

North Valley Academy Charter School

Contract Type: Renewal Start: 7/1/2013 End: 6/30/2016 Term in Years: 3

General Information

Mailing Address: 7939 4th St NW, Los Ranchos de Albuquerque, NM 87114
Physical Address: 7939 4th St NW, Los Ranchos de Albuquerque, NM 87114
Phone: (505) 998-0501 Ext: Fax: (505) 998-0505 Website: www.nvanm.org
Opened: 2003 State Appvd: Dec-07 Renewal: 2016
School District: Albuquerque County: Bernalillo

Susan McConnell, Principal Email: smcconnell@nvanm.org
Scott Fitzgerald, President Email: sfitzgerald@nvanm.org

Mission: North Valley Academy Charter School is committed to provide students with a rich and well- balanced education, though a rigorous focus on Mathematics, Language Arts, and an emphasis on Health and Wellness.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		510	482	31	15.5

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	B	D		
2. 3 Year Avg Grade		C	C		
3. Current Standing	F	D	F		
4. School Growth	A	A	D		
5. Highest Performing Students	A	A	D		
6. Lowest Performing Students	A	F	F		
7. Opportunity to Learn	A	A	A		
8. Graduation					
9. Career and College					
10. Reading Proficiency	51.5	51.6	49.3		
11. Math Proficiency	37.6	36.6	36.6		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	1	1	2.42		

NM PED Charter School Division - Renewal Snapshot Report

North Valley Academy Charter School

Contract Type: Renewal Start: 7/1/2013 End: 6/30/2016 Term in Years: 3

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	484	497	454	473	482

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	55.6%	52.5%	51.3%	50.5%	56.6%
3. % Female	44.4%	47.5%	48.7%	49.5%	43.4%
4. % Caucasian	25.0%	23.5%	25.3%	29.2%	25.9%
5. % Hispanic	69.2%	71.4%	68.9%	65.5%	70.1%
6. % African American	2.7%	2.6%	2.9%	2.5%	1.9%
7. % Asian	1.4%	0.8%	1.8%	1.3%	0.8%
8. % Native American	1.7%	1.6%	1.1%	1.5%	1.2%
9. % Economically Disadvantaged	53.7%	59.0%	62.1%	60.5%	57.5%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	9.1%	9.5%	7.7%	7.6%	9.1%
15. % ELL	3.5%	4.0%	3.1%	2.1%	1.5%

School Overview

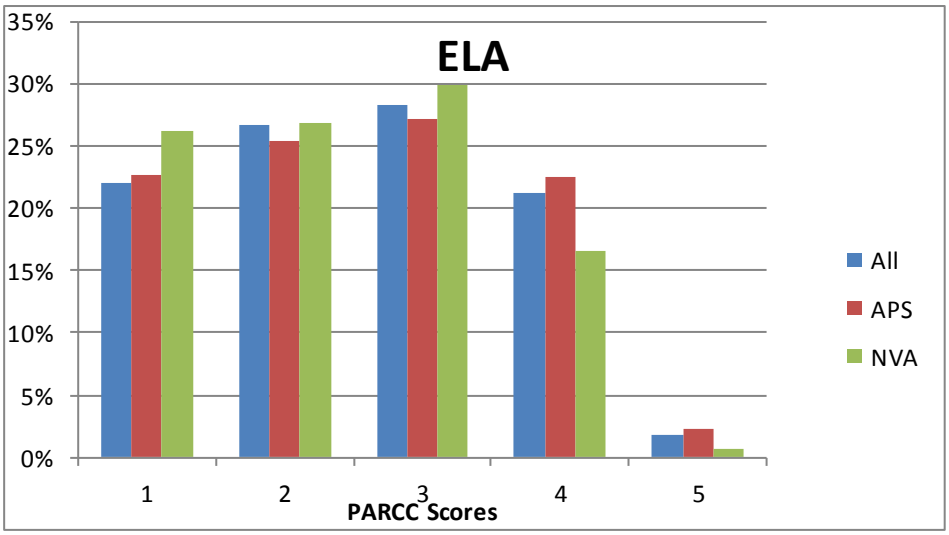
- **Charter History/Academic Performance**

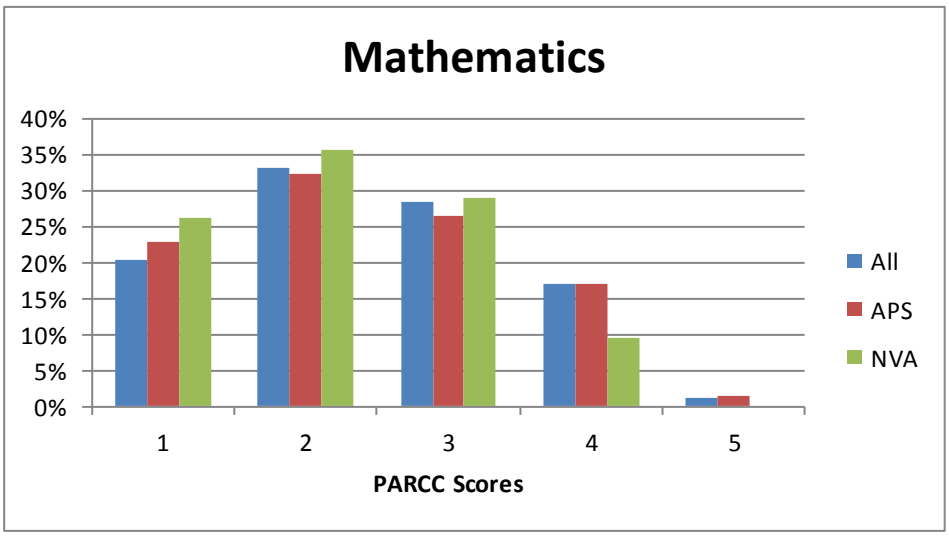
North Valley Academy (NVA) opened in 2003 and was approved for renewal and authorized by the PEC in 2007. This is their second renewal. The school underwent a major restructuring in 2012 with the addition of new administration and a focus on strengthening the school, this has not proven to be successful in improving student achievement as is reflected in the school report card summary below. Recently the school added a COO to free the head administrator to focus on instruction. The school has also included an instructional coach to the faculty and hopes to see a positive impact in student learning as a result.

The school's current three year average is a C and the FY14 letter grade is a D. The school continues to score low grades in the areas of Current Standing, School Growth, and Q3 and Q1 student growth. The schools report card has shown consistent declines since 2012.

School Report Data - North Valley Academy Charter				
	2011	**2012**	**2013**	**2014**
3 Year Average	N/A	N/A	C 53.1	C 57.8
Final Grade	F 30.2	B 67.8	B 59.41	D 41.79
Current Standing	F 6.7	F 14	D 17.16	F 13.22
School Growth	F 1.3	A 9.8	A 9.23	D 3.95
Student Growth of Highest Performing Students	F 1.9	A 15.4	A 13.97	D 4.65
Student Growth of Lowest Performing Students	D 13.5	A 19.6	F 10	F 10.86
Opportunity to Learn	D 6.8	A 9	A 9.05	A 9.11

CSD compiled the following 2014/2015 PARCC data for all grades tested at North Valley Academy in both Mathematics and English Language Arts. The tables below represent comparisons between the state at large, APS and North Valley for the same tested grades. In FY14-15, North Valley Academy had a higher percentage of students scoring in the non-proficient range for both math and reading than did APS or the state at large.





- **Site Visit Summary**

  Statements of Progress were required for several these sections of the state report card. The school was able to articulate responses for the statements of progress for the sections of the state report card the school was required to report on that described the analysis and use of data to drive instruction. The school provided internal data that indicated some improvement in student achievement. The data does not, however, align with the state assessment results.

  Teachers were enthusiastic about the direction the school is moving. All teachers were able to

articulate the purpose of and strategy for utilizing data informed instruction. In addition the instructors were able to speak to the impact of the PLCs and the role of the newly hired instructional coach in improving student academic achievement. Teachers in reading classes spoke about the use of the daily 5 and both math and reading teachers are well informed with differentiation and the SAT process.

Parents in the school speak about the positive changes in the school over the last few years, although the student assessment data does not demonstrate any improved student achievement. All parents spoke about the high level of engagement they have with the school and are happy with the increase in technology and the emphasis on health and wellness.

Governing Council members receive monthly reports from administration on the progress of the school. All members interviewed spoke about the importance of the data presented in each meeting as a way to evaluate the school and the head administrator.

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.

Material Violations

The Charter School Act provides:

> *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, 22-8B-12F (1) NMSA 1978.*

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school pledges to meet. The review team has analyzed the evidence provided by both the charter school and the school's current authorizer (the PEC or the school district) with regard to material violations.

Material Terms
NVA has not met all material terms of their contract. CSD could not confirm the "commitment to experiential and project-based learning" included on page 28 of the 2012-2016 contract authorized by the PEC. ***The school may comment on the results of the preliminary analysis by typing directly in the text box below. Response areas are available for all remaining sections.***

School Response

NVA has implemented <u>EXPERIENTIAL and PROJECT-BASED LEARNING</u>
<u>(i.e. hands-on, small-group projects)</u>, as an instructional strategy in the classroom.
The primary programmatic mechanisms for designing and implementing this are:

1. **READING & MATH: The design & implementation of "Instructional Scaffolding" through Rti.**
   > Block Scheduling (one day per week) – to allow concentrated focus on specific applications.
   > Assessment and assignment of each student to learning groups, with similar learning patterns.
   > A focus on the practical application and deeper understanding of concepts.

2. **READING: Conversion to a leveled, non-fiction approach to reading instruction.**
   > This conversion has required the introduction of and training in new programs, as well as new instructional materials – which are utilized to teach reading at NVA.
   > NVA acquired and trained staff in the "National Geographic", non-fiction, instructional materials. These materials provide an instructional platform for practical, experiential learning. They are "leveled" to match each student's reading abilities. They are also aligned with Common Core standards.
   > Curriculum areas of Science and Social Studies are addressed in these materials.
   > Following reading sessions, students participate in hands-on, small-group projects (Example: Students use the National Geographic - leveled reading materials, to read about a specific science concept. Then, small-groups of students work on an assigned project, with a hands-on application of that same science concept).

3. **INTEGRATED FIELD-STUDY PROGRAM: Experiential Learning (external to the school).**
   > Once-a-month, middle school students travel to an external site, to experience real world Integration of the concepts they have learned in the classroom.
   > These field-study days are focused on specific, Common Core learning standards.
   > Examples of field-study sites are:
   - National Atomic Museum – Physical Science applications
   - New Mexico Planetarium – Earth Science applications
   - El Rancho de las Golondrinas – History of New Mexico

4. **"BLENDED LEARNING" INITIATIVE / MISSION GOAL: Formalization of diversified teaching formats in the classroom (examples: Small group student-led, Technology-based learning, Hands-on project-based, Large group or small group teacher-led).**
   > A formal program to measure current classroom instructional formats and the proportion of time that each instructional format is utilized in the classroom.
   > Teachers were trained in the use of small-group projects and other alternative strategies (i.e. as alternatives to the traditional, lecture-style approach).
   > The resulting changes in instructional formats was then reported and reviewed.

Amendment Request
NVA has requested an enrollment cap increase of 24 students due to an increase in retention of students in the upper grades 6-8. Due to the school receiving an overall grade of D for the 2013/2014 SY and failure of the school to demonstrate it is making substantial progress toward meeting the academic performance standards, CSD recommends the denial of this cap. CSD recommends that the school request the increase at a later date if there is data to demonstrate improved academic performance.
School Response
In the typical school year, NVA structures three classes per grade, from Kindergarten through 5th grade. However, at the 5th or 6th grade level, NVA has traditionally experienced a significant reduction in students returning for the middle school. **This past year, parents responded to the NVA Classroom Initiative by indicating their intentions to return nearly all students for the middle school grades. Therefore, NVA responded by incrementally expanding the middle school…. from 2 classes per grade - to 3 classes per grade (in order to accommodate the increase in projected M.S. enrollment).** **The negative impact of this adjustment was felt in the lower, elementary grades. In order to stay within the 510 enrollment cap, a reduction in the enrollment for the early elementary grades was required. Since these classes are almost always full (with waiting lists), this limited the available slots for students in these grades.** **The NVA planning process has projected a staged, addition of a third class in the middle school. The addition of this third M.S. class would necessitate adjusting the enrollment cap by 24 students. In addition, continued enrollment reductions for the lower, elementary grades can be avoided with this modest increase in the enrollment cap.** **NVA has the physical facilities to accommodate this structural change.** **In addition, NVA met or exceeded the PEC growth goals, in both Reading and Math performance this past two years. In the coming school years, it is logical to project that this growth in short-cycle testing performance will also translate into gradual growth in statewide testing results.**

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.

CSD Analysis – School Grade Report For The Last 3 Years

North Valley Academy was required to provide statements of progress for any specific area of the state report card that did not meet a C level for any of the past 3 years. The school provided statements of progress which are analyzed following the rubric provided to schools during the final renewal training given by CSD.
North Valley Academy (NVA) was required to submit the following statements of progress:
Final Grade, Current Standing, School Growth and Q1, Q3 Performance

Statement of Progress – Current Standing
2012, 2013-With regard to current standing,
2 a.) NVA indicates that the launch of the classroom initiative helped to focus all available attention, efforts and resources on the classroom. a.) NVA collected Discovery data in math and reading to create data points to show growth during and post intervention. NVA indicates that both math and reading scores have increased in most grade levels. This is not reflected in the state assessment data.

b.) NVA indicated that PLCs are used to analyze data as well as teaching strategy. These PLCs involve the instructional coach and include book studies and relation of best practice. Specific strategies for implementation of the previously mentioned programs are covered in these PLCs.
NVA indicates the school initiative was responsible for the DEA growth. This is not reflected in the state assessment data.

c.) NVA indicated that the organization of the school day, instructional materials used, and organization of physical space was changed to address the low scores.

3.) NVA indicated that the school increased performance at the level of 5% growth in student scores reflected in short cycle assessment data.
CSD Notes During Visit
CSD confirmed the school is responding to data through the ongoing implementation of the Daily 5, Café Method and weekly PLC meetings in which data informed instruction is the focus.

NVA has shown increased student progress in math on internal benchmark assessments, but this is not reflected on state assessment data. Reading scores are flat at this time. It is unclear whether the schools

strategies will be effective in improving student achievement in years to come.

Statement of Progress – School Growth
2014-NVA indicated a significant drop in the area of school growth for the 2013/2014 SY.
2.) The school indicates that an initiative was launched to respond to the drop in scores but did not indicate possible reasons for the drop in scores.
a.) the school indicates that Discovery data is collected and used to target performance interventions for individual students.
b.) the school indicates that data is analyzed with the help of an instructional coach during PLC meetings.
c.) the systematic actions are not clearly articulated in the statement of progress.
3.) The DEA scores presented in the Statement of Progress do not give a clear picture of reasons for the drop but does show improvement in reading.

CSD Notes During Visit

CSD confirmed evidence and artifacts related to clear interventions in both math and reading. As a part of the school initiative to boost academic progress across all grades they hired an instructional coach starting in this current school year. The instructional coach described in detail interventions that have been implemented this year in reading such as the Daily 5, CAFÉ method, leveled grouping. These interventions engage students at the individual level, offer strategies at that level, and allow the student to target progress.

In addition, the school provides interventions in math using Math Daily 3 which includes a written component whereby the student writes about their problem solving.

NVA presented DEA results that indicate a flat growth rate in Reading and a sharp increase in growth from 2014/2015. There is no clear relationship between the DEA scores and the drop in school growth on the state report card.

NVA indicated that PLCs are used to analyze data as well as teaching strategy. These PLCs involve the instructional coach and include book studies and relation of best practice. Specific strategies for implementation of the previously mentioned programs are covered in these PLCs.
NVA indicates the school initiative was responsible for the DEA growth.

The school is responding to data through the ongoing implementation of the previously mentioned strategies.

NVA indicates DEA data shows growth in Math, Reading has been flat for the last two years. It is unclear if this data will similarly be reflected in state assessment data, to date it has not.

School Response

Clearly, it takes some time and significant effort to move statewide test results. This past two years,

NVA has committed every available dollar and resource to that effort.

The NVA student cohort which has proven to be most resistant to growth has been Q1 (the lowest quartile). The individualized assessment and learning model, which NVA has implemented, lends itself to help generate growth for this cohort. In addition, NVA has also implemented the "Reads-to-lead" program, a targeted reading interventionist, and specific, research-based alternative instructional strategies for reluctant learners.

During the current charter contract period, NVA has worked extraordinarily hard to develop and implement new initiatives – which would demonstrate progress in testing/assessment results. In terms of short-cycle assessment results, these initiatives have proven successful-to-date. However, these same growth gains have yet to be realized in statewide testing.

NVA is confident that if we "stay-the-course" and continue the intensive programs (which NVA has already implemented and is currently refining), these short-cycle performance gains will gradually translate into higher state testing results as well.

CSD Analysis – School Contract Goals For The Last 3 Years

NVA met all contract goals for the 2014/2015 SY. The school implemented a multi-tiered strategic plan last SY starting with the addition of a COO and including a change to the schedule, curriculum, instruction and instructional coach. PLCs are used school wide to implement the changes that the school hopes will continue to increase student performance in the school.

School Response

CSD Analysis – Proposed Contract Goals

NVA included 2 Academic goals in SMART format using Discovery education growth reports for both reading and math. The school intends on creating a mission specific goal for health and wellness but has not included a draft of that goal in the renewal application.
CSD feels the goals included are sufficient to begin negotiations should the school be granted renewal.

School Response

CSD Analysis – Final Site Visit Report 2014/2015
NVA Academy had 8 items out of compliance, rated “Does Not Meet” for the 2014/2015 SY site visit. CSD confirmed all items had been bought into compliance or that plans were in place to rectify them with the exception of a • “Commitment to experiential and project-based learning” This is indicated on page 28 of the 2012-2016 contract authorized by the PEC.
School Response
This item: “Commitment to experiential and project-based learning” - is outlined and more clearly articulated in an earlier section of this report (see: response to the section on “Material Terms”).

New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
2015 State Charter Renewal Application Kit

Updated March 2015

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Dear State Charter School Renewal Applicants:

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 1, 2015**, 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 CSD 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 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 me: katie.poulos@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Katie Poulos
Director, Charter Schools Division

Instructions: 2015 State Charter Renewal Application Process and Review Stages 5
State Charter Renewal Application Evaluation Standards 7
Glossary of Terms 8
2015 State Charter Renewal Application Process 13
Part A—School's Summary Data Report 14
Part B—Self-Report/Looking Back 17
I. Self-Report—Looking Back 18
A. Academic Performance/Educational Plan 18
B. Financial Performance 52
C. Organizational Performance 54
D. Petition of Support from Employees 57
E. Petition of Support from Households 58
F. Facility 59
G. Term of Renewal 59
II. Checklist 60
Part C—Self-Study/Looking Forward 61
II. Self-Report—Looking Forward 62
A. Performance Self Study/Analysis-Key Questions 62
B. Mission-Specific Indicators/Goals 68
C. Amendment Requests 72

Instructions: 2014 State Charter Renewal Application Process and Review Stages	
Form and Point of Contact	All submissions should be prepared utilizing the 2015 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 Katie Poulos at katie.poulos@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	2015 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Amy Chacon at Amy.Chacon@state.nm.us. Files must be submitted via your account on the Web EPSS site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2015. Note: Submission prior to October 1st, 2015 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.
Technical Assistance Workshops (April – September 2015)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September 2015. The first training will take place April 20, 2015 and will be a webinar. 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 2–November 9)**	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 9)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. 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 9-16	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS site. Again, more training on using and maneuvering this site is forthcoming.
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 **Monday, November 30, 2015**. Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 10–11)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on **December, 10 - 11, 2015**.
Contract Negotiations (December, 2015–March, 2016)**	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.

2015 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 - Renewal Snapshot Report

North Valley Academy Charter School

Contract Type: Renewal Start: 7/1/2013 End: 6/30/2016 Term in Years: 3

General Information

Mailing Address: 7939 4th St NW, Los Ranchos de Albuquerque, NM 87114
Physical Address: 7939 4th St NW, Los Ranchos de Albuquerque, NM 87114
Phone: (505) 998-0501 Ext: Fax: (505) 998-0505 Website: www.nvanm.org
Opened: 2003 State Appvd: Dec-07 Renewal: 2016
School District: Albuquerque County: Bernalillo

Susan McConnell, Principal Email: smcconnell@nvanm.org
Scott Fitzgerald, President Email: sfitzgerald@nvanm.org

Mission: North Valley Academy Charter School is committed to provide students with a rich and well-balanced education, though a rigorous focus on Mathematics, Language Arts, and an emphasis on Health and

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		510	482	31	15.5

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	B	D		
2. 3 Year Avg Grade		C	C		
3. Current Standing	F	D	F		
4. School Growth	A	A	D		
5. Highest Performing Students	A	A	D		
6. Lowest Performing Students	A	F	F		
7. Opportunity to Learn	A	A	A		
8. Graduation					
9. Career and College					
10. Reading Proficiency	51.5	51.6	49.3		
11. Math Proficiency	37.6	36.6	36.6		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	1	1	2.42		

NM PED Charter School Division - Renewal Snapshot Report

North Valley Academy Charter School

Contract Type: Renewal Start: 7/1/2013 End: 6/30/2016 Term in Years: 3

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	484	497	454	473	482

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	55.6%	52.5%	51.3%	50.5%	56.6%
3. % Female	44.4%	47.5%	48.7%	49.5%	43.4%
4. % Caucasian	25.0%	23.5%	25.3%	29.2%	25.9%
5. % Hispanic	69.2%	71.4%	68.9%	65.5%	70.1%
6. % African American	2.7%	2.6%	2.9%	2.5%	1.9%
7. % Asian	1.4%	0.8%	1.8%	1.3%	0.8%
8. % Native American	1.7%	1.6%	1.1%	1.5%	1.2%
9. % Economically Disadvantaged	53.7%	59.0%	62.1%	60.5%	57.5%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	9.1%	9.5%	7.7%	7.6%	9.1%
15. % ELL	3.5%	4.0%	3.1%	2.1%	1.5%

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.

NOTE: PART A was never provided by CSD/PED, as required in the renewal instructions and application deadlines. For a number of questions, the application requires reference to or reflection on Part A. Therefore, the application responses were completed without having Part A available.

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 Current Standing

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

Note: SY 2012-13 was the final year in the previous charter period. It is not a part of the current charter contract. However, review of the report card for SY 2012-13 is still referenced here, as requested.

In short, the progression is slow, but the consistent growth says we are definitely on the right track.

In the fall of 2012, NVA was undergoing a change in administrative leadership, as well as new board members. These were part of an overall transformation of the culture and administrative resolve at NVA. Therefore, the school years of 2012-13 and 2013-14 were transitional years, where a great deal of focus and resources were spent on compliance, assessing existing staff and instructional structure, making key personnel decisions, aligning curriculum with common core standards, and intensive-professional development with the teaching staff. A tremendous amount of time and resources were spent addressing numerous compliance and reporting deficiencies from prior years (i.e. In SY 2012-13, there were 33 non-compliance issues identified in an internal NVA compliance assessment……all were addressed).

SY 2013-14 was the first year of the current charter contract. This was the "Planning and Development Year." The NVA team developed the NVA CLASSROOM INITIATIVE – which was designed to focus all available attention, efforts and resources on the classroom (i.e. the teacher and student learning environment).

The NVA Classroom Initiative involved the complete re-thinking of how the NVA classrooms were arranged, how the teaching day was organized, what instructional formats were being utilized, which instructional Programs were in-place (i.e. structure), and therefore which instructional materials would be utilized. The result was a near-total reorganization of the classroom, the teaching day, lay-out of the classrooms, and the instructional programs/materials which NVA now utilizes.

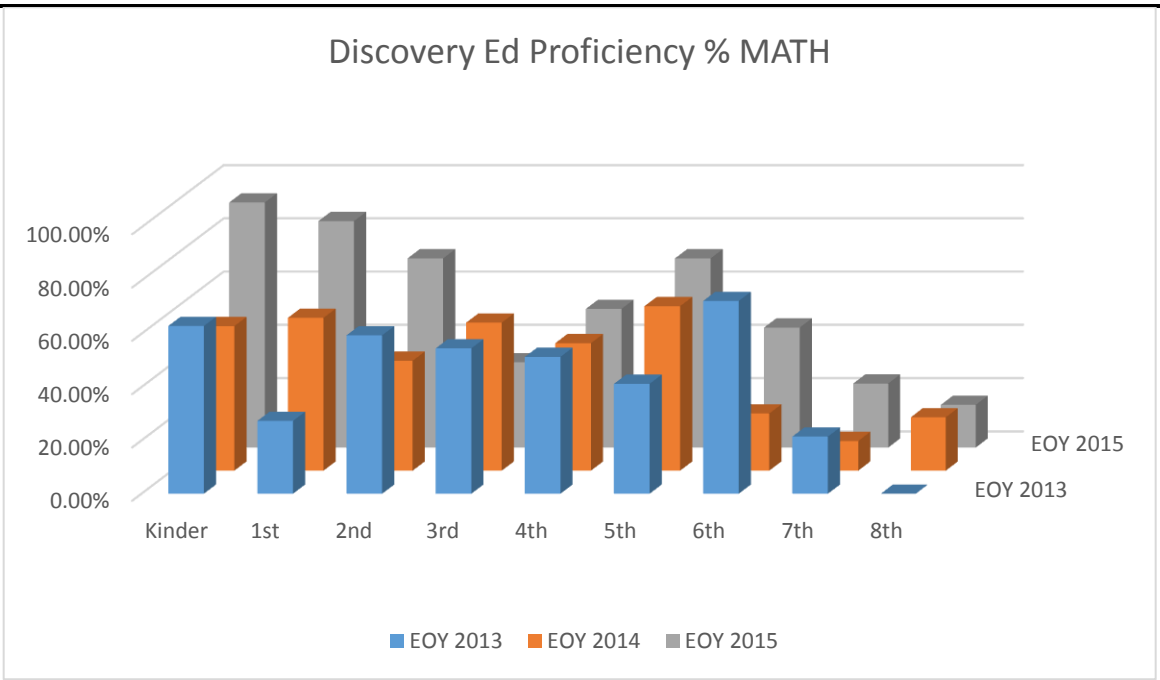
NVA believes that the greatest testing impact from the NVA Classroom Initiative has been measured in the Discovery-Ed Short Cycle Assessment results – which have been very positive over the 2 years of the current charter contract. It is anticipated that these higher testing results will also translate into higher future SBA/PARCC test results, as well.

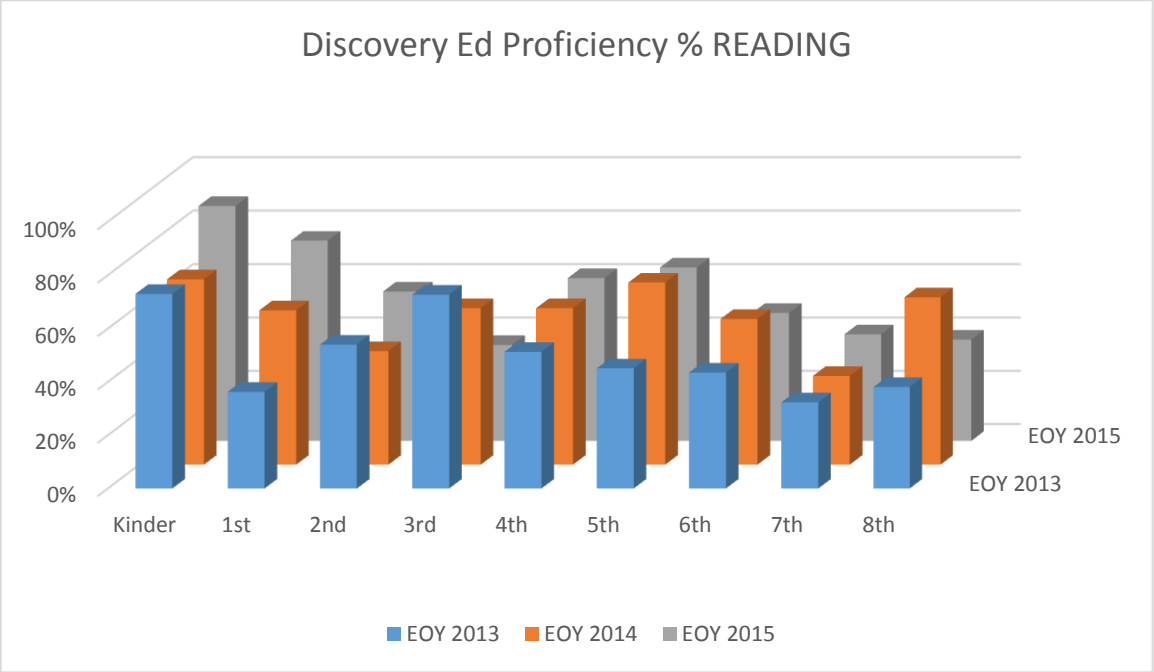
Over the past 3 school years, the Discovery-Ed Short Cycle test results are shown below, listed by school grade. These graphs reflect the proficiency rates achieved over the 3 school-year period.
The MATH results have risen in every grade level but two.
The READING results have risen in every grade level but one.

However, in terms of year-end SBA testing, student performance in the "current standing" category:

- **Increased slightly in SY 2012-13**
- **Decreased slightly in SY 2013-14**
- **As of October 1st - Report Cart for SY 2014-15 is not available**

Going forward, the progress in Discovery-Ed short-cycle results this past two years - projects that year-end test results and future Discovery-Ed results should also trend steadily upward.


Discovery Ed Proficiency % MATH
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
Kinder
1st
2nd
3rd
4th
5th
6th
7th
8th
EOY 2015
EOY 2013
EOY 2013
EOY 2014
EOY 2015


Discovery Ed Proficiency % READING
100%
80%
60%
40%
20%
0%
Kinder
1st
2nd
3rd
4th
5th
6th
7th
8th
EOY 2015
EOY 2013
EOY 2013
EOY 2014
EOY 2015

The above charts track the proficiency levels achieved by NVA students – over the past 3 school years. However, the PEC goals for the past 2 years have utilized the Discovery-Ed measurement of growth in test performance to determine progress by charter schools.

GROWTH IS THE KEY TO MEASURING PERFORMANCE

In the past 2 school years (the 2 measurement years of the 3 year charter contract), PEC asked NVA to Achieve at least 5% growth in student scores….in both reading and math. NVA has done just that!

In setting the Performance Framework goals in these 2 school years, NVA agreed with PEC - to utilize the Discovery-Ed Short-Cycle Assessment tool. Since Discovery-Ed is given 4-times during the school year, it provides both a more frequent and a more constant assessment mechanism.

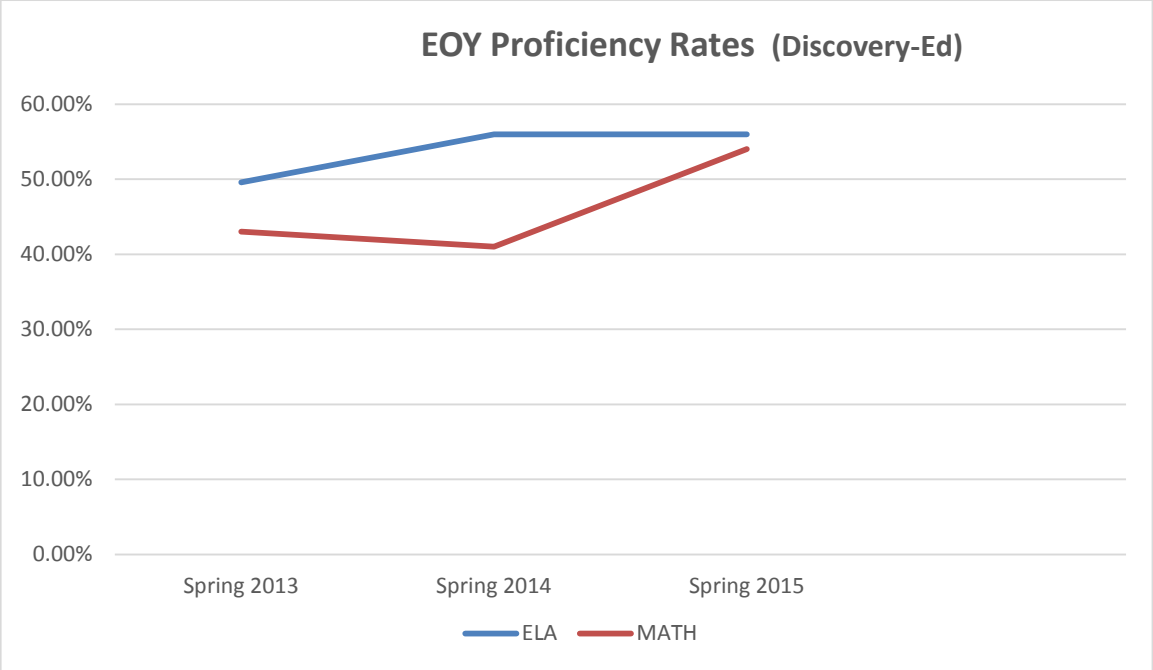
NVA also agreed with PEC, that measuring the growth of student performance – provides a very accurate assessment of progress in the classroom. Then, measuring the total student progress (Test 1 to Test 4), provides an excellent snap-shot of overall student and school-wide progress during the school year.

In short, over the 2 years of the current 3-year charter, NVA met or exceeded all PEC Academic Goals.

School Growth

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

The chart below demonstrates a summary of the NVA Discovery-Ed test results over the past 3 school years. The chart tracks the school-wide proficiency rates, in both Math and ELA .



The 3 PED Report Cards, which have been issued for NVA, resulted in the following three school grades

- **Year 1…….SY 2011-12 Grade = B**
- **Year 2…….SY 2012-13 Grade = B**
- **Year 3…….SY 2013-14 Grade = D**

Historically, NVA students have not scored high in the year-end, SBA state testing process. The primary driver for PED to award two consecutive "B" grades to NVA was the level of "school growth" which the test scores generated. However, in the most recent year available (Year 3 – SY 2013-14), the total SBA test score for NVA dropped slightly. Therefore, the "school growth" dropped from an "A" grade to a "D" grade. This was very disappointing for the NVA team and resulted in the development and implementation of the "NVA CLASSROOM INITIATIVE" (which was referenced in the "Current Standing" section).

The NVA CLASSROOM INITIATIVE began the transformation of the NVA classroom this past year. The results have been dramatic and are reflected in the level of testing growth (as measured in the yearly Comparative Growth Report – produced independently by Discovery-Ed). There have also been observed gains in student engagement, teacher confidence, and school culture.

It is clear, The NVA Classroom Initiative is now producing positive results – utilizing the PEC academic goals. (See the following "Mission Goals"section – reporting on NVA results for the 2 PEC academic goals).

In short, during the 2 years of the current charter contract period (SY 2013-14 and SY 2014-15), NVA students met or exceeded the PEC's academic mission goals - for reading and math! The teaching staff and students at NVA are very excited about this transformation and progress. The NVA leadership team feels that this progress will also be gradually reflected in future, year-end summative testing results.

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.

The entire, past school year (SY 2014-15) has been exclusively dedicated to instruction at NVA. Several programs and "drivers" have been developed, implemented and/or refined toward this end. All of these fall under the umbrella of the NVA Classroom Initiative (i.e. total and school-wide focus on the classroom/teacher/student). Significant examples include:

- **In SY 2014-15, NVA re-directed funding - to add a full-time Instructional Coach. This is a master-teacher, with 25 years of experience and a resume for academic program development. The impact on individual classroom teaching and tier-1 instruction has been amazing! For the first time at NVA, a long-term and planned approach to academics is in-place. Decisions on classroom instruction, curriculum and materials are driven by conscious school-wide program priorities. Teacher development is consistent, across the entire school. In addition, as students progress through each grade at NVA – they recognize the programmatic progression and common programmatic tools, as these are utilized at each grade level. With coaching, "It's the people, not the position" – has now become a mantra at NVA.**

- **NVA has recently re-directed funding, to add a part-time Instructional Coach in Math. The focus for this teaching coach is to help teachers conduct quick-turnaround, authentic student assessments, which can then be utilized to adjust math instruction for each student. The Math Coach is also training teachers in conceptual strategies and instructional delivery techniques.**

- **The primary mechanism for teacher development and developing a common academic approach has been the creation of multiple PLC structures. Teachers meet in several different PLC configurations, depending on the type of curriculum or program development being coordinated.**
  For example, PLCs are organized by grade level, and by curriculum category, and by the particular new program being introduced, and to discuss student data and progress. Academically, the school now follows a comprehensive plan. Teacher development Is now consistent, across the entire school

- **The overall approach to organizing and operating the school changed in SY 2014-15.**
  A corporate CEO was recruited to introduce the Chief Operating Officer (COO) concept.
  NVA is now organized so that the COO manages the day-to-day operations of the school.
  This has freed the Principal to get out of her office and spend the majority of her time in the classroom. Essentially, this has added a 2nd teaching coach to NVA this past year.
  Prior to the reorganization, the principal spent the vast majority of her time in the office, handling compliance, discipline, paperwork, policies/procedures, documentation, ordering of supplies and materials, and many financial, business and legal issues.
  Currently, the principal (now a teaching coach), spends more than 60% of her time in the classrooms – with teachers and students. The opportunities for significant improvements in instruction techniques and teacher shadowing have been multiplied dramatically.

Prior to this past school year (SY 2013-14), growth in the Q3 cohort significantly exceeded the state average. However, in SY 2013-14, the Q3 cohort dropped from an "A" to a "D" grade because there was no growth in the SBA test scores for this group.

Given the substantial school-wide growth, which NVA students achieved in Discovery-Ed this past school year, NVA anticipates that this progress will be gradually reflected in future year-end test results as well.

The NVA Classroom Initiative, which was developed and begun this past school year (SY 2014-15), was created to transform "Tier 1" instruction and thereby accelerate the progress for NVA students. The objective is to re-direct budget-priorities, resource allocation, and total-school-focus, so that every decision in the entire school is measured against its impact on the classroom.

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.

NVA students in the Q1 cohort have proved to be the most resistant to a significant change in status. In the most recent report card available, Q1 students at NVA did record a small increase in performance. However, even with this positive progress, various programmatic approaches have not significantly altered the testing level of this cohort.

NVA has developed and implemented a number of programs, focused on accelerating growth in these students. These include:

- **Without question, the most critical and impacting of all NVA program changes is continuing the development and refinement of the NVA Classroom Initiative. While this is not exclusively focused on Q1 students, it is intended to focus so much attention, effort and resources on anything involving direct tier-1 instruction, that all students (including Q1), will be positively impacted.**

- **NVA has a full-time Reading Interventionist. This licensed teacher meets with students in Q1, in very small groupings (typically 1 -4 students). The interventionist works on components of reading and comprehension, in Tier II instruction. These services are provided in a dedicated intervention classroom.**

- **The NVA Special Education Services are very good and meet the needs of these students. The services for students with special needs has expanded, as the number of NVA students has also increased. The Student Services Department is focused exclusively on this student population and has developed academic plans to address their needs. The teachers and staff in SPED also participate in the multiple PLCs, as well as focused professional development.**

- **This past school year (SY 2014-15), NVA created and implemented a program designed to help students who were in the lower levels of each grade in the middle school. The program utilizes assessment data from Discovery-Ed to create "leveled groupings" for students, in both math and reading. Student mastery levels are set as "high" / "medium" / "low" – with instruction then aligned to their specific needs. Each student is then assigned to one leveled grouping, regardless of the student's age or grade level. Finally, individual progress re-assessments are made quarterly (based on new short-cycle assessment data).**

- **The Leveled Groupings / RTi program is now considered Tier II instruction. In order to develop and implement this program, NVA teaching staff participated in Math and ELA focused instruction.**

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.

Opportunity to Learn – As NVA works to improve all levels of instruction, we are committed to the premise that Charter Schools were founded on the principle of innovation and flexibility in education. Therefore, NVA is constantly searching for innovative ways to capture the engagement of students.

Behavior is managed with a clip system that allows students to assume role model status. Field trips (for all students) and monthly field study days (for middle school) are designed around curriculum to offer another facet of learning. On Wednesdays, NVA students choose electives, which are not offered as part of regular curriculum (examples include, but are not limited to - cooking, running club, NVA Fit, Team Sports, choir, chess, model building, etc).

The culture of the school is paramount and NVA works hard to develop and maintain a culture that is inclusive, supportive and maintains high expectations for students, families and faculty. Key principles for NVA student and family engagement include: small group learning and interaction for students, outreach and resource development, as well as open and frequent communication with families.

Health & Wellness

North Valley Academy has a unique mission, which includes developing programs to help students to live healthier lives. In response to this challenge, NVA has developed two types of programs.

> Programs which are designed to influence day-to-day Health & Wellness (such as a complete salad-bar, which all cafeteria students must utilize, or the required use of the track for class PAM activity)

> Programs which are designed to teach life-long Health & Wellness habits (such as nutrition, class gardens, and cooking classes).

The NVA Center for the Arts is a key component of expanded instruction and learning. Teachers are encouraged to integrate "the arts" into all content areas of their curriculum and the Fine Arts teacher and program director is available to provide resources to help them if needed. CCSS for ELA and Math are also implemented into the visual arts curriculum. The theater instructor's curriculum heavily focuses on strengthening Reading, Speaking and Listening skills.

The new NVA Music Program is thriving. Twenty-five guitars were purchased through DonorsChoose.org and we received another eleven guitars through direct donations. NVA has established both guitar classes and a separate after-school guitar club. NVA has also established a school choir, which meets after school. We have had nothing but positive feedback from this program. Students in all of the NVA music programs have had the opportunity to perform their music skills, in both scheduled concerts and in-front of the NVA student body (at monthly assemblies).

The NVA Center for the Arts, the NVA Fine Arts Programs, and the NVA Music Programs satisfy two critical learning objectives. They are important components of the "developing the whole child." In addition, research has proven that programs in art and music enhance and accelerate student learning in core subjects. At NVA, we believe in these two concepts and have integrated them into our daily routine.

Note: We want to commend PED for the frequent and high quality professional development that was

offered for teachers, beginning last year. NVA has frequently taken advantage of these opportunities. NVA has sent teams of teachers to these workshops… to facilitate our understanding of Common Core, reading strategies, teacher evaluations, math program development and writing instruction. These workshops have contributed greatly to the professional orientation of our teaching staff.

A comprehensive list of all professional development in which the NVA staff have participated, is available for review at the school. We have a clear understanding that these workshops are not effective unless we follow up and support the learning and the implementation of best practices. This past year, the unique NVA structure of multiple PLCs was utilized for this very purpose, as well as using them to discuss student assessment data and charting student progress.

Graduation—as applicable

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

Not Applicable – for North Valley Academy.

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.

Not Applicable – for North Valley Academy.

Bonus Points

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

North Valley Academy has increased bonus points each year. Again this last year, NVA applied for bonus points, and submitting the maximum number of programs that schools are allowed. We have created several traditions with regard to engaging students, families and community members in school-centered projects and learning opportunities. Some of the innovative experiences include harvesting from our 28 gardens and selling produce and school produced fruit products at the Los Ranchos Growers Market. This year we will add up-cycled (re-purposed) furniture and garden items. Our Doorway to the Arts celebrates student created art, music and the love of desserts. Literacy Night, Science Fair, Performing Arts showcases, Veterans Day Honor, Mini Societies, Poetry Café and Earth Day Stewardship events - all round out just a sample of the school's community programs.

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.).

SUMMARY

MISSION GOALS FOR STUDENT ACADEMIC PERFORMANCE

In the current Charter Contract for North Valley Academy, there are 2 Mission Goals – which directly address Student Academic Performance. They are listed below, with the NVA achievement results noted:

	Year 1 of Contract SY 2013-14	Year 2 of Contract SY 2014-15
GOAL #1: SHOW GROWTH IN READING PERFORMANCE	**MEETS STANDARD**	**MEETS + STANDARD**
GOAL #2: SHOW GROWTH IN MATH PERFORMANCE	**MEETS STANDARD**	**EXCEEDS STANDARD**

- **The PEC Goal for the 3 year charter was that NVA students show annual growth in their short-cycle performance.**
- **The agreed measurement tool was the Discovery-Ed, "Comparative Growth Report."**
- **In the current 2-year contract period, NVA has either met or exceeded both of these goals.**

Student Academic Performance Standard/Goal #1:
READING GOAL: All students in grades Kindergarten–Eight at North Valley Academy will apply strategies and skills to comprehend information in READING that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): **The Measurement tool is the Discovery-Education Short Cycle Assessment (given 4-time per year).** **The data is reported in the "Comparative Growth Report" – produced directly by the Discovery-Ed company.** **The "goal standard" is:** **> SY2013-14: The % of students making at least 5% individual gains in READING scores (Test 1 to Test 4)** **> SY2014-15: The % of students making "Average" and/or "Above Average" growth (Test 1 to Test 4)**

Data - Average Scores				
Grade Level	**Year 1** **School Year 11-12** **N/A** **(Charter is 3 years)**	**Year 2** **School Year 12-13** **N/A** **(Charter is 3 years)**	**Year 3** **School Year 13-14** **See Data Report** **(Below)**	**Year 4** **School Year 14-15** **See Data Report** **(Below)**

Provide a statement of progress and additional information regarding the above data: **(See above summary)**

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

SY 2014-15 Mission Goal

READING - Academic Goal (#2a)

(Data taken directly from the "Comparative Growth Report")
Independently produced by Discovery-Ed

The PEC performance standards for SY2014-15 are:

EXCEEDS STANDARD

- **Above Average Growth = 15% or more**
- **and Average Growth = 70% or more**

MEETS STANDARD

- **Above Average or Average = 65% to 84% growth**

NVA's performance results for SY2014-15 are:

- **Above Average Growth = 17%**
- **and Average Growth = 69%**

- **Total Growth (Above Average + Average) = 86%**

CONCLUSIONS:

- **NVA missed the "Exceeds Standard" by 1%**
  (i.e. 69% vs 70% - of Average Growth)

- **NVA actually exceeded the "Meets Standard"**
  (i.e. 86%.....compared to a max. of 84%)

FOR MISSION GOAL #1 (Reading)....

NVA ACTUALLY SURPASSED "MEETS STANDARD"
But missed "Exceeds" by 1%

SY 2014-15

Data Documentation for Reading Goal (Charter Goal #2a)

(Discovery-Ed generated these reports)

Grade	Total # Students in Grade		Student # Above-Ave Growth		Student # Average Growth
K	45		7		31
1st	48		5		37
2nd	53		10		37
3rd	52		10		33
4th	48		8		34
5th	42		7		28
6th	45		8		31
7th	31		6		20
8th	32		5		21
	396		**66**		**272**

Total # Students Tested	396
Total # Students Above-Average Growth	66
Percent with Above-Average Growth	**17%**

Total # Students Tested	396
Total # Students Average Growth	272
Percent with Average Growth	**69%**

TOTAL % OF STUDENTS MAKING "AVERAGE" AND "ABOVE AVERAGE" = 86%

(i.e. NVA actually exceeds the top score on "Meets Standard").....(i.e. the range was 65 – 84%)

SY 2013-14 Mission Goal

Reading - Academic Goal (#2a)

(Data produced by the PED staff analyst – redacted from the Discovery-Ed "Comparative Growth Report")

The PEC performance standards for SY2013-14 are:

EXCEEDS STANDARD

- **Over 75% of students will make at least 5% individual gain in READING short cycle assessment scores, when comparing beginning year results to end of year results**

MEETS STANDARD

- **50-75% of students will make at least a 5% individual gain in READING short cycle assessment scores, when comparing beginning year results to end of year results**

NVA's performance results for SY2013-14 are:

- **PED determined that NVA achieved between 50% & 75% on this measurement of "gain."**
  PED staff (Ron Christopherson & Brad Richardson) analyzed the Discovery-Ed data from NVA and made the determination that NVA had easily achieved "MEETS STANDARD"
  (per calls and e-mails in July & August, 2014)

- **In fact, PED provided data which indicated that by the 3rd Discovery test (Test C), 72% of NVA students had already achieved at least a 5%"gain."**

CONCLUSIONS (Reading):

- **NVA = "Meets Standard"**
  (per calculations by PED)

Student Academic Performance Standard/Goal #2:

MATHEMATICS GOAL: All students in grades Kindergarten–Eight at North Valley Academy will apply strategies and skills to comprehend information in MATH that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.

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

The Measurement tool is the Discovery-Education Short Cycle Assessment (given 4-time per year).
The data is reported in the "Comparative Growth Report" – produced directly by the Discovery-Ed company.
The "goal standard" is:

> SY2013-14: The % of students making at least 5% individual gains in MATH scores (Test 1 to Test 4)
> SY2014-15: The % of students making "Above Average" and/or "Average" growth (Test 1 to Test 4)

Data - Average Scores				
Grade Level	**Year 1 School Year 11-12**	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
	N/A (Charter is 3 years)	**N/A (Charter is 3 years)**	**See Data Report (Below)**	**See Data Report (Below)**

SY 2014-15
MATH – ACADEMIC GOAL (#2b)

(Data taken directly from the "Comparative Growth Report")
Independently produced by Discovery-Ed

SY2014-15…The applicable PEC performance standards:

EXCEEDS STANDARD

- **Above Average Growth = 10% or more**
- **and Average Growth = 65% or more**

MEETS STANDARD

- **Above-Average or Average = 60% to 74% growth**

SY2014-15…NVA's actual performance results:

- **Above-Average Growth = 14%**
- **and Average Growth = 70%**

- **Total Growth (Above-Average + Average) = 84%**

CONCLUSION:

- **NVA met both criteria - for "Exceeds Standard"**
  (i.e. both "Above-Average" & "Average" criteria)

FOR MISSION GOAL #2 (Math) - NVA "EXCEEDS STANDARD"

SY 2014-15

Data Documentation for Math Goal (Charter Goal #2b)

Grade	Total # Students in Grade		Student # Above-Ave Growth		Student # Average Growth
K	42		7		28
1st	43		6		29
2nd	53		8		32
3rd	50		7		36
4th	54		8		38
5th	42		5		33
6th	43		5		33
7th	32		3		23
8th	31		5		21
	390		**54**		**273**

Total # Students Tested	390
Total # Students Above-Average Growth	54
Percent with Above-Average Growth	**14%**

Total # Students Tested	390
Total # Students Average Growth	273
Percent with Average Growth	**70%**

TOTAL PERCENT – Above Average + Average Growth = 84%

NVA results = "EXCEEDS STANDARD"

SY 2013-14 Mission Goal

Mathematics - Academic Goal

(Data produced by the PED staff analyst – redacted from the Discovery-Ed "Comparative Growth Report")

The PEC performance standards for SY2013-14 are:

EXCEEDS STANDARD

- **Over 75% of students will make at least 5% individual gain in READING short cycle assessment scores, when comparing beginning year results to end of year results**

MEETS STANDARD

- **50-75% of students will make at least a 5% individual gain in READING short cycle assessment scores, when comparing beginning year results to end of year results**

NVA's performance results for SY2013-14 are:

- **PED determined that NVA achieved between 50% & 75% on this measurement of "gain."**
  PED staff (Ron Christopherson & Brad Richardson) analyzed the Discovery-Ed data from NVA and made the determination that NVA had easily achieved "MEETS STANDARD"
  (per calls and e-mails in July & August, 2014)

- **In fact, PED provides data which indicated that by the 3rd Discovery test (Test C), 81% of NVA students had already achieved at least a 5%"gain."**

CONCLUSIONS (Reading):

- **NVA = "Meets Standard"**
  (per calculations by PED)

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 #1: **North Valley Academy will improve student Health & Wellness. Growth will be measured by documentation and graphing of personal activity metric (PAM).**				
Measure(s) Used: **Students in each class will track the results of their PAM during the year. Then the average class percent increase in performance results will be calculated and reported.**				
Data—Average Annual Data				
Grade Level	**Year 1 School Year11-12**	**Year 2 School Year 12-13**	**Year 3 School Year 13-14**	**Year 4 School Year 14-15**
	N/A Charter is 3 years	**N/A Charter is 3 years**	**See Data Report (Below)**	**See Data Report (Below)**
Provide a statement of progress and additional information regarding the above data:				

SY 2014-15

HEALTH & WELLNESS GOAL (Charter Goal 2c)

PAM (Personal Activity Metric)

SY2014-15…The applicable PEC performance standards:

EXCEEDS STANDARD

- **90% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.**

MEETS STANDARD

- **70 – 89% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.**

SY2014-15…NVA's actual performance results:

- **91% of all NVA students demonstrated increased performance of 10% PAM performance**

CONCLUSION:

- **NVA met the criteria - for "Exceeds Standard"**

FOR CHARTER HEALTH & WELLNESS GOAL - NVA "EXCEEDS STANDARD"

SY 2014-15

Data Documentation for Health & Wellness Goal (Charter Goal #2c)

PAM (Personal Activity Metric

Class	PAM Description	Beginning PAM (Avg)	Ending PAM (Avg)	PAM (% Improvement)	Exceeds Standards? (Y or N)
K-A	Laps	7	9	29%	Yes
K-B	Laps	5.5	6.2	13%	Yes
K-C	Laps	3.2	7.7	141%	Yes
1-A	Laps	7	13	86%	Yes
1-B	Laps	7	9	29%	Yes
1-C	Laps	7	10	43%	Yes
2-A	Laps	4.4	2	-55%	No
2-B	Laps	6.8	7.6	12%	Yes
2-C	Laps	10.8	11.1	3%	No
3-A	Laps	5	9	80%	Yes
3-B	Laps	5	7.7	54%	Yes
3-C	Laps	5.5	8.1	47%	Yes
4-A	Laps	6.5	7.5	15%	Yes
4-B	Laps	5	10	100%	Yes
4-C	Laps	10	16	60%	Yes
5-A	Laps	4.4	6.5	48%	Yes
5-B	Laps	6	8.5	42%	Yes
Middle School					
6-A	Long Jump	716	1,446	102%	Yes
6-B	Long Jump	1,201	1,381	15%	Yes
7-A	Long Jump	720	915	27%	Yes
7-B	Long Jump	1,420	2,568	81%	Yes
8-A	Long Jump	909	1,515	67%	Yes
8-B	Long Jump	755	1,956	159%	Yes

Total # Classes	23

Total # "Yes" (Improving 10%+)	21
Percent "Yes" (Improving 10%+)	91%

NVA results = "Exceeds Standard"

SY 2013-14

HEALTH & WELLNESS GOAL (Charter Goal 2c)
PAM (Personal Activity Metric)

SY2013-14…The applicable PEC performance standards:

EXCEEDS STANDARD

- **90% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.**

MEETS STANDARD

- **70 – 89% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.**

DOES NOT MEET STANDARD

- **60 – 69% of the K-8 students have demonstrated increased performance of 10% personal activity metric from the beginning of the school year to the end of the school year.**

FALLS FAR BELOW STANDARD

- **Less than 60% of students have demonstrated increased performance of 10% personal activity metric from the beginning of the year to the end of the school year.**

SY2013-14…NVA's actual performance results:

- **Note: During the school year, NVA decided it would be best to first implement the PAM program and health journal in the MIDDLE SCHOOL grades only.**

  PAM and the Health Journal were a requirement for every Middle school student and virtually every one of them (middle school students) increased PAM performance by more than 10% (as tracked and documented in the required Health Journal of each individual student).

Every NVA middle school student was required to keep a Personal Health Journal – for the entire school year. Each student was also required to record three things in their journal:

> Record and track their Personal Activity Metrics (PAM)
> Record the amount of out-of-school "passive activity" (i.e. television, video games, sleeping, etc.)
> Record what they ate each day

In the beginning of the school year, about one-fourth of the 123 middle school students could not even jog around the school track for the one-mile run (one of the selected PAMs for the middle school).

Individual PAM selection, tracking and improvement results were documented for all middle school students. The middle school PAMs which were tracked and recorded were:

1. **One-Mile Run (long distance – stamina)……. Measurement = Time run**
2. **Push-Ups……Measurement = # push-ups in 30 seconds**
3. **Sit-Ups……..Measurement = # sit-ups in 30 seconds**
4. **Shuttle Run (short distance – stop/start)……Measurement = shuttles run in 30 seconds**

Middle school participants were as follows:

> 6th grade class = 41 students
> 7th grade class = 43 students
> 8th grade class = 37 students

> Total # middle school student participants = 121
> Total # middle school students tracking PAMs & Health Journals = 121

Conclusion: Because NVA limited the formal selection and documentation of PAM to include only the middle school students (in this initial year of PAM), NVA feels that a fair conclusion is that we "Did Not Meet Standard."

However, in year 2 of the PAM project, the entire school will be included and we're excited to meet the challenge.

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: **RATIO OF TECHNOLOGY TOOLS TO STUDENTS:** **North Valley Academy will improve technology literacy by increasing the technology to student ratio.**

Measure(s) Used: **At the end of the school year, conduct a count of available technology devices and compute the ratio of devices to students.**
Data: **See data and results – below.**
Provide a statement of progress and additional information regarding the above data:

SY 2014-15 Charter Goal

Technology Goal (#3a)

(Data generated by direct physical count of tech devices and calculation of ratio-to-student count)

The PEC performance standards for SY2014-15 are:

EXCEEDS STANDARD

- **The (Technology Tool-To-Student) ratio**
  is 1 : 3 at the end of the year.

MEETS STANDARD

- **The (Technology Tool-to-Student) ratio**
  is 1 : 3.5 at the end of the year.

NVA's performance results for SY2014-15 are:

- **The (Technology Tool-to-Student) ratio**
  was 1 : 2.2 at the end of the year (Note: lower is better)

CONCLUSION:

- **NVA results = "Exceeds Standard"**

SY 2014-15

Data Documentation for TECHNOLOGY GOAL (Charter Goal #3a)

(Ratio of Computer Devices - to - Students)

Total # Computer Devices		220
Total # of NVA		490

Students		
Ratio Calculation		2.22727272727273:1

Final ratio = 2 . 2 : 1

NVA results = "EXCEEDS STANDARD"

SY 2013-14 NVA Charter Goal

Technology Goal (#3a)

(Data generated by direct physical count of tech devices and calculation of ratio-to-student count)

The applicable PEC performance standards for SY2013-14 are:

EXCEEDS STANDARD

- **The (Technology Tool-To-Student) ratio is 1 : 4 at the end of the year.**

MEETS STANDARD

- **The (Technology Tool-to-Student) ratio is 1 : 5 at the end of the year.**

NVA's performance results for SY2013-14 are:

- **The (Technology Tool-to-Student) ratio was actually 1 : 3.8 at the end of the year (Note: Lower is better)**

CONCLUSION:

- **NVA Technology Goal results = "Exceeds Standard"**

SY 2013-14

Data Documentation for TECHNOLOGY GOAL (Charter Goal #3a)

(Ratio of Computer Devices - to - Students)

Total # Computer Devices		**124**
Total # of NVA Students		**473**
Ratio Calculation		**3.81451613 : 1**

Final ratio for Tech Goal = 3.8 : 1

NVA results = "EXCEEDS STANDARD"

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: **"BLENDED LEARNING" REPORT:** **Each member of the NVA teaching staff will plan, innovate, report, and revise the blended learning formats utilized in classrooms during SY 2014-15, as documented through a "Blended Learning Report."**
Measure(s) Used: **The percentage of teachers who produced "Blended Learning Reports."**
Data: **See data and results – below.**
Provide a statement of progress and additional information regarding the above data:

SY 2014-15 NVA Charter Goal

"Blended Learning" Goal (#3b)

(Percentage of teachers producing "Blended Learning Reports")

The applicable PEC Performance Standards for SY 2014-15 are:

EXCEEDS STANDARD

- **At least 90% of teachers produced "Blended Learning Reports"**

MEETS STANDARD

- **At least 75-89% of teachers produced "Blended Learning Reports"**

NVA's performance results for SY2014-15 are:

- **88.5% of NVA teachers produced "Blended Learning Reports"**

CONCLUSION:

- **NVA results for "Blended Learning Reports" = "Meets Standard"**

SY 2014-15 - Data Documentation – NVA Blended Learning Reports

Class	Whole Group Format	Teacher-Led Format	Student-Led Format	Technology-Guided Format	Health and Wellness Format	Produced Blended Learning Report ("Yes" or "No")
K-M	60%	12%	15%	5%	8%	Yes
K-C	47%	10%	21%	13%	9%	Yes
K-K	33%	12%	36%	11%	8%	Yes
1-A	34%	4%	33%	9%	20%	Yes
1-G	29%	32%	14%	11%	14%	Yes
1-M	34%	11%	28%	9%	16%	Yes
2-G	16%	9%	55%	9%	11%	Yes
2-S	25%	11%	30%	21%	13%	Yes
2-V	43%	8%	26%	17%	6%	Yes
3-P	9%	27%	36%	15%	13%	Yes
3-B	11%	23%	44%	9%	13%	Yes
3-W	10%	30%	35%	13%	12%	Yes
4-H	18%	15%	40%	14%	13%	Yes
4-S	15%	22%	39%	12%	12%	Yes
4-F	12%	21%	40%	15%	12%	Yes
5-D	18%	15%	45%	15%	7%	Yes
5-N	22%	15%	44%	8%	10%	Yes
SED-M	2%	8%	20%	65%	5%	Yes
SED-S	27%	23%	35%	15%	0%	Yes
SED-B	13%	13%	74%	0%	0%	Yes
MS-E	20%	10%	40%	30%	0%	Yes
MS-H	13%	14%	47%	26%	0%	Yes
MS-M	20%	17%	51%	12%	0%	Yes
MS-P	n/a	n/a	n/a	n/a	n/a	No
MS-G	n/a	n/a	n/a	n/a	n/a	No
MS-L	n/a	n/a	n/a	n/a	n/a	No

Total # Teachers (Formatted)	26
Total # "Yes" (Blended Reporting)	23
Percent producing report	88%

NVA Results = "MEETS STANDARD"

SY 2013-14 NVA Charter Goal

"Blended Learning" Goal (#3b)

(Percentage of teachers completing blended learning training)

EXCEEDS STANDARD

- **At least 33% of the teachers have completed a blended learning training, or have utilized a blended learning technique in the classroom by the end of the year.**

MEETS STANDARD

- **At least 25-32% of the teachers have completed a blended learning training, or have utilized a blended learning technique in the classroom by end of the year.**

NVA's performance results for SY2013-14 are:

- **94% of NVA teachers completed blended learning training**

CONCLUSION:

- **Results for NVA "Blended Learning"Goal = "Exceeds Standard"**

SY 2013-14

(Documentation for "Blended Learning" GOAL (Charter Goal #3b)

(Data generated by organizing a "Blended Learning" training conference And then documenting attendance by NVA teaching staff members)

NVA Teacher Training in *Blended Classroom Technology*

Teachers – In-Attendance for training

Staff #	Teacher Name	Position
1	Atencio, Pauline	1st Grade Teacher
2	Belmore, Stephanie	Principal
3	Brown, Summer	EA - Pre-K
4	Casey, Nicole	EA - Kindergarten
5	Catanzaro, Amanda	Teacher - Kindertgarte
6	Clark, Michelle	Teacher - 5th Grade
7	Craig, Terri	EA
8	Evridge, Billy	Teacher - Middle Scho

9	Gleason, Sarah	Teacher - 1st Grade
10	Green, Randall	Teacher - Physical Ed.
11	Greeves, Amanda	Teacher - 2nd Grade
12	Hand, Kristen	Teacher - 4th Grade
13	Hernandez, Tamara	Teacher - Middle Scho
14	Holland, Linda	Teacher - 4th/5th Grad
15	Jackson, Tamara	Teacher - Pre-K
16	Kortz, Shelby	Teacher - 2nd Grade
17	Kotoski, Candi	EA - Kindergarten
18	Lopez, Paula	EA - Special Education
19	Manzanares, Magdel.	Teacher - Kindertgarte
20	McConnell, Susan	Assistant Principal
21	Morett, Angelique	Teacher - 1st Grade
22	Moulten, Ken	Director - Special Edu
23	Pattison, Suzanne	EA
24	Pettit, Michael	Teacher - Middle Scho
25	Reid, Jayma	Literacy Interventionis
26	Roback, Melissa	Teacher - Kindergarte
27	Sanchez, Angela	Teacher - 3rd Grade
28	Sorci, Denise	Teacher - 5th Grade
29	Von Norden, Bryan	Teacher - 2nd Grade
30	Weil, Merita	Teacher - 3rd Grade
31	Wilkening, Brian	Teacher - Middle Scho
32	Leonard, Gregory	Teacher - Middle Scho

NVA Teachers – Absent from Training

1	Ghelfi, Katlin	Teacher - 4th Grade
2	Ricter, Katerine	Teacher - Gifted Stude

NVA GOAL = BLENDED TECHNOLOGY TRAINING

Held August 5, 2013

32 - NVA Teachers completed training
2 - NVA Teachers did not complete training

94 % of all NVA teachers - completed Blended Technology Training i
33% of all NVA teachers - completing training = PED GOAL

Therefore, *NVA "Exceeds Standard"*

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: **TIP SURVEY: North Valley Academy will increase parent stakeholder communication and input, using the response rate for Teammate Input Survey ("TIP").**
Measure(s) Used: **Count the number of returned TIP surveys and calculate the rate of return from the parents.**

Data: **See data and results below.**
Provide a statement of progress and additional information regarding the above data:

SY 2014-15 Charter Goal

TIP Survey – Parent Response Goal (#3c)

The PEC performance standards for SY2014-15 are:

EXCEEDS STANDARD

- **Over 75% of the TIP surveys will be received back from families, prior to the end of the school year.**

MEETS STANDARD

- **50-75% of the TIP will be received back from families prior to the end of the school year.**

NVA's performance results for SY2014-15 are:

- **78% of the TIP were received back from families.**

CONCLUSION:

- **Results of TIP Survey Goal = "Exceeds Standard"**

SY 2014-15

Data Documentation for TIP SURVEY – PARENT RESPONSE GOAL

(Data generated by counting surveys as they are returned.
Then, calculating the rate of Parent Response Rate)

TIP SURVEY - Charter Goal #3c

Total # of NVA Families		310
# TIP Surveys		243

Returned		
PARENT RESPONSE RATE (%)		78%

NVA RESULTS = "EXCEEDS STANDARD"

SY 2013-14 Charter Goal

TIP Survey – Parent Response Goal (#3c)

The PEC performance standards for SY2013-14 are:

EXCEEDS STANDARD

- **Over 75% of the TIP surveys will be received back from families, prior to the end of the school year.**

MEETS STANDARD

- **50-75% of the TIP will be received back from families prior to the end of the school year.**

NVA's performance results for SY2013-14 are:

- **54% of the TIP were received back from families.**

CONCLUSION:

- **Results of TIP Survey Goal = "Meets Standard"**

SY 2013-14

Data Documentation for TIP SURVEY – PARENT RESPONSE GOAL (#3c)

(Parent Response Rate calculation)

Total # of NVA Families		301
# TIP Surveys Returned		162

PARENT RESPONSE RATE (%)		54%

NVA RESULTS = "MEETS STANDARD"

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.

a. 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.

b. 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 Component Unit Section of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	N/A	N/A	N/A
1 (11-12)	5	Internal controls, non-compliance issues and other operational matters. ***Note: 2011-12 & 2012-13 were under the previous charter contract with the PEC. Data was provided as support to the school's focus on compliance during those years.***	The school addressed all audit findings from the 2011-12 fiscal year.
2 (12-13)	1	Primarily non-compliance. ***Note: 2011-12 & 2012-13 were under the previous charter contract with the PEC. Data was provided as support to the school's focus on compliance during those years.***	The school addressed all audit findings from the 2012-13 fiscal year. In August 2012, the school hired a new Business Manager. Audit findings decreased by 80% from FY 2012 to FY 2013.
3 (13-14)	N/A - 2013-14 audit is still pending review and approval by the Office of the State Auditor	N/A	N/A

Identify any changes made to fiscal management practices as a result of audit findings. In August of 2012, the school hired a new Business Manager. Within one year, audit findings decreased by 80%. During the 2012-13 & 2013-14 fiscal years, administration was focused on addressing several issues of non-compliance. Internal controls and all processes and procedures in the Business Office were reviewed and improved to ensure both compliance and strong internal controls.
Note: 2011-12 & 2012-13 were under the previous charter contract with the PEC.
Data was provided for these years, to demonstrate the school's focus on compliance since that time.

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		
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? *If "no" please provide details.*	☒ Yes	☐ No	
Over the past two 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? *If "yes" please provide details.*	☐ Yes	☒ No	

Educational Requirements—Assurances

1) ☒ Yes ☐ No The school complies with instructional days/hours requirements.
2) ☐ Yes ☐ No The school complies with graduation requirements. (N/A)
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

b) ☒ **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.

c) ☒ **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.

d) ☒ **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.

e) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

b. ☒ **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.

c. ☒ **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.

For any "no" answers please provide an explanation.

School Environment—Assurances

a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past two years? Include a copy of the E-Occupancy certificate as an appendix.

b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.

c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.

d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.

e. ☒ **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

a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.

b. ☒ **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.

c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.

d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.

e. ☒ **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?

1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
2) ☒ **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.
The following "petition certification form" is completed to certify that __% of all NVA employees have signed and support the renewal of the charter. The actual, signed petition is attached as **Appendix B**.

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

I am the head administrator of the North Valley Academy Charter School and hereby certify that: the attached petition in support of the North Valley Academy Charter School renewing its charter was circulated to all employees of the North Valley Academy Charter School .

There are **42** persons employed by the North Valley Academy Charter School.

The petition contains the signatures of **42** employees, which represents **100 percent.**

of the employees employed by the North Valley Academy Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF BERNALILLO)

I, Susan McConnell, 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 1st day of October 2015.

_____

Notary Public

My Commission Expires:

(See signed copy in Appendix B)

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. The following "petition certification form" is completed to certify that _____ percent of all NVA households have signed and support renewal of the charter. The actual, signed petition is attached as **Appendix C**.

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

I am the head administrator of the North Valley Academy Charter School and certify that:
the attached petition in support of the North Valley Academy Charter School renewing its charter was circulated to households whose children were enrolled in our charter school.
It contains the signatures of **254** households, which represents **80** percent of the households whose children were enrolled in the North Valley Academy Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF BERNALILLO)

I, Susan McConnell, 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 1st day of October 2015.

Notary Public

My Commission Expires:

(See signed copy in Appendix C)

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.

North Valley Academy is fortunate to have one of the most highly rated campuses in New Mexico. The PSFA rating letter is attached.

The average rating for New Mexico schools is now 18.98 %.
The NVA campus has a 5.95% rating - (Note: A lower rating is better).

In addition, NVA has included an "E Occupancy Certificate." (See Appendix "D")

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	☒
Appendix B	Petition of Support from Employees Affidavit	☒
Appendix C	Petition of Support from Households Affidavit	☒
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	☒
Other Attachment(s)	Describe:	☐

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 you School's academic priorities over the next five years, if approved.

- NVA Academic Priorities -

The North Valley Academy has defined a very clear path for its academic plan. A significant part of this plan is based on the foundation which was laid during the 2nd year of the current Charter Contract (SY 2014-15). The remainder of this plan is based on progressions and improvements which are currently being developed – during this 3rd year of the current Charter Contract (SY 2015-16).

The global or guiding principle of the evolving NVA Academic Priorities is:
"INFORMED INSTRUCTION."

There are two programmatic components to the guiding principle of "Informed Instruction."

1. **MASTERY PROGRESSION (developed from the "teaching-to-mastery" model).**

   This component is based on the educational precept that to optimize individual learning, teachers must identify the level of learning where the student last had "mastery" (i.e. applied knowledge and functional understanding of an academic concept).

   The principle of "Mastery Progression" is based on obtaining reliable, baseline data regarding what the student actually understands and can apply. The teacher also needs accurate data regarding the point where the student begins to lose mastery understanding of a subject.

   In the NVA Academic Plan, the most critical tool for establishing this "Mastery Baseline" is the Authentic Formative Assessment. Testing and assessment are often viewed as interruptions or distractions from teaching time. However, NVA believes that assessment is a vital activity - to establish (and then constantly re-establish) the level of instruction for each, individual student. In short, authentic assessment is not a distraction from teaching. Authentic assessment is an integral part and key driver of informed instruction.

   The NVA INFORMED INSTRUCTION model calls for recurring, formative assessments to be conducted on a frequent basis. These "rapid-turnaround" assessments then drive the individualized instruction of each student

   EDUCATIONAL SCAFFOLDING is the result of all this effort. Scaffolding for a construction site is designed to build one level of platforms onto another, until all layers of the scaffolding are solid and secure. In this same way, Educational Scaffolding first establishes a solid "baseline" platform of student knowledge on a subject (where the student has mastery - determined by assessment).

   Then, as each new level of mastery is reached, a higher and solid platform is put in-place. rapid-turnaround formative assessments are vital at each level of understanding – to determine if the existing platform of knowledge is solid….before the student begins to learn the next concept (i.e. begins to build the next platform).

2. NVA CLASSROOM INITIATIVE (C-I)

The NVA Classroom Initiative is designed to focus every available dollar, resource, time and energy on the classroom setting (teachers & students). This has generated a major change in the way priority decisions are made at North Valley Academy. Now, every significant decision must first answer the question: "Does this enhance success in the classroom?"

It's important that the C-I be real…and not just a slogan. The test is: "Has the commitment of resources-to-the-classroom increased since C-I was implemented?" The answer is "yes" and this trend continues.

Prior to the C-I being implemented, 53% of the NVA budget was spent to directly impact the classroom environment. Currently, 58% of the NVA budget is spent to impact the classroom environment……(see circle graphs in Appendix "A").

In short, the NVA Classroom Initiative continues to be at the heart of future NVA academic priorities. Not only has this philosophical approach already re-directed significant resources to the learning environment. Perhaps more importantly, it has changed school culture and focused the entire NVA team on this one academic imperative.

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

There are two primary categories of strategies, which will be utilized to implement the Academic Priorities listed above. One is structural (Multiple PLCs) and one is instructional (Vertical Program Articulation).

MULTIPLE PLCs

For many years at NVA, each school year was organized as a separate and distinct unit of instruction. Limited amounts of instructional structure and program formatting carried over from grade to grade (as the students progressed upward through the grades).

Clearly, a long-range educational plan and strategy was needed, which extended school-wide. This academic plan must be common to all levels in the school. It must also be coordinated, so that as students progress through the grades – they recognize common learning structures at each level. In addition to instructional leadership (i.e. top-down planning), it also requires an organizational mechanism to communicate programs, to teach the teacher, and to coordinate programs.

In the NVA Academic Plan, that mechanism is the PLC. They are organized in several different configurations (for different instructional purposes). Every member of the NVA teaching staff is assigned to at least three different PLCs, which help educate, organize, communicate and coordinate academic precepts. Teaching staff meet in various PLCs – at least twice a week.

VERTICAL PROGRAM ARTICULATION

During this past school year and the current school year (SY2014-15 and SY2015-16), a tremendous amount of time and effort has gone (and is currently going) into evaluating virtually every past NVA teaching method and instructional program. In addition, educational research has been examined to determine how the NVA instructional model can improve.

The intent of these efforts is to identify "best practices" in instruction, formulate an ever-evolving NVA teaching model, educate the NVA teaching staff on these identified best practices, and then include them in the daily process of academic implementation/review/evaluation/revision.

The goal is to implement and manage this teaching model and these instructional programs, on a school-wide basis. Each teacher adds their own personality and style to the model/programs. However, the model and structure extends to every classroom and adds a consistent approach or strategy to learning at NVA.

To date, the following school-wide programs have been or are being implemented at NVA:

- **The Daily 5 program**
- **The Café literacy Program (Comprehension, Accuracy, Fluency, Expanded vocabulary)**
- **Blended Learning (both centralized tech-lab and rotating mini-stations in the classroom)**
- **Reading Leveled-Inventory**
- **Math Leveled-Inventory**
- **Developmental Math Stages Inventory**

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

As described in earlier sections of this application, the NVA team believes that data-driven instruction (i.e. Informed Instruction) drives excellent teaching decisions for each, individual student.
Data generated by "frequent or rolling formative student assessments" is critical to the implementation of all components of the NVA Academic Plan. This is particularly critical to the success of:

- **Mastery Progression / Teaching-to-Mastery**
- **Educational Scaffolding**
- **Vertical Program Articulation**

These three Academic Priorities and Strategies have already been described in-detail (in questions #1 and #2 above). However, it is important to emphasize that the entire NVA Informed Instruction Plan is based on the activity of frequent assessments and data-driven teaching decisions. This process started in SY 2014-15 – it continues in the current school year – and it will be the foundation of the NVA Academic Plan in the new Charter Contract years.

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?

As noted earlier in Part B of this application, while student performance in the Q1 cohort increased slightly in the most recent statewide testing, the cohort-as-a-whole has not moved significantly. A number of program adjustments have been made to address the needs of Q1 students. However, to-date, there has not been a major increase in test scores for students in this cohort.

Many discussions with the NVA team have centered on how to better address this performance challenge. The outline below reflects the current thinking and efforts of the NVA team, toward meeting the special needs and improving the performance for these students:

1. <u>Differentiated Education</u>
It is a generalization. However, the NVA team believes that the school-wide initiatives, which are outlined in this application (for all NVA students), will also serve to lift Q1 students as well. Solid Tier 1 instruction and the principals in Mastery Progression are designed to produce success for individual students, because they rely on individual assessment, data and instruction plans. Students in Q1 receive this same, individualized attention-to-their-needs.

2. <u>NVA Special Education Department</u>
NVA has developed an excellent Special Education Department and a team of very dedicated professionals. As the number of special needs students has risen, this team has organized to ensure that individualized plans and services are available to each of these students. SPED has also researched and implemented strategies and programs - to address interventions for SWD (Students With Disabilities).

3. <u>Optimize coordination between NVA Special Education staff & classroom teachers</u>
The multiple PLCs, vertical program articulation, frequent assessments with documentation as well as good running records will all assist in making this optimal coordination a reality. Special Education teachers participate in PLC training, communication and coordination, Alongside regular education teachers. In addition, classroom teachers are provided more detailed instruction on special education modifications to standard classroom techniques.

Note: Ell students at NVA are provided with assessments for special needs. Sheltered instruction is the classroom model in-place for ELL students at NVA. Historically, the number of ELL students at NVA has been a very low percentage.

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 NVA Governing Council holds monthly school board meetings. At virtually every meeting, an administrative and/or instructional presentation is made regarding school performance data. The NVA Principal regularly reports on both academic progress of NVA students, as well as teacher performance and assessments.

With the implementation of the new NVA organizational structure, the NVA Principal has been effectively transformed into a second teaching coach, with a majority of her time spent in support of the classroom and instruction. One of the outcomes of this operational change is that the Principal is better able to gather, assess and report performance results to the Governing Council (i.e. the Principal's classroom knowledge and teacher observations are first-hand).

Short-cycle assessment data is regularly a part of the board's agenda. The school report card and school goals are reported, updated and discussed periodically – as issues and/or updated information dictates. As one would expect, at the beginning and toward the end of each school year, more governance time is spent discussing and evaluating these two subject areas.

As noted above, the NVA Governing Council requires regular presentations and updates on school performance issues and data – from the NVA Head Administrator (Principal). Spirited discussions on this issue are not uncommon. In addition, the Governing Council conducts an evaluation or review of the Principal twice each year. School performance, as well as instructional data and programs, are a part of these reviews.

A. 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:*

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

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

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.

- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "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.

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.)

Introduction

In setting mission goals over the past two years, NVA is in-agreement with the PEC's priorities. The primary focus for these mission goals has been and should be placed on fundamental academic growth.

In each of the first two years of the current NVA Charter Contract, NVA and PEC have agreed upon three mission goals. These three goal areas, measurement tools, and observations are:

1. **READING GROWTH GOAL**
   - **> To show consistent growth in reading performance**
   - **> Measured by the % of NVA students making individual gains in Reading (Test 1 vs Test 4)**
   - **> Reliable measurement tool: Discovery-Ed Comparative Growth Report**
   - **> Standards are the % of NVA students – showing growth of either "Average" or "Above Average"**

2. **MATHEMATICS GROWTH GOAL**
   - **> To show consistent growth in math performance**
   - **> Measured by the % of NVA students making individual gains in Math (Test 1 vs Test 4)**
   - **> Reliable measurement tool: Discovery-Ed Comparative Growth Report**
   - **> Standards are the % of NVA students – showing growth of either "Average" or "Above Average"**

3. **HEALTH & WELLNESS GOAL**
   - **> NVA has a Health & Wellness focus in its mission**
   - **> Past goals have centered on tracking & reporting a selected PAM (Personal Activity Metric)**
   - **> Going forward (based on more experience with PAM and research), NVA would like to design future Health & Wellness goals – to encourage life-long healthy habits. These could include:**
     - **Nutritional Knowledge & Behavior**
     - **Life-style Behavior**
     - **Life-long Recreational Activities**

Currently, the NVA leadership team is evaluating several ways in which this type of goal could be structured.

Therefore, NVA would like to propose consideration of the following draft goals in the new charter contract:

Draft - Mission Goal #1 - GROWTH IN CORE READING

NVA students will demonstrate growth in READING skills, knowledge and understanding – as assessed by the percentage of students demonstrating individual growth gains, as measured by the Discovery-Ed "Comparative Growth Report" – (Comparing Test 1 to Test 4).

> Exceeds Standard = 85% or more students will make "Above Average" or "Average" growth
> Meets Standard = 65-84% of students will make "Above Average" or "Average" growth
> Does Not Meet Standard = 54-64% of students will make "Above Ave" or "Average" growth
> Falls Far Below Standard=53% or less of students will make "Above Ave" or "Average" growth

Draft – Mission Goal #2 - GROWTH IN CORE MATHEMATICS

NVA students will demonstrate growth in MATH skills, knowledge and understanding – as assessed by the Percentage of students demonstrating individual growth gains, as measured by the Discovery-Ed "Comparative Growth Report" – (Comparing Test 1 to Test 4).

> Exceeds Standard = 75% or more students will make "Above Average" or "Average" growth
> Meets Standard = 60-74% of students will make "Above Average" or "Average" growth
> Does Not Meet Standard = 45-59% of students will make "Above Ave" or "Average" growth
> Falls Far Below Standard=44% or less of students will make "Above Ave" or "Average" growth

Draft – Mission Goal #3 - HEALTH & WELLNESS….LIFE-LONG ACTIVITY / RECREATION

NVA wishes to include some form of Health & Wellness Goal in the new charter contract.
However, the objective is to create a goal which would encourage the student to follow a healthier lifestyle.
NVA is currently exploring alternative approaches to this type of goal.

B. 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: _**North Valley Academy**

Date submitted: **Oct. 1, 1015** Contact Name: **Susan McConnell, Principal** E-mail: **SMcConnell@nvanm.org** Phone #: **(505) 998-0501**

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 6.01 (c) (iv) Page 29	**The school is authorized to enroll 510 students from grades K-8.**	**The school is authorized to enroll 534 students from grades K-8.**	**Historically, student enrollment has decreased somewhat as students transitioned from late elementary grades to middle school. However, this school year (SY 2015-16), NVA began to see increased demand at the 5th and 6th grade level - with more of these students electing to stay at NVA.**	**April 16, 2015**

			NVA temporarily solved this surge by adjusting class sizes in the early elementary grades and by creating an extra multi-grade (4/5) class. However, in the future, a better solution is having the enrollment flexibility to adjust the number of 4th, 5th, and/or 6th grade classes (dependent on that year's surge). The addition of 24 students to the enrollment cap would provide NVA with this flexibility.	

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

Printed Name of Governing Council President or Designee: **Scott Fitzgerald, Governing Council President**_____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED