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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

Walatowa Charter High School

CSD RECOMMENDATION

CSD recommends renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a three year average letter grade of A, and the school's compliance with the material terms of the contract.

However, because the school has not met or made substantial progress toward all of the school specific goals in the charter contract and other concerns regarding facilities compliance, compliance with generally accepted standards of fiscal management and legal compliance, CSD recommends the following conditions of renewal:

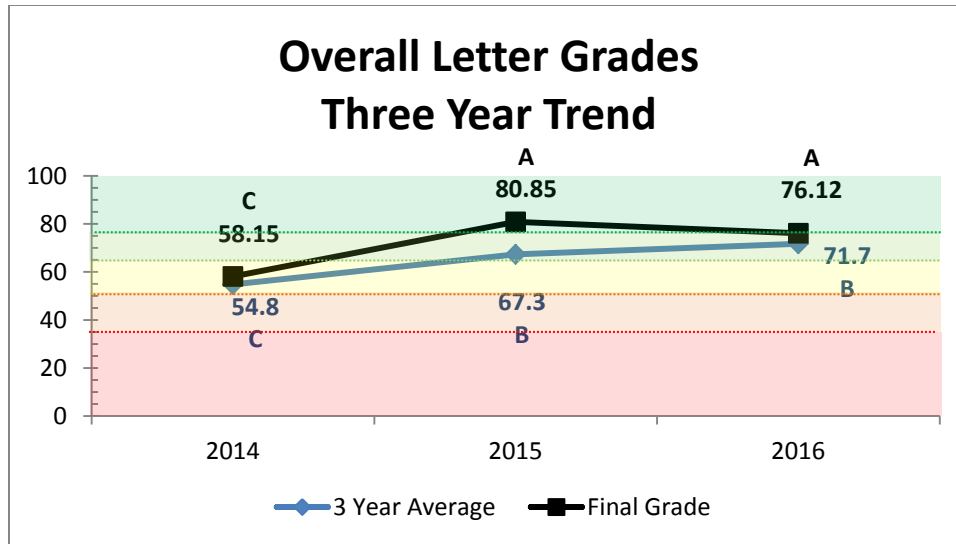
- Corrective action requirements including requirements that the school regularly report on the corrective actions described in renewal report responses, work directly with PSFA to verify compliance with facility requirements, and work directly with CSD to create a CAP to ensure all Governing Board members complete the required annual training.
- The school's performance framework include specific organizational goals related to STARS data reporting.
- The school's performance framework include specific academic goals related to:
 - Growth of Lowest Performing Students (Q1)

SCHOOL SUMMARY

Walatowa Charter High School applied for renewal in 2011 and began operating under its current renewal charter on July 1, 2012. The charter was granted for a period of 5 years with various conditions relating to academic performance goals, organizational goals, governance, compliance requirements, monitoring and reporting requirements, audits, board of finance designation, and recognition of the federal standards requiring that the PEC use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.

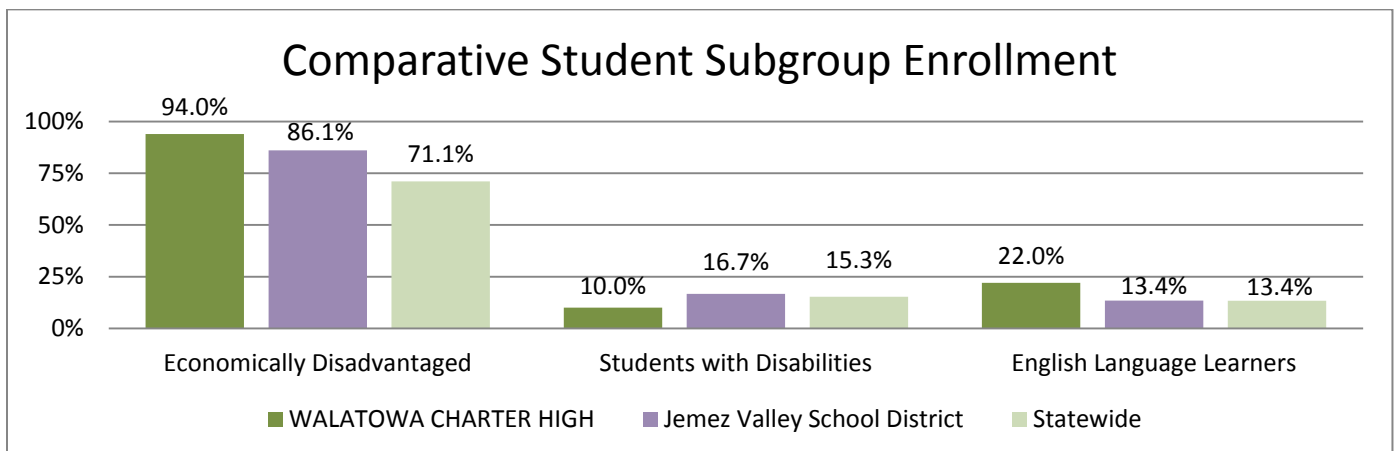
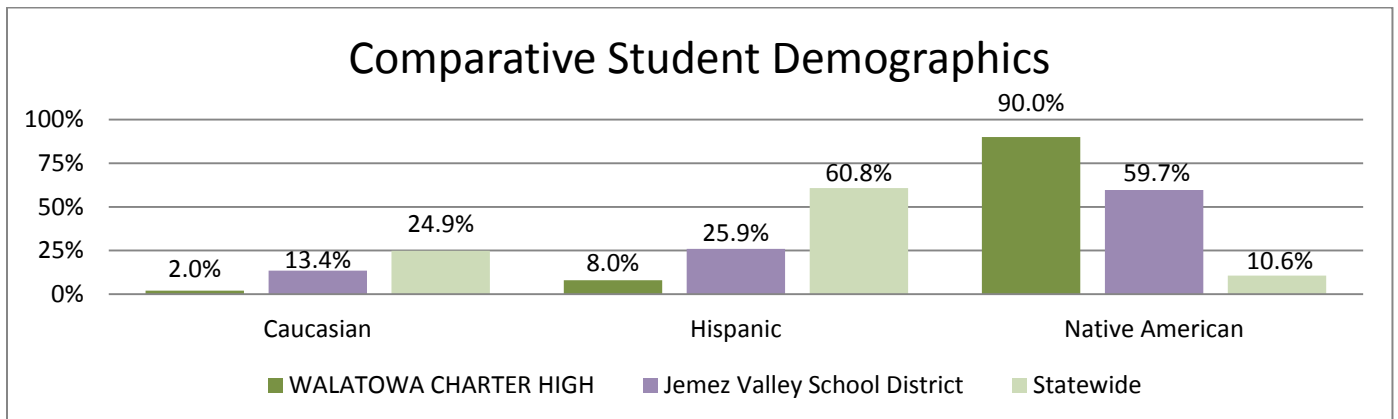
The school submitted its 2016 renewal application in a timely manner. The school's renewal application includes no amendment requests.

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

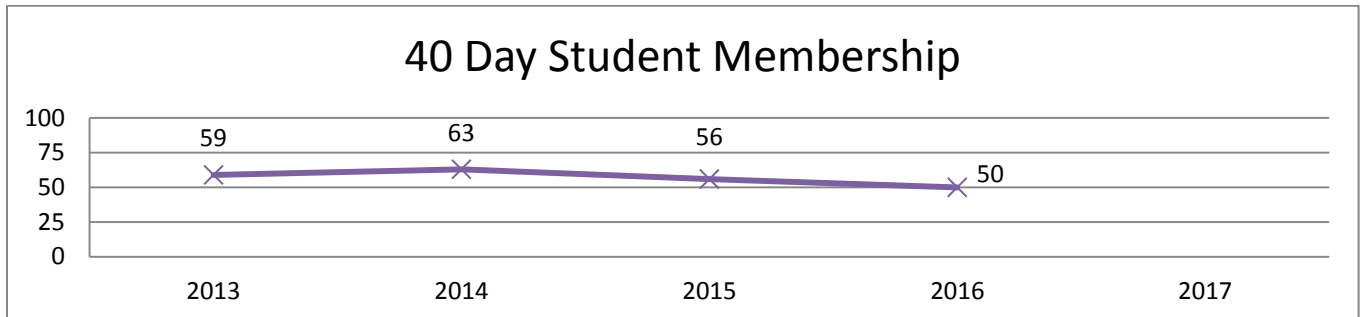


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

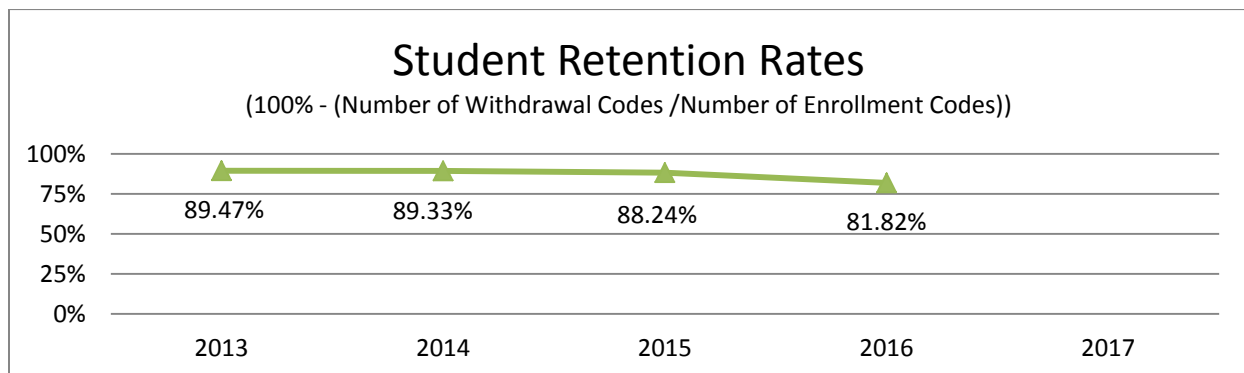
Comparative demographics show the school has a higher Native American population and lower Caucasian and Hispanic populations than the surrounding district. The school also has a higher population of English Language Learners and economically disadvantaged students and a lower population of students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



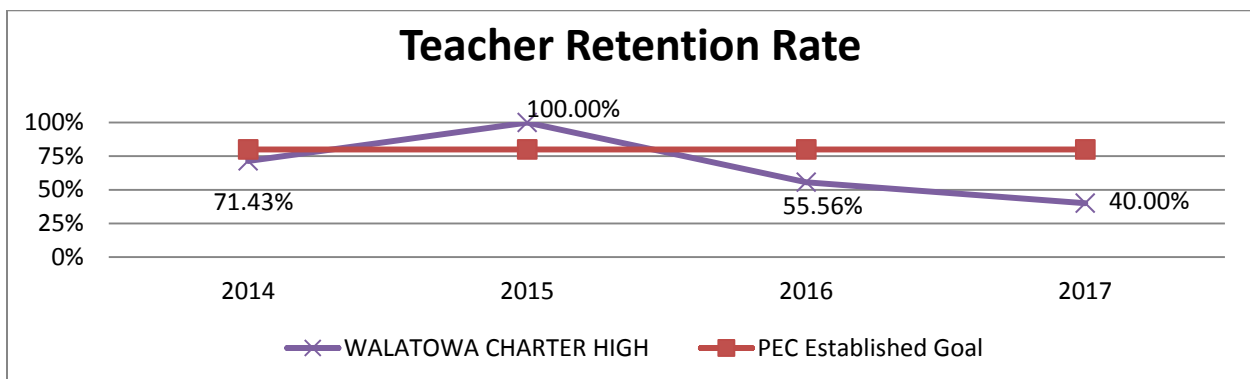
The table below demonstrates the 40 day membership for each of the years in operation. The school's population has decreased from 63 at its highest enrollment to 50 last year. The school has not yet submitted 40 day data because of a serious accident the district STARS coordinator had and then a misunderstanding with the district staff who stepped in for the STARS coordinator.



The table below demonstrates the student retention rates for each of the years in operation, except the current year. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at school point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at some point during the year). CSD believe this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have steadily declined over time. The school's retention rate is still above 80%.



The table below demonstrates teacher retention for years two through four. Annually, the school's teacher retention rate has been below the PEC's stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention between the second and third school years with 100% retention.



School Response:

It is often difficult for schools in rural settings to recruit and retain teachers. Walatowa High Charter School (WHCS) is located on the Jemez Reservation, in Jemez Pueblo. The Pueblo of Jemez has a closed village policy due to the lack of tourism facilities and out of respect for the privacy of those who live there. The village is therefore open to the public only on Feast Days. The Pueblo now chooses to no longer allow these days to be publicized due to over capacity and for the reasons stated above.

Consequently housing is not available in Jemez Pueblo for Walatowa High Charter School employees. The surrounding areas of Jemez Valley and San Ysidro also have very limited housing options for WHCS employees and employees who do not live in the surrounding area must commute from Bernalillo, Rio Rancho, Albuquerque or Santa Fe.

Despite this issue, WHCS has been able to recruit and retain high quality teachers. Given the small number of teachers employed at WHCS, when even just one teacher resigns from the school it greatly impacts the Teacher Retention percentage.

The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by at 100% of the school's current employees and 89% of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

During interviews with the students, staff, and families, the CSD learned they overwhelmingly support the continuation of the school.

During student interviews, CSD spoke with 2 students. These students expressed their appreciation of the Diverse faculty members and felt that both Spanish and Native American backgrounds were well supported in the school. Additionally, the students felt that the school staff members respected Native American culture and traditions. The students like that the School pushes students to speak their own language. The students said that the school feels like family and they feel safe here. The students felt that academically, students were pushed to high expectations.

During family interviews, CSD was only able to speak with one parent. This parent expressed that the school effectively communicates with her about her children's progress and she praised the school's ability to prepare students for college and career success. This parent feels the staff members at Walatowa are extremely caring.

During teacher interviews, CSD was only able to speak with one teacher. This teacher expressed that this school gets students ready for college and career. He spoke about the many professional development opportunities the school provides. He mentioned that annually he gets to attend PD in the specific content area of math. Also, the school leader' has provided the staff with training on the school's Gear-Up plan which also supplied laptops and technology, as well as summer school and credit recovery.

RENEWAL STANDARD

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

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management; or

- (4) violated any provision of law from which the charter school was not specifically exempted.

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

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

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

ANALYSIS

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

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

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

WALATOWA CHARTER HIGH SCHOOL HAS FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT

The school is under an original charter, which incorporated the school's application into the charter as material terms. Because this is the school's second renewal, there is limited information available about the original material terms. The school is implementing its mission statement.

The school's original **renewal** application **analysis identified** the following material terms, which were incorporated into the charter contract:

Mission:

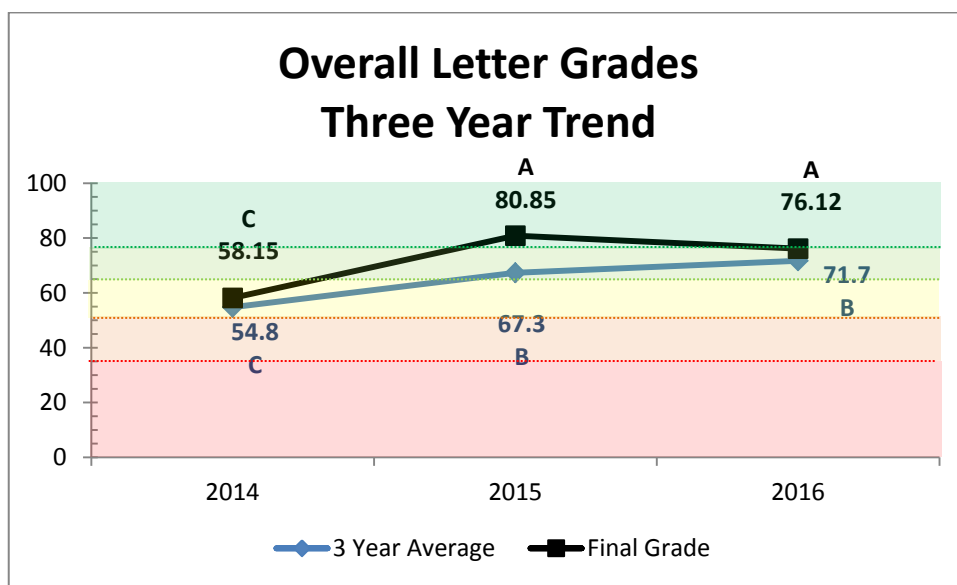
Walatowa High Charter School's Mission Statement is as follows: "Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful while promoting leadership, language preservation, and community wellness."

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

WALATOWA CHARTER HIGH SCHOOL HAS ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

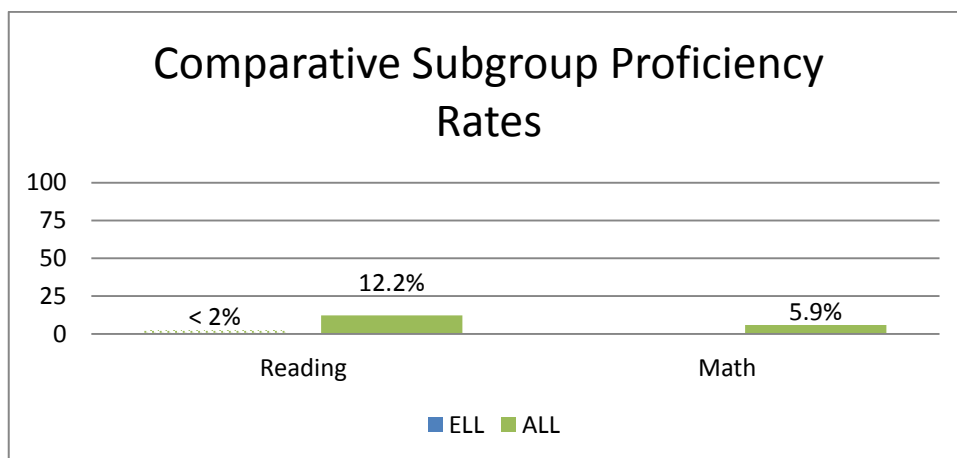
The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights for are imbued to the families who have students enrolled in a public school rated F for any two of the last four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

The tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of B. The current year letter grade is an A.



The school's subgroup performance information is reported below; there is limited data available. The percentage of English Language Learners that scored proficient in reading was approximately 10% lower than non-English Language Learners. The school scored an "D" for the growth of Q1 (25% Lowest Performing Students). In Reading

and Math the lowest performing students gained slightly *more* than 1 years' worth of growth with positive VAS scores of 0.29 (Reading) and 0.59 (Math).



The school has shown consistent achievement in the overall letter grade, current standing, school growth, growth of highest performing students, graduation rate, opportunity to learn, and college and career readiness.

In the Growth of Lowest Performing Students the school has struggled, but has improved its performance in the current year. The school's narrative notes the actions it has taken:

At the onset of SY 2015-2016, WHCS intensified its approach to supporting the Lowest Performing Students, which resulted in an increase of 1.46 points and a step up to a "D" grade for the category.

WHCS will continue this approach for the current year and for the next charter renewal cycle. The approach includes implementing the following:

1. PARCC Prep classes for students;
2. RTI;
3. State and Federal Indian Ed Programs;
4. Tutoring before / after school and during lunchtimes;
5. Disaggregation of data to determine individual student needs;
6. Supplemental Reading Plus;
7. Ascend Math;
8. Extended Day;
9. Start school in July;
10. Gear Up New Mexico program that focuses on increasing student and family knowledge regarding postsecondary education preparation and financing as well as increasing the educational expectations of participating students and their parents;
11. Educational Assistant to provide more tutoring and support for students;
12. ensuring IEP accommodations are being implemented;
13. continue to use differentiated instruction;
14. Tribal Behavioral Health Counseling services for students;
15. Tribal Youth Services - Students are referred to Pueblo of Jemez Youth Services Program to receive student support in academic areas;
16. JHHS Behavioral Health - Behavioral Health referrals are made to the Jemez Health and Human Services for students who are at risk for mental health services.

As described above the school's performance does meet the Public Education Department's Standards of Excellence as reflected in the school letter grade. Further, the school received a C or better in six of the seven letter grade component.

WALATOWA CHARTER HIGH SCHOOL HAS NOT ACHIEVED EACH OF THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

In its renewal application the school indicates it met some, but not all of the goals identified in the charter contract.

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

Student Academic Performance Goals:

Goal 1: For SY 2012-2013, WCHS students in 11th grade will achieve a proficiency target of 33% or greater in reading as measured by the NMSBA and grow by 7% or more , in following years.

Goal 2: For SY 2012-2013, WCHS students in 11th grade will achieve a proficiency target of 30% or greater in math as measured by the NMSBA and grow by 7% or more , in following years.

Goal 3: For SY 2012 through SY2017, 80% of the students in grades 9-12 who have attended WHCS for a minimum of two years will make the expected growth on the NWEA for students in their respective grade levels in reading and math. The expected growth is determined by the NWEA author.

Organizational Goals:

Goal 1:

Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade. (Note: This goal was modified by the Charter Schools Division to add completion of the course(s) with a passing grade.)

During the site visit, CSD was able to view the un-redacted student files with this information.

The school met this goal because the data supports that in 2014-15, all students enrolled in one or more dual credit classes. Students enrolled in a total of 69 Dual Credit Courses, with students receiving a passing grade in 62 of the courses. Percentage of courses completed with a passing grade = 90%.

In 2015-16, all students enrolled in one or more dual credit courses with the exception of one very late enrollee. Students enrolled in a total of 61 Dual Credit Courses, with students receiving a passing grade in 57 of the courses. Percentage of courses completed with a passing grade = 93%

Goal 2:

Walatowa High Charter School will maintain an annual attendance rate of 92% or above during its charter term, as reported in STARS.

The school met this goal because Walatowa High Charter School maintained annual attendance rates above 92% for both years.

Goal 3:

Walatowa High Charter School will have 100% participation in grade appropriate ACT exams with cohort students demonstrating 2 points or more growth each successive year in all composite scores.

During the site visit, CSD was able to view the un-redacted student ACT scores. The school did not meet this goal. The percentage of student participation in grade appropriate ACT exams was 100%. The percentage cohort students demonstrating 2 points or more growth each successive year in all composite scores (all subjects), however, is 42% for SY 2014-2015 and 63% for SY 2015-2016.

Goal 4:

Walatowa High Charter School will maintain annual stakeholder satisfaction levels among students, parents, and staff at 85% or greater measured annually with surveys, beginning in 2012.

During the site visit, CSD was able to view the un-redacted parent surveys. WHCS met this goal because the data confirmed positive stakeholder satisfaction above 85% for each year of its term.

Goal 5: Beginning with the Senior Class of SY 2012 and thereafter, 85% or greater of Walatowa High Charter School graduates will be accepted in postsecondary education institutions within the first year following graduation.

Goal 6: Annually, Walatowa High Charter School will meet or exceed the AYP/School Grading minimum graduation rate.

CSD is providing an analysis of each of these goals below.

Student Academic Performance Goals:

The school indicates it did not meet Student Academic Performance Goal 1 and Goal 2.

Goal 1: For SY 2012-2013, WCHS students in 11th grade will achieve a proficiency target of 33% or greater in reading as measured by the NMSBA and grow by 7% or more, in following years.

Goal 2: For SY 2012-2013, WCHS students in 11th grade will achieve a proficiency target of 30% or greater in math as measured by the NMSBA and grow by 7% or more , in following years.

The school indicates it did not meet Student Academic Performance Goal 1 and Goal 2.

For these goals (Goal 1 and Goal 2), the school did not provide data. The goal became obsolete in 2015, with the implementation of the PARCC assessment. The following data is available:

NMSBA	Reading	Math
SY 2013	29.4%	41.2%
SY 2014	7.1%	35.7%

The data above demonstrates that the school did not meet the goals for the first two years. While the school did meet the math goal for the first year, the proficiency fell in the second year, rather than increasing by 7%. Therefore the school did not meet Student Academic Performance Goal 1 and 2.

School Response:

WHCS asked to submit an amendment for this school goal as follows: "WHCS will achieve a Final Grade of "C" or above on the NMPED School Grade Report Card for the remaining two years of its current charter application."

At its May 13, 2016 meeting, however, the Public Education Commission (PEC) decided that instead of the amendment proposed by WHCS, the PEC will review the data provided by short cycle assessments currently being implemented by WHCS and the WHCS School Snapshot.

Goal 3: For SY 2012 through SY2017, 80% of the students in grades 9-12 who have attended WHCS for a minimum of two years will make the expected growth on the NWEA for students in their respective grade levels in reading and math. The expected growth is determined by the NWEA author.

The school did not meet Student Academic Performance Goal 3.

The school provided data and the following analysis:

- SY15 10th Grade Math: Total Number Tested = 11; Total Number meeting goal = 9.
 - 81% met this goal.
- SY15 11th Grade Math: Total Number Tested = 8; Total Number meeting goal = 4.
 - 50% met this goal.
- SY15 10th Grade Reading: Total Number Tested = 10; Total Number meeting goal = 4.
 - 40% met this goal.
- SY15 11th Grade Reading: Total Number Tested = 8; Total Number meeting goal = 3.
 - 38% met this goal.
- SY16 10th Grade Math: Total Number Tested = 5; Total Number meeting goal = 4.
 - 80% met this goal.
- SY16 11th Grade Math: Total Number Tested = 12; Total Number meeting goal = 6.
 - 50% met this goal.
- SY16 10th Grade Reading: Total Number Tested = 6; Total Number meeting goal = 4.
 - 67% met this goal.
- SY16 11th Grade Reading: Total Number Tested = 12; Total Number meeting goal = 6
 - 50%; met this goal.

The summary above demonstrates that 80% of the students in grades 9-12 did not meet expected growth in their respective levels in reading and math and therefore did not meet Student Academic Performance Goal 3.

Organizational Goals:

Goal 1: Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade. (Note: This goal was modified by the Charter Schools Division to add completion of the course(s) with a passing grade.)

The school did meet Organizational Goal 1:

During the site visit, CSD was able to view the un-redacted student files with this information.

The school met this goal because the data supports that in 2014-15, all students enrolled in one or more dual credit classes. Students enrolled in a total of 69 Dual Credit Courses, with students receiving a passing grade in 62 of the courses. Percentage of courses completed with a passing grade = 90%.

In 2015-16, all students enrolled in one or more dual credit courses with the exception of one very late enrollee. Students enrolled in a total of 61 Dual Credit Courses, with students receiving a passing grade in 57 of the courses. Percentage of courses completed with a passing grade = 93%

Goal 2: Walatowa High Charter School will maintain an annual attendance rate of 92% or above during its charter term, as reported in STARS.

The school did meet Organizational Goal 2:

The school met this goal because Walatowa High Charter School maintained annual attendance rates above 92% for both years.

Goal 3: Walatowa High Charter School will have 100% participation in grade appropriate ACT exams with cohort students demonstrating 2 points or more growth each successive year in all composite scores.

The school did not meet Organizational Goal 3:

During the site visit, CSD was able to view the un-redacted student ACT scores. The school did not meet this goal. The percentage of student participation in grade appropriate ACT exams was 100%. The percentage cohort students demonstrating 2 points or more growth each successive year in all composite scores (all subjects), however, is 42% for SY 2014-2015 and 63% for SY 2015-2016. Therefore, the school did not meet Organizational Goal 3.

School Response

In retrospect it may have been more realistic to have identified a percent of cohort students who would demonstrate 2 points or more growth rather than predicting that all cohort students would reach this goal. Given the various factors that can impact a student, it is very difficult for 100% of any group to achieve a goal as challenging as 2 points or more growth on an ACT composite score.

Goal 4: Walatowa High Charter School will maintain annual stakeholder satisfaction levels among students, parents, and staff at 85% or greater measured annually with surveys, beginning in 2012.

The school met Organizational Goal 4.

During the site visit, CSD was able to view the un-redacted parent surveys. WHCS met this goal because the data confirmed positive stakeholder satisfaction above 85% for each year of its term.

Goal 5: Beginning with the Senior Class of SY 2012 and thereafter, 85% or greater of Walatowa High Charter School graduates will be accepted in postsecondary education institutions within the first year following graduation.

The school met Organizational Goal 5.

Of the 16 seniors in the WHCS 2015 graduating class, 15 students graduated and 1 student dropped out. The 2015 graduation rate for WHCS was 94%. Of the 15 students who graduated, 13 were accepted to post-secondary institutions (86%).

Of the 17 seniors in the WHCS 2014 graduating class, 17 students graduated. The 2014 graduation rate for WHCS was 100%. Of the 17 students who graduated, 16 were accepted to post-secondary institutions (94%). One student was accepted to Job Corp.

Of the 15 seniors in the WHCS 2013 graduating class, 14 students graduated. The 2013 graduation rate for WHCS was 93%. Of the 14 students who graduated, 13 were accepted to post secondary institutions (93%).

WHCS met this goal because in SY13-15, 85% or greater of Walatowa High Charter School graduates were accepted in postsecondary education institutions.

Goal 6: Annually, Walatowa High Charter School will meet or exceed the AYP/School Grading minimum graduation rate.

The school met Organizational Goal 6.

The school provided the following data:

School Year	Number of Seniors	Number of Seniors Who Graduated	Percentage of Seniors Who Graduated
2012-2013	15	14	93%
2013-2014	17	17	100%
2014-2015	16	15	94%
2015-2016	13	12	92%

There is no AYP / School Grading minimum graduation rate and potentially any number of graduates would meet this goal. Therefore, the school did meet the requirements of organizational goal 6.

As demonstrated in the analysis above Walatowa Charter High School has not achieved 4 of the 9 goals. The school provided evidence to show that it met 5 of the 9 goals.

For the reasons stated above, it appears that the school has not achieved, each of the student performance standards identified in the charter contract.

WALATOWA CHARTER HIGH SCHOOL HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

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

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had significant findings. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A copy of the audit findings are provided in the attached materials.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan however, requests for additional information has not been received by the PED.

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

There have not been any issues with timeliness of required financial reporting. The school does an excellent job in communicating from their business office to School Budget. They are not shy to call and ask questions to accurately get whatever documentation is due done correctly. The Charter is also very transparent in their payroll and or salary reporting. The business manager always calls to confirm the accurate reporting approach. Overall, the Charter submits all their documentation in a timely and accurately matter.

The school carries cash balances that are an outlier in size given yearly expenditures, keeping more than one year's expenditures in cash. For FY17 the school did not restrict expenditures for cash carryover in the same amounts. Therefore, nearly every proposed expenditure line item is budgeted higher than what will actually be spent and the school has not pressure to make hard choices regarding resource allocation.

The school experienced a scary incident in which its financial management system was hacked and access was denied by a third party pending ransom payments. The PED worked with the school to restore access.

School Response:

Discussions are still being held regarding the audit.

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

In the school's renewal application, the school is asked to make assurances about whether the school is meeting the educational, civil rights, and special population, employee, school environment, appropriate handling of information, and governance requirements of all provisions of law from which the charter school was not specifically exempted. In the application, the school has made the assurance that the school has complied with all provisions of law from which the charter school was not specifically exempted.

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

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

- Licensure and background check requirements
- Special education service requirements
- ELL service requirements
- Next Step Plans
- Response to Intervention
- Governance requirements

Licensure and Background Check Requirements

CSD staff reviewed all of the staff files. CSD noted that 6 of the 12 staff members had an incorrect background check in their files. CSD noted that one had a background check came from the Pueblo of Jemez, one from the Department of the Interior, one was an authorization to student teach from APS, one came from the Santa Fe Indian School, and 2 had fingerprint cards dated August, 2016 –but the results were not included.

CSD observed evidence indicating that the school had improper background checks for several of its employees. Because these background checks did not appear to be the required FBI background checks. This evidence indicates that the school has not met the requirements of documented evidence of valid background checks from the Cogent system, the FBI, PED or from the AS400 system.

CSD has observed no evidence to indicate that the school was noncompliant with the requirements of licensure.

School Response:

On November 9, 2016, WHCS was assigned an ORI Number NM931188Z from the NM Department of Public Safety which enables WHCS the ability to process background checks through the NMPED authorized company-Cogent.

Cogent is currently processing WHCS registration and billing information. Therefore, WHCS has partnered with the Jemez Springs Police Department to process WHCS Cogent certified employee background checks.

Special Education Requirements

PED staff reviewed the IEPs for 5 students and noted that one of these students have overdue evaluation. This student was a transfer from Zia Pueblo and the school was having trouble obtaining the services of a diagnostician. This same student has an overdue IEP as a result of the school waiting for a diagnostician.

Although the special education director assured CSD that service logs are complete, service logs are not available on site. CSD did not see evidence that services or support were being given to the students who had been identified as students with disabilities.

School Response:

SPED Ancillary sign in log and task description/comments are on site. Please review the attached documents from Bilingual Multicultural Services, which is the company providing the SPED services.

CSD confirms that the school has provided evidence of the logs in the response. However, the school had advised during the site visit that the logs were stored at the home of a staff member. School should ensure in future that logs or copies of logs are always kept on site.

English Language Learner Requirements

CSD reviewed about 50% of student files. CSD staff noted that the documentation of the Home Language Survey was not placed in each student's file. However, the school has been giving the Home Language Survey to their students each year and keeping them in a separate folder.

CSD did not see evidence of the W-APT tests for those students who indicated the presence of another language other than English in the separate file the school had for English Learners.

CSD observed evidence indicating the school is not protecting the rights of English Learners because this evidence indicates that the school has not met the requirements of 6.29.5.10 - C. The department-approved New Mexico language usage survey and the English language proficiency screening assessment results shall be kept in each student's cumulative file.

School Response:

Home Language Surveys have now been filed in student folders. W-APT Assessment results are also now in student folders.

The school provided evidence to support these updates.

Next Step Plans

CSD team members reviewed about 20% of the Next Step plans. The plans that were reviewed were completed within the last 60 school days of the preceding school year and included the classes students needed to complete for graduation and the students' academic goals. However, the plans did not include the required personal goals. The Next Step plans did not include all the required signatures.

Because, the Next Step files did not include student, parent or guardian signatures, CSD observed evidence indicating the school is not meeting the Next Step requirement this evidence indicates that the school has not met the requirements of 22-13-1.1 NMSA 1978 and state rule at Subsection J of 6.29.1.9 NMAC.

School Response:

Next Step Plans have been updated to include personal goals and signatures. Next Step plans are provided to parents at annual Parent Teacher Night (October 6, 2016) and Gear UP Spring Parent Night.

The school provided evidence to support these updates.

Response To Intervention

The school provided CSD staff members with evidence of the school's RtI and SAT plan. PED team members were able to see Tier One documentation and interventions and teachers were able to speak to the school's RtI process. However, the school did not provide CSD with any documentation of Tier Two interventions. Based on our conversations with the staff members, it appears the school is implementing them during tutoring. However, the school is not documenting this process.

CSD observed evidence indicating the school was not fully documenting students' progression through the SAT process. This evidence indicates that the school has not met the requirements of Student Intervention System (New Mexico's RtI Framework): Subsection D of 6.29.1.9 NMAC.

School Response:

WHCS is now documenting the process. A school wide RTI is being implemented as follows:

Any student below a 70% average will be assigned Gear UP tutor for assignment completion. Gear Up Coordinator is notified and schedules tutors for availability. WHCS implements the Gear UP NM tutoring Services Attendance Record Participation Log through SCRIBE Information System.

Documentation of student progress is identified through data desegregation of all PARCC, NWEA, Accuplacer, Reading Plus, Ascend Math, ACT Assessments, student teacher reports, Grades and Gear Up tutoring outcomes.

The school advises that in the current school year, the WHCS SAT Team did not receive any SAT referrals.

Governance Requirements

The school's website does not provide notices of Governing Board meetings and agendas on the school's website. The Open Meeting Act was revised in 2013 to require "the agenda shall be available to the public and posted on the public body's web site, if one is maintained." The school is not complying with this requirement.

During the on-site visit, the school provided the required agendas and minutes requested by CSD. Additionally, the school's Governing Body Members did not submit their required Governing Body Training Hours.

CSD observed evidence indicating the school was not in compliance with the Open Meetings law and Governing Body Training requirements. This evidence indicates that the school has not met the requirements of 6.80.4.20 of the Charter School Act.

School Response:

Agendas have been added to website.

The school reported that only one of its governing body members completed the required training hours. The school did not provide documentation to support the completion of training hours for the one governing body member.

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

The PSFA and the PSCOC have not confirmed that the school meets the facilities requirements laid out in 22-8B-4.2. Specifically, the school has not provided PSFA with an E-Occupancy Certificate.

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

Walatowa High Charter School

147 Bearhead Canyon Road
P.O. Box 669
Jemez Pueblo, NM 87024

Voice: (575) 834-0443
FAX: (575) 834-0449

Located on the Jemez Pueblo Indian Reservation



"Think Globally, Create Locally"

DATE: November 28, 2016

TO: Katie Poulos
Director of Options for Parents
NM Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

FROM: Arrow Wilkinson
Principal
Walatowa High Charter School

Dear Ms. Poulos,

Thank you for the opportunity to respond to the updated Preliminary Renewal Report you emailed to us on November 28, 2016.

We appreciate the opportunity to respond to specific concerns in your report and we are providing additional information regarding the following items:

- 1.0 Teacher Retention
- 2.0 Student Performance Standards Identified In the Charter Contract
- 3.0 Accepted Standards of Fiscal Management
- 4.0 Compliance with All Provisions of Law From Which the Charter School Was Not Specifically Exempted

Sincerely,
Arrow Wilkinson

RESPONSE TO PRELIMINARY RENEWAL REPORT
Walatowa High Charter School

1.0 Teacher Retention

CSD Statement: "School's Teacher Retention rate is lower than the PEC's stated goal of 80%."

It is often difficult for schools in rural settings to recruit and retain teachers. Walatowa High Charter School (WHCS) is located on the Jemez Reservation, in Jemez Pueblo. The Pueblo of Jemez has a closed village policy due to the lack of tourism facilities and out of respect for the privacy of those who live there. The village is therefore open to the public only on Feast Days. The Pueblo now chooses to no longer allow these days to be publicized due to over capacity and for the reasons stated above.

Consequently housing is not available in Jemez Pueblo for Walatowa High Charter School employees. The surrounding areas of Jemez Valley and San Ysidro also have very limited housing options for WHCS employees and employees who do not live in the surrounding area must commute from Bernalillo, Rio Rancho, Albuquerque or Santa Fe.

Despite this issue, WHCS has been able to recruit and retain high quality teachers. Given the small number of teachers employed at WHCS, when even just one teacher resigns from the school it greatly impacts the Teacher Retention percentage.

The following chart summarizes the staff and number of years they have been employed at WHCS.

Teacher	Subject	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	# of Years
Kruger	Math/Science	X	X	X	X	X	X	X	X	X	X	10
Strain	Special Ed.	X	X	X	X	X	X	X	X	X	X	10
Dudding*	Art	X	X	X	X	X	X	X	X	X		9
Phalen**	ELA/Social Studies	X	X	X	X	X	X	X	X			8
Fredlund*	Reading/Health	X	X	X		X	X	X	X			7
Aguillar*	Spanish	X	X	X	X	X						5
Appell***	IT	X	X	X								3
Vigil**	Science					X	X	X				3
Kommander	Science								X	X	X	3
Olson	ELA									X	X	2
Minthorn	Social Studies/Reading									X	X	2
Bretchle**	Social Studies								X			1
Meek	Art										X	1
Diaz	ELA									X		1
Webber-Bay**	Reading/Health				X							1

***Retired **Moved ***Left the field of Education**

2.0 Student Performance Standards Identified In the Charter Contract

2.1 Student Academic Performance Goals 1 and 2

CSD Statement: "For these goals, the school did not provide data. The goal became obsolete in 2015, with the implementation of the PARCC assessment."

Goal 1: For SY 2012-2013, WHCS students in 11th grade will achieve a proficiency target of 33% or greater in reading as measured by the NMSBA and grow by 7% or more, in following years.

Goal 2: For SY 2012-2013, WHCS students in 11th grade will achieve a proficiency target of 30% or greater in math as measured by the NMSBA and grow by 7% or more, in following years

WHCS RESPONSE: WHCS NMSBA results were:

For 2012-2013

Reading 29.47%

Math 41.2%

For 2013-2014

Reading 7.1%

Math 35.7%

WHCS used the NMSBA until SY 2013-2014, and then the PED changed to the PARCC. Consequently SY 2014-2015 was the baseline data year for PARCC Reading data.

WHCS asked to submit an amendment for this school goal as follows: "WHCS will achieve a Final Grade of "C" or above on the NMPED School Grade Report Card for the remaining two years of its current charter application."

At its May 13, 2016 meeting, however, the Public Education Commission (PEC) decided that instead of the amendment proposed by WHCS, the PEC will review the data provided by short cycle assessments currently being implemented by WHCS and the WHCS School Snapshot.

2.2 Student Academic Performance Goal 3

CSD Statement: "The school provided data, but no analysis for this goal. The school listed out student performance, but did not identify students who attended the school for a minimum of two years. In its response the school should provide this information and analysis. Where possible the school should specifically identify those students who fell within the identified cohort and who achieved their growth goals in reading and math."

Goal 3: For SY 2012 through SY 2017, 80% of the students in grades 9-12 who have attended WHCS for a minimum of two years will make the expected growth on the NWEA for students in their respective grade levels in reading and math. The expected growth is determined by the NWEA author.

WHCS RESPONSE: The goal stipulates that students must have attended for a minimum of two years in order to be included in data report. Consequently the results for the 9th grade will not be included in the test data.

a) The results for SY 2014-2015 10th Grade Math are: Total Number Tested = 11; Total Number meeting goal = 9; Percentage of students meeting goal: 81%; WHCS met this goal.

b) The results for SY 2014-2015 11th Grade Math are: Total Number Tested = 8; Total Number meeting goal = 4; Percentage of students meeting goal: 50%; WHCS did not meet this goal.

c) The results for SY 2014-2015 10th Grade Reading are: Total Number Tested = 10; Total Number meeting goal = 4; Percentage of students meeting goal: 40%; WHCS did not meet this goal.

d) The results for SY 2014-2015 11th Grade Reading are: Total Number Tested = 8; Total Number meeting goal = 3; Percentage of students meeting goal: 38%; WHCS did not meet this goal.

e) The results for SY 2015-2016 10th Grade Math are: Total Number Tested = 5; Total Number meeting goal = 4; Percentage of students meeting goal: 80%; WHCS met this goal.

f) The results for SY 2015-2016 11th Grade Math are: Total Number Tested = 12; Total Number meeting goal = 6; Percentage of students meeting goal: 50%; WHCS did not meet this goal.

g) The results for SY 2015-2016 10th Grade Reading are: Total Number Tested = 6; Total Number meeting goal = 4; Percentage of students meeting goal: 67%; WHCS did not meet this goal.

h) The results for SY 2015-2016 11th Grade Reading are: Total Number Tested = 12; Total Number meeting goal = 6; Percentage of students meeting goal: 50%; WHCS did not meet this goal.

Expected Growth Summary
NWEA Math Tests Results Individual Student Comparisons
Winter 2015 to Spring 2015: SY 2014-2015

GRADE 10				
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	DIFFERENCE	MET GROWTH?
1	223	232	9	Y
2	249	250	1	
3	225	239	14	Y
4				
5	242	244	2	Y
6	224	243	19	Y
7	235	236	1	
8	227	234	7	Y
9		234		
10	207	211	4	Y
11	232	235	3	Y
12	245	247	2	Y
13	215	224	9	Y

GRADE 11				
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	DIFFERENCE	MET GROWTH?
1	237	235	-2	
2	230	233	3	Y
3	233	241	8	Y
4	232	231	-1	
5	218	235	17	Y
6	227	231	4	Y
7	209	204	-5	
8	243	242	-1	
9		251		

Expected Growth Summary
NWEA Reading Tests Results Individual Student Comparisons
Winter 2015 to Spring 2015: SY 2014-2015

GRADE 10				
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	GROWTH	MET GROWTH?
1	218	216	-2	
2	215	209	-6	
3	217	220	3	Y
4			0	
5	231	230	-1	
6	226	226	0	
7	208	220	12	Y
8		210		
9		217		
10	217			
11	206	215	9	Y
12	224	247	23	Y
13	214	209	-5	

GRADE 11				
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	GROWTH	MET GROWTH?
1	217	223	6	Y
2	225	221	-4	
3	222	221	-1	
4	228	232	4	Y
5	218	220	2	Y
6	228	221	-7	
7	204	194	-10	
8	226	225	-1	
9		226		

Expected Growth Summary
NWEA Math Tests Results Individual Student Comparisons
Spring 2015 to Spring 2016: SY 2015-2016

GRADE 10				
STUDENT	STUDENT RIT SPRING 2015	STUDENT RIT SPRING 2016	GROWTH	MET GROWTH?
1		250		
2	230	228	-2	
3	221			
4				
5		232		
6				
7	198	239	+41	Y
8	223			
9		245		
10	196	234	+38	Y
11	213	237	+24	Y
12				
13	221	243	+22	Y

GRADE 11				
STUDENT	STUDENT RIT SPRING 2015	STUDENT RIT SPRING 2016	GROWTH	MET GROWTH?
1	232	239	+7	Y
2	250	254	+4	Y
3	239	236	-3	
4		241		
5	244	257	+13	Y
6	243	233	-10	
7	236	248	+12	Y
8	234	235	+1	
9	234	227	-7	
10	211	205	-6	
11				
12		208		
13		239		
14	235	239	+4	Y
15	247	260	+13	Y
16	224	225	+1	

Expected Growth Summary
NWEA Reading Tests Results Individual Student Comparisons
Spring 2015 to Spring 2016: SY 2015-2016

GRADE 10				
STUDENT	STUDENT RIT Fall 2015	STUDENT RIT SPRING 2016	GROWTH	MET GROWTH?
1	215	228	+13	Y
2	223	228	+5	Y
3	218			
4				
5		214		
6	204			
7		207		
8	213			
9	223	220	+7	Y
10	228	202	-26	
11	210	212	+2	Y
12				
13	219	214	-5	

GRADE 11				
STUDENT	STUDENT RIT SPRING 2015	STUDENT RIT SPRING 2016	GROWTH	MET GROWTH?
1	216	222	+6	Y
2	209	222	+13	Y
3	220	213	-7	
4	214*	217	+3	Y
5	230	234	+4	Y
6	226	236	+10	Y
7	220	211	-9	
8	210	211	+1	
9	214*	215	+1	
10				
11		223		
12		195		
13		222		
14	215	204	-11	
15	247	228	-19	
16	209	224	+15	Y

2.3 Organizational Goal 3

CSD Statement: "During the site visit, CSD was able to view the un-redacted student ACT scores. The school did not meet this goal. The percentage of student participation in grade appropriate ACT exams was 100%. The percentage cohort students demonstrating 2 points or more growth each successive year in all composite scores (all subjects), however, is 42% for SY 2014-2015 and 63% for SY 2015-2016."

Goal 3: Walatowa High Charter School will have 100% participation in grade appropriate ACT exams with cohort students demonstrating 2 points or more growth each successive year in all composite scores.

In retrospect it may have been more realistic to have identified a percent of cohort students who would demonstrate 2 points or more growth rather than predicting that all cohort students would reach this goal. Given the various factors that can impact a student, it is very difficult for 100% of any group to achieve a goal as challenging as 2 points or more growth on an ACT composite score.

2.4 Organizational Goal 5

CSD Statement: "Of the 16 seniors in the WHCS 2015 graduating class, 15 students graduated and 1 student dropped out. The 2015 graduation rate for WHCS was 94%. Of the 15 students who graduated, 13 were accepted to post secondary institutions (86%).

The school did not provide data from earlier school years as required by the goal."

Goal 5: Beginning with the Senior Class of SY 2012 and thereafter, 85% or greater of Walatowa High Charter School graduates will be accepted in postsecondary education institutions within the first year following graduation.

WHCS RESPONSE: The results for SY 2012-2013 and SY 2013-2014 are as follows:

Of the 17 seniors in the WHCS 2014 graduating class, 17 students graduated. The 2014 graduation rate for WHCS was 100%. Of the 17 students who graduated, 16 were accepted to post secondary institutions (94%). One student was accepted to Job Corp.

Of the 15 seniors in the WHCS 2013 graduating class, 14 students graduated. The 2013 graduation rate for WHCS was 93%. Of the 14 students who graduated, 13 were accepted to post secondary institutions (93%).

2.5 Organizational Goal 6

CSD Statement: "The school provided the following data:

School Year	Number of Seniors	Number of Seniors Who Graduated	Percentage of Seniors Who Graduated
2014-2015	16	15	94%
2015-2016	13	12	92%

The school did not, however, provide the data for earlier school years as required by the goal.

Goal 6: Annually, Walatowa High Charter School will meet or exceed the AYP/School Grading minimum graduation rate.

WHCS RESPONSE: The Chart has been updated to include SY 2012-2013 and SY 2013-2014. WHCS met this goal.

School Year	Number of Seniors	Number of Seniors Who Graduated	Percentage of Seniors Who Graduated
2012-2013	15	14	93%
2013-2014	17	17	100%
2014-2015	16	15	94%
2015-2016	13	12	92%

3.0 Generally Accepted Standards of Fiscal Management

CSD Statement: “Walatowa Charter High School Has Not Met All Generally Accepted Standards of Fiscal Management. The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that supports this assurance.”

3.1 Significant Findings

CSD Statement: “The information presented in the school’s application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had significant findings.”

WHCS RESPONSE: All findings have been resolved.

3.2 Submitting Additional Information

CSD Statement: “In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan however, requests for additional information has not been received by the PED.”

WHCS RESPONSE: WHCS has responded to requests for additional information. Please refer to attached copies of emails.

3.3 FY 2016 Audit

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

WHCS RESPONSE: FY 2016 Audit has not been completed. Discussions are still being held regarding the audit.

4.0 Compliance with All Provisions of Law From Which the Charter School Was Not Specifically Exempted

4.1 Licensure and Background Check Requirements

CSD Statement: "CSD staff reviewed all of the staff files. CSD noted that 6 of the 12 staff members had an incorrect background check in their files. CSD noted that one had a background check came from the Pueblo of Jemez, one from the Department of the Interior, one was an authorization to student teach from APS, one came from the Santa Fe Indian School, and 2 had fingerprint cards dated August, 2016 –but the results were not included. CSD observed evidence indicating that the school had improper background checks for several of its employees. Because these background checks did not appear to be the required FBI background checks. This evidence indicates that the school has not met the requirements of documented evidence of valid background checks from the Cogent system, the FBI, PED or from the AS400 system.

WHCS RESPONSE: On November 9, 2016, WHCS was assigned an ORI Number NM931188Z from the NM Department of Public Safety which enables WHCS the ability to process background checks through the NMPED authorized company-Cogent.

Cogent is currently processing WHCS registration and billing information. Therefore, WHCS has partnered with the Jemez Springs Police Department to process WHCS Cogent certified employee background checks.

Please refer to attached employee Cogent registration and processing documents

4.2 Special Education Requirements

CSD Statement: "Although the special education director assured CSD that service logs are complete, service logs are not available on site. CSD did not see evidence that services or support were being given to the students who had been identified as students with disabilities."

WHCS RESPONSE: SPED Ancillary sign in log and task description/comments are on site. Please review the attached documents from Bilingual Multicultural Services, which is the company providing the SPED services.

4.3 English Language Learner Requirements

CSD Statement: "CSD staff noted that the documentation of the Home Language Survey was not placed in each student's file. However, the school has been giving the Home Language Survey to their students each year and keeping them in a separate folder. CSD did not see evidence of the W-APT tests for those students who indicated the presence of another language other than English in the separate file the school had for English Learners."

WHCS RESPONSE: Home Language Surveys have been filed in student folders. W-APT Assessment results are also in student folders. Please review attached documentation.

4.4 Next Step Plans

CSD Statement: "The plans that were reviewed were completed within the last 60 school days of the preceding school year and included the classes students needed to complete for graduation and the students' academic goals. However, the plans did not include the required personal goals. The Next Step plans did not include all the required signatures."

WHCS RESPONSE: Next Step Plans have been updated to include personal goals and signatures. Next Step plans are provided to parents at annual Parent Teacher Night (October 6, 2016) and Gear UP Spring Parent Night. Please refer to attached documentation.

4.5 Response To Intervention

"CSD Statement: "The school provided CSD staff members with evidence of the school's RtI and SAT plan. PED team members were able to see Tier One documentation and interventions and teachers were able to speak to the school's RtI process. However, the school did not provide CSD with any documentation of Tier Two interventions. Based on our conversations with the staff members, it appears the school is implementing them during tutoring. However, the school is not documenting this process."

"CSD observed evidence indicating the school was not fully documenting students' progression through the SAT process. This evidence indicates that the school has not met the requirements of Student Intervention System (New Mexico's RtI Framework): Subsection D of 6.29.1.9 NMAC."

WHCS RESPONSE: WHCS is documenting the process. A school wide RTI is implemented as follows: Any student below a 70% average will be assigned Gear UP tutor for assignment completion. Gear Up Coordinator is notified and schedules tutors for availability. WHCS implements the Gear UP NM tutoring Services Attendance Record Participation Log through SCRIBE Information System.

Documentation of student progress is identified through data desegregation of all PARCC, NWEA, Accuplacer, Reading Plus, Ascend Math, ACT Assessments, student teacher reports, Grades and Gear Up tutoring outcomes.

WHCS SAT Team (Wilkinson, Strain, Krueger, Garcia) did not receive any SAT referrals.

4.6 Governance Requirements

CSD Statement: "The school's website does not provide notices of Governing Board meetings and agendas on the school's website. The Open Meeting Act was revised in 2013 to require "the agenda shall be available to the public and posted on the public body's web site, if one is maintained."The school is not complying with this requirement.

"During the on-site visit, the school provided the required agendas and minutes requested by CSD."

"Additionally, the school's Governing Body Members did not submit their required Governing Body Training Hours."

"CSD observed evidence indicating the school was not in compliance with the Open Meetings law and Governing Body Training requirements."

WHCS RESPONSE: Agendas have been added to website.

III. Renewal Applicant 2016 Charter School District Report Card

**School Grading Summary**

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

District Grade A

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

Source: PED Accountability Bureau

What are school grades?

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

What are School District Report Cards?

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

What is contained in this report?

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

LEA Demographic Profile

Accountability

Summaries of School Grades

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

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

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

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

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

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

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

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

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

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

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	54	100.0	335,694	100.0
Female	24	44.4	164,149	48.9
Male	30	55.6	171,545	51.1
Caucasian	1	1.9	82,116	24.5
African American	0	0.0	7,302	2.2
Hispanic	3	5.6	205,853	61.3
Asian	0	0.0	4,345	1.3
American Indian	50	92.6	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	52	96.3	240,438	71.6
SWD	5	9.3	49,729	14.8
ELL	12	22.2	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	0	0.0	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

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

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

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

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

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

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

School	Overall Grade	School	Overall Grade
Walatowa High Charter	A		

Achievement - Proficiency Summaries by Grade

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

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

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	<2	>98	8	92		
9	LEA Prior	8	92	8	92		
10	State Current	32	68	14	87		
10	State Prior	31	69	12	88		
10	LEA Current	<2	>98	8	92		
10	LEA Prior	12	88	6	94		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	31	69	<2	>98	11	89
11	LEA Prior	45	55	9	91	6	94

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

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	12	88	6	94	11	89
Female	State Current	34	66	20	80	41	59
Female	LEA Current	<2	>98	6	94		
Male	LEA Current	22	78	6	94	14	86
Male	State Current	22	78	20	80	44	56
Caucasian	State Current	43	57	33	67	64	36
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Asian	State Current	55	45	48	52	65	35
American Indian	LEA Current	13	87	6	94	13	88
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	13	87	6	94	11	89
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	<2	>98				

Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Walatowa High Charter	13	88	6	94	11	89
Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data. Source: PED Accountability Bureau						

Budgeted Expenditures

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

	Amount \$	Percent %
Capital Outlay	\$46,722	4.2
Central Services	\$110,295	10.0
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$67,268	6.1
General Administration	\$19,363	1.8
Instruction	\$591,349	53.7
Instructional Support Services	\$57,478	5.2
Operations & Maintenance	\$44,055	4.0
Other Support Services	\$0	0.0
School Administration	\$142,320	12.9
Student Support Services	\$17,446	1.6
Student Transportation	\$5,318	0.5

Source: PED School Budget and Financial Analysis Bureau

School Board Training

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

Board Member	Number of Points
Corinne Yepa	0
Danielyn J Hardy	0
Juanita Toledo	0
Kenneth Sando	0
Ray Liyanasuriya	0
Ryszard Wasilewski	0
Stuart Gachupin	0

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
Walatowa High Charter	87					86.4	92.2		64.9

Blanks indicate too few students to report (N<10).

Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Cohort Graduation Rate Technical Manual on the PED website:

http://ped.state.nm.us/ped/Graduation_guides.html.

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3

Walatowa High Charter

Blanks indicate too few students to report (N<10).

Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible Students earning a regular high school diploma.
Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	17					14	16		
LEA Current	Enrolled in state									
LEA Current	Enrolled out of state									

Blanks indicate too few students to report (N<10). Source: National Student Clearinghouse

Teacher Credentials					
			Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials			.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools		NA	NA	
	Low Poverty Schools		NA	NA	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty.					
Professional Qualifications		Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
			Bachelor's %	Advanced %	
Walatowa High Charter		8	12.5	75.0	7.1
* Does not include Below Bachelors					
Blank=no data available or not applicable			Source: LEA 120th-day submission to PED		

Parent Survey on the Quality of Education											
Q1 My child is safe at school. Q2 My child's school building is in good repair and has sufficient space to support quality education. Q3 My child's school holds high expectations for academic achievement. Q4 School personnel encourage me to participate in my child's education. Q5 The school offers adequate access to up-to-date computers and technologies. Q6 School staff maintain consistent discipline, which is conducive to learning. Q7 My child has an adequate choice of school-sponsored extracurricular activities. Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress. Q9 The school staff employ various instructional methods and strategies to meet my child's needs. Q10 My child takes responsibility for his or her learning.											
	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	51	90	31	88	82	80	64	78	82	98	74
Walatowa High Charter	51	90	31	88	82	80	64	78	82	98	74

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results				Statewide Participation 2015			
The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit http://NCES.ED.Gov/NationsReportCard . NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.							
		Reading %	Math %	Science %			
4th Grade ELL		91	95	95			
4th Grade SWD*		93	88	93			
8th Grade ELL		92	95	96			
8th Grade SWD*		89	90	92			

* NAEP does not accommodate students with severe disabilities.

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

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

Rounds to zero

IV. Charter School Renewal Application

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

Updated May 2015



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





STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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SANTA FE, NEW MEXICO 87501-2786
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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

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

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2016**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

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

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

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

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

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

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

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

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

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

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Instructions: 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 Scott Binkley, Scott.Binkley@state.nm.us or Becky Kappus, Becky.Kappus@state.nm.us .
Deadlines and Manner of Submission	<p>2016 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us. Or Scott Binkley Scott.Binkley@state.nm.us</p> <p>Files must be submitted via your account on the Web EPSS no later than 5:00 p.m. (mountain time) Monday, October 3, 2016.</p> <p>Note: Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (June – September 2016)	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2016. The first training will take place June 20, 2016 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 3–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 21)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday, November 30, 2016 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 8-9)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9, 2016 .
Contract Negotiations (December, 2016–March, 2017)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

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

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

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

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

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

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

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

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

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

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

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

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

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

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

Meets Standard:

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

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

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

Does Not Meet Standard:

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

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

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

Falls Far Below Standard:

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

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

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

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

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

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

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



Part A—School's Summary Data Report

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

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

NM PED Charter School Division - School Snapshot Report

Walatowa High Charter School

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

General Information

Mailing Address: PO Box 669, Jemez Pueblo, NM 87024

Physical Address: 147 Bear Head Canyon, Jemez Pueblo, NM 87024

Phone: (575) 834-0443 Ext: Fax: (575) 834-0449 Website: <http://walatowahcs.org/>

Opened: 2003 State Appvd: Dec-11 Renewal: 2017

School District: Jemez Valley County: Sandoval

Administration:

Staff	Year Began	Phone	Email
Arrow Wilkinson, Superintendent/Principal		(575) 834-0443	awilkinson@walatowahcs.org
Francine Garcia, Gear-Up Coordinator			fgarcia@walatowahcs.org
Katherine Toya, Business Mgr		(575) 834-0448	(505) 379-1323 kmtoya@walatowahcs.org
Dr. Jaime Tamez, Senior Consultant		(575) 843-0443	(505) 688-6465 drjamietamez@yahoo.com
Shelley Chinana, Stars Coord/Admin Asst		(575) 834-0443	(505) 288-1472 schinana@walatowahcs.org

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Stewart Gachupin Board		2012		
Danielyn Hardy Board				
Ray Liyanasuriya Board				
Kenneth Sando President		2009		
Juanita C. Toledo Board				
Ryzcard Wasilewski Board				
Corrine Yepa Board		2010		

Other:	Email	Notes
Cordelia Chavez, Budget Analyst	cordelia.chavez@state.nm.us	

Mission: Walatowa High Charter School is to serve the students of the Jemez Pueblo community and surrounding areas by 1) Providing rigorous college preparatory curriculum, with emphasis on math, science, health and technology; 2) fostering leadership development; 3) preserving language and culture; and 4) strengthening physical wellness.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP Total (40 day)	Teacher	Teacher/Student Ratio:
	9-12		150	8	

Academics

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

NM PED Charter School Division - School Snapshot Report

Walatowa High Charter School

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

7. Opportunity to Learn	B	A	A	B	A
8. Graduation	B	B	C	A	C
9. Career and College	F	F	A	A	A
10. Reading Proficiency	13.3	21.9	10.7	20	13
11. Math Proficiency	6.7	28.1	25	5	6.1
12. SAMS	N	N	N	N	N
13. SAMS Graduation %					
14. Bonus Points	0	0	3.13	4.83	3.52

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	67	58	59	63	56
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	55.2%	46.6%	49.2%	58.7%	62.5%
3. % Female	44.8%	53.4%	50.8%	41.3%	37.5%
4. % Caucasian	0.0%	1.7%	1.7%	1.6%	1.8%
5. % Hispanic	4.5%	5.2%	5.1%	9.5%	8.9%
6. % African American	0.0%	0.0%	0.0%	0.0%	0.0%
7. % Asian	0.0%	0.0%	0.0%	0.0%	0.0%
8. % Native American	95.5%	93.1%	93.2%	88.9%	89.3%
9. % Economically Disadvantaged	100.0%	96.6%	96.6%	96.8%	94.6%
10. % Title 1 TS	94.0%	100.0%	98.3%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	0.0%	0.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	19.4%	17.2%	16.9%	14.3%	14.3%
15. % ELL	37.3%	37.9%	32.2%	19.0%	21.4%



Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

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

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

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

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

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

School Grading Report Over Three Years

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

WHCS has met the Statewide Benchmark for the past three years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Final School Grade/ Total Points	C	58.15	A	81.42	+23.27	A	76.12	-5.30	100

Current Standing

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

WHCS has met the Statewide Benchmark for the past two years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Current Standing	F	3.96	B	17.33	+13.37	C	13.80	-3.53	30

School Growth

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

WHCS has met the Statewide Benchmark for the past two years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
School Growth	D	3.42	B	8.76	+5.34	B	8.62	-0.14	10

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.

WHCS has met the Statewide Benchmark for the past three years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Growth - Highest Performing Students	A	9.05	A	7.82	-1.23	A	7.70	-0.12	10

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.

At the onset of SY 2015-2016, WHCS intensified its approach to supporting the Lowest Performing Students, which resulted in an increase of 1.46 points and a step up to a "D" grade for the category.

WHCS will continue this approach for the current year and for the next charter renewal cycle. The approach includes implementing the following:

1. PARCC Prep classes for students; 2. RTI; 3. State and Federal Indian Ed Programs; 4. Tutoring before / after school and during lunchtimes; 5. Disaggregation of data to determine individual student needs; 6. Supplemental Reading Plus; 7. Ascend Math; Extended Day; 8. Start school in July; 9. Gear Up New Mexico program that focuses on increasing student and family knowledge regarding postsecondary education preparation and

financing as well as increasing the educational expectations of participating students and their parents; 10. Educational Assistant to provide more tutoring and support for students; 11. ensuring IEP accommodations are being implemented; 12. continue to use differentiated instruction; 13. Tribal Behavioral Health Counseling services for students; Tribal Youth Services - Students are referred to Pueblo of Jemez Youth Services Program to receive student support in academic areas; JHHS Behavioral Health - Behavioral Health referrals are made to the

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Growth - Lowest Performing Students	F	5.50	F	5.21	-0.29	D	6.67	+1.46	10

Jemez Health and Human Services for students who are at risk for mental health services.

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.

WHCS has met the Statewide Benchmark for the past three years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Opportunity to Learn	A	7.46	B	7.04	-0.42	A	7.58	+0.54	8

Graduation—as applicable

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

WHCS has met the Statewide Benchmark for the past three years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Graduation	C	12.04	A	15.84	+3.8	C	13.51	-2.33	17

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.

WHCS has met the Statewide Benchmark for the past three years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
College and Career Readiness	A	13.59	A	14.59	+1	A	14.72	+0.13	15

Bonus Points

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

WHCS has met the Statewide Benchmark for the past three years.

CATEGORY	2013-2014		2014-2015		+ / -	2015-2016		+ / -	POSSIBLE POINTS
	GRADE	POINTS	GRADE	POINTS		GRADE	POINTS		
Bonus Points		3.13		4.83	+1.7		3.52	-1.31	5

--

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.).

MISSION SPECIFIC GOAL 1: Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade. (Note: This goal was modified by the Charter Schools Division to add completion of the course(s) with a passing grade.)

CHART #1: DUAL CREDIT ENROLLMENT AND GRADES RECEIVED - GRADE 11 (SY 2014-2015)

STUDENT	Art 2 Design	Health Care Occ	Ethno-Botany
1	A-	A-	A+
2	C+	A-	B-
3	A-	C+	B-
4	A+	B+	A+
5	B+	B-	C
6	A	A-	B+
7	A-	B-	B-
8	A-	B	A-
9	B	C	C-
10	A	B	A-
11	B+	A-	C

CHART #2: DUAL CREDIT ENROLLMENT AND GRADES RECEIVED - GRADE 12 (SY 2014-2015)

STUDENT	College Success	First Responder	Public Speaking	Health Care Occ	Ethno-Botany
1	F	B-	A-	-	-
2	A-	B	-	B+	-
3	D-	I	-	-	-
4	B	C	B	-	-
5	B-	-	-	-	A+
6	C	D+	B	-	-
7	C	-	B	-	-
8	C-	-	-	-	-
9	F	D+	I	-	-
10	B	B+	A	-	-
11	B-	C-	B	-	-
12	C	C+	A	-	-
13	-	-	A	A	-
14	C+	C+	B	-	-

CHART #3: TOTAL STUDENT ENROLLMENT IN DUAL CREDIT COURSES: SY 2014-2015

TOTAL NUMBER OF ELIGIBLE STUDENTS GRADES 11 AND 12	NUMBER OF STUDENTS ENROLLED IN DUAL CREDIT CLASSES - GRADES 11 AND 12	%	NUMBER OF DUAL CREDIT COURSES TAKEN - GRADES 11 AND 12	NUMBER OF DUAL CREDIT COURSES COMPLETED WITH A PASSING GRADE - GRADES 11 AND 12	%
25	25	100%	69	62	90%

**CHART #4: DUAL CREDIT ENROLLMENT AND GRADES RECEIVED
GRADE LEVEL: 11 (SY 2015-2016)**

student	College Success	Public Speaking IAIA ¹	Ethno-Botany IAIA	Art Portfolio
1	C+		A+	A+
2	C		A+	A-
3	C		B	A
4	C-		B-	A-
5	A		A-	A
6			A-	A-
7	C		F	A-
8	C		A+	A
9	C-		B-	B
10	C		C	A-
11	B+	B+		A-
12			A-	
13				
14	D		D-	C
15	A		A+	A
16	C+		B	A-

¹IAIA = Institute of American Indian Arts

CHART #5: DUAL CREDIT ENROLLMENT AND GRADES RECEIVED
GRADE LEVEL: 12 (SY 2015-2016)

Student	Public Speaking IAIA ¹	Concepts of Wellness IAIA
1	A	A+
2	C	
3	A-	A-
4	C	
5	A	A
6	B	C-
7	C	D
8	C	
9	C	
10	A-	B-
11	B-	
12	C+	
13	C	

¹IAIA = Institute of American Indian Arts

CHART #6: TOTAL STUDENT ENROLLMENT IN DUAL CREDIT COURSES
SY 2015-2016

TOTAL NUMBER OF ELIGIBLE STUDENTS GRADES 11 AND 12	NUMBER OF STUDENTS ENROLLED IN DUAL CREDIT CLASSES - GRADES 11 AND 12	%	NUMBER OF DUAL CREDIT COURSES TAKEN - GRADES 11 AND 12	NUMBER OF DUAL CREDIT COURSES COMPLETED WITH A PASSING GRADE - GRADES 11 AND 12	%
28	28	100%	61	57	93%

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

WHCS MET THIS GOAL:

In 2014-15, all students enrolled in one or more dual credit classes. Students enrolled in a total of 69 Dual Credit Courses, with students receiving a passing grade in 62 of the courses. Percentage of courses completed with a passing grade = 90%.

In 2015-16, all students enrolled in one or more dual credit courses with the exception of one very late enrollee. Students enrolled in a total of 61 Dual Credit Courses, with students receiving a passing grade in 57 of the courses. Percentage of courses completed with a passing grade = 93%

MISSION SPECIFIC GOAL 2: Walatowa High Charter School will maintain an annual attendance rate of 92% or above during its charter term, as reported in STARS.

**ANNUAL ATTENDANCE RATE
WALATOWA HIGH CHARTER SCHOOL**

SCHOOL YEAR	40 th DAY COUNT	80 th DAY COUNT	120 th DAY COUNT
2014-2015	94.88%	92.91%	98.19%
2015-2016	97.09%	95.45%	97.65%

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

WHCS MET THIS GOAL:

As noted in the above chart, Walatowa High Charter School maintained annual attendance rates above 92% for both years.

MISSION SPECIFIC GOAL 3: Walatowa High Charter School will have 100% participation in grade appropriate ACT exams with cohort students demonstrating 2 points or more growth each successive year in all composite scores.

**CHART #1: COHORT SUMMARY: ACT TEST COMPOSITE SCORES
COHORT STUDENTS DEMONSTRATING 2 POINTS OR MORE GROWTH
WALATOWA HIGH CHARTER SCHOOL SY2014-2015**

STUDENT	ACT PLAN	ACT	+ / -
1	--	--	--
2	13	14	+1
3	13	15	+2
4	13	--	--
5	12	11	-1
6	15	17	+2
7	--	16	--
8	07	13	+6
9	18	20	+2
10	--	15	--
11	14	11	-3
12	15	16	+1
13	19	19	+0
14	15	15	+0
15	17	16	-1
16	11	15	+4

**CHART #2: COHORT SUMMARY: ACT TEST SCORES: MATH AND READING
WALATOWA HIGH CHARTER SCHOOL SY2014-2015**

STUDENT	ACT PLAN Math	ACT MATH	+ / -	ACT PLAN RDG	ACT RDG	+ / -
1	16	--	--	17	--	--
2	10	15	+5	13	18	+5
3	11	15	+4	14	17	+3
4	16	--	--	12	--	--
5	13	13	0	07	10	+3
6	16	17	+1	16	14	-2
7	--	15	--	--	20	--
8	05	15	+10	05	13	+8
9	18	20	+2	18	24	+6
10	--	14	--	--	12	--
11	14	14	+0	15	12	-3
12	14	16	+2	15	17	+2
13	17	20	+2	21	18	-3
14	12	15	+3	16	15	-1
15	19	16	-3	18	16	-2
16	07	15	+8	07	13	+6

**CHART 3: ACT TEST SCORES PERCENTAGES
WALATOWA HIGH CHARTER SCHOOL SY2014-2015**

ACT TEST Results	TOTAL NUMBER OF STUDENTS WITH PRE / POST TEST	TOTAL NUMBER OF STUDENTS DEMONSTRATING 2 POINTS OR MORE GROWTH	%
Composite: All Subjects	12	5	42%
Individual Tests: Math	12	8	67%
Individual Tests: Reading	12	7	58%

**CHART #4: COHORT SUMMARY - ACT TEST COMPOSITE SCORES
COHORT STUDENTS DEMONSTRATING 2 POINTS OR MORE GROWTH
WALATOWA HIGH CHARTER SCHOOL SY2015-2016**

STUDENT	ACT PLAN	ACT	+ / -
1	14	16	+2
2	14	15	+1
3	17	16	-1
4	14	17	+3
5	15	15	+0
6	13	15	+2
7		18	
8	16	13	-3
9	17	19	+2

**CHART 5: COHORT SUMMARY - ACT TEST SCORES: MATH AND READING
COHORT STUDENTS DEMONSTRATING 2 POINTS OR MORE GROWTH
WALATOWA HIGH CHARTER SCHOOL SY2015-2016**

STUDENT	ACT PLAN Math	ACT MATH	+ / -	ACT PLAN RDG	ACT RDG	+ / -
1	15	14	-1	12	16	+2
2	16	15	-1	15	18	+3
3	18	16	-2	17	18	+1
4	14	15	+1	17	17	+0
5	14	13	-1	17	16	-1
6	16	14	-2	13	18	+5
7		14			11	
8	15	20	+5	17	16	-1
9	16	20	+4	17	18	+1

**CHART 6: SUMMARY - ACT TEST SCORES PERCENTAGES
WALATOWA HIGH CHARTER SCHOOL (SY2015-2016)**

ACT TEST Results	TOTAL NUMBER OF COHORT STUDENTS WITH PRE / POST TESTS	TOTAL NUMBER OF COHORT STUDENTS WITH PRE/POST TESTS AND DEMONSTRATING 2 POINTS OR MORE GROWTH	%
Composite: All Subjects	8	4	50%
Composite: Math and Reading	8	5	63%

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

WHCS MET PART OF THIS GOAL

The percentage of student participation in grade appropriate ACT exams is 100%. The percentage cohort students demonstrating 2 points or more growth each successive year in all composite scores (all subjects), however, is 42% for SY 2014-2015 and 63% for SY 2015-2016.

MISSION SPECIFIC GOAL 4: Walatowa High Charter School will maintain annual stakeholder satisfaction levels among students, parents, and staff at 85% or greater measured annually with surveys, beginning in 2012.

School Year	% Positive Stakeholder Satisfaction - Parents	% Positive Stakeholder Satisfaction - Staff	% Positive Stakeholder Satisfaction - Total
2012-2013	97%	96%	96.5%
2013-2014	96%	93%	94.5%
2014-2015	85%	96%	90.5%
2015-2016	81%*	100%	90.5%

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

WHCS met this goal. Parent Stakeholder results were due to Survey Question #2 that scored low: “My child’s school building is in good repair and has sufficient space to support quality education.” Some parents felt more space is needed at the school.

MISSION SPECIFIC GOAL 5: Beginning with the Senior Class of SY 2012 and thereafter, 85% or greater of Walatowa High Charter School graduates will be accepted in post-secondary education institutions within the first year following graduation.

Student	Chart #1 Post-Secondary Acceptance	C = Cohort 4 yrs at WHCS
1	CNM	C
2	Not Accepted at Post-Secondary Institution - Employed	C
3	Eastern New Mexico University	C
4	IAIA	
5	Haskell Indian Nations/CNM	
6	Ft. Lewis College	
7	SIPI/Highlands University	C
8	Highlands University	C
9	Tulsa Welding School/Job Corp	
10	Not Accepted at Post-Secondary Institution - Employed	
11	University of Hawaii	C
12	CNM	C
13	SIPI	C
14	Ft. Lewis College	C
15	SIPI	C

TOTAL NUMBER OF STUDENTS GRADES 12	CHART #2 NUMBER OF STUDENTS ACCEPTED TO POST SECONDARY INSTITUTIONS	%
15	13	87%

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

Of the 16 seniors in the WHCS 2015 graduating class, 15 students graduated and 1 student dropped out. The 2015 graduation rate for WHCS was 94%. Of the 15 students who graduated, 13 were accepted to post secondary institutions. Chart #1 above lists the 2014-2015 WHCS seniors and whether they were accepted at a higher education institution. Chart #2 provides the percentage of students accepted at post secondary institutions.

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: Annually, Walatowa High Charter School will meet or exceed the AYP/School Grading minimum graduation rate.												
Measure(s) Used: Measuring the number of students who graduate each year.												
<p style="text-align: center;">Data—Average Annual Data</p> <table border="1"><thead><tr><th>School Year</th><th>Number of Seniors</th><th>Number of Seniors Who Graduated</th><th>Percentage of Seniors Who Graduated</th></tr></thead><tbody><tr><td>2014-2015</td><td>16</td><td>15</td><td>94%</td></tr><tr><td>2015-2016</td><td>13</td><td>12</td><td>92%</td></tr></tbody></table>	School Year	Number of Seniors	Number of Seniors Who Graduated	Percentage of Seniors Who Graduated	2014-2015	16	15	94%	2015-2016	13	12	92%
School Year	Number of Seniors	Number of Seniors Who Graduated	Percentage of Seniors Who Graduated									
2014-2015	16	15	94%									
2015-2016	13	12	92%									
<p>Provide a statement of progress and additional information regarding the above data:</p> WHCS met this goal.												

Student Performance Standard/Goal #2: WHCS Charter School Goal-Reading - For SY 2012 through 2017, WHCS students in 11th grade will achieve a proficiency target of 33% or greater in reading as measured by the NMSBA and grow 7% or more, in following years.

School Year	Data Results
2014-2015	WHCS is unable to provide status of student growth data in Reading using the NMSBA. WHCS used the NMSBA until SY 2013-2014, and then the PED changed to the PARCC. Consequently SY 2014-2015 will be the baseline data year for PARCC Reading data.
2015-26	WHCS asked to submit an amendment for this school goal as follows: "WHCS will achieve a Final Grade of "C" or above on the NMPED School Grade Report Card for the remaining two years of its current charter application." At its May 13, 2016 meeting, however, the Public Education Commission (PEC) decided that instead of the amendment proposed by WHCS, the PEC will review the data provided by short cycle assessments currently being implemented by WHCS and the WHCS School Snapshot.

Student Performance Standard/Goal #3: WHCS Charter School Goal-Math - For SY 2012 through 2017, WHCS students in 11th grade will achieve a proficiency target of 30% or greater in math as measured by the NMSBA and grow 7% or more, in following years.

School Year	Data Results
2014-2015	WHCS is unable to provide status of student growth data in Reading using the NMSBA. WHCS used the NMSBA until SY 2013-2014, and then the PED changed to the PARCC. Consequently SY 2014-2015 will be the baseline data year for PARCC Reading data.
2015-26	WHCS asked to submit an amendment for this school goal as follows: "WHCS will achieve a Final Grade of "C" or above on the NMPED School Grade Report Card for the remaining two years of its current charter application." At its May 13, 2016 meeting, however, the Public Education Commission (PEC) decided that instead of the amendment proposed by WHCS, the PEC will review the data provided by short cycle assessments currently being implemented by WHCS and the WHCS School Snapshot.

Student Performance Standard/Goal #3: WHCS Charter School Goal-Short Cycle Assessment
For SY 2012 through SY 2017, 80% of the students in grades 9-12 who have attended WHCS for a minimum of two years will make the expected growth in the NWEA for students in their respective grade levels in reading and math. The expected growth is determined by the assessment author.

NWEA MATH TESTS RESULTS INDIVIDUAL STUDENT COMPARISONS
WINTER 2015 to SPRING 2015: SY 2014-2015

GRADE 9			
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	DIFFERENCE
1	222	230	8
2	212	221	9
3		225	
4	200	198	-2
5	222	217	-5
6	224	223	-1
7	197	196	-1
8	218	224	6
9	209	213	4
10		227	
11	225	221	-4

GRADE 10			
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	DIFFERENCE
1	223	232	9
2	249	250	1
3	225	239	14
4			0
5	242	244	2
6	224	243	19
7	235	236	1
8	227	234	7
9		234	
10	207	211	4
11	232	235	3
12	245	247	2
13	215	224	9

GRADE 11			
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	DIFFERENCE
1	237	235	-2
2	230	233	3
3	233	241	8
4	232	231	-1
5	218	235	17
6	227	231	4
7	209	204	-5
8	243	242	-1
9		251	

**NWEA READING TESTS RESULTS INDIVIDUAL STUDENT COMPARISONS
WINTER 2015 to SPRING 2015: SY 2014-2015**

GRADE 10			
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	GROWTH
1	218	216	-2
2	215	209	-6
3	217	220	3
4			0
5	231	230	-1
6	226	226	0
7	208	220	12
8		210	
9		217	
10	217		
11	206	215	9
12	224	247	23
13	214	209	-5

GRADE 11			
STUDENT	STUDENT RIT WINTER	STUDENT RIT SPRING	GROWTH
1	217	223	6
2	225	221	-4
3	222	221	-1
4	228	232	4
5	218	220	2
6	228	221	-7
7	204	194	-10
8	226	225	-1
9		226	

**NWEA MATH RESULTS - COMPARISON OF INDIVIDUAL STUDENT RIT
TO NORM GRADE LEVEL MEAN RIT SY 2015-2016**

GRADE 9	Column 1	Column 2	Column 3
STUDENT	STUDENT RIT SPRING 2016	NORM GRADE LEVEL MEAN RIT SPRING 2016	DIFFERENC E
1	217	233	-16
2	227	233	-6
3	220	233	-13
4			
5	228	233	-5
6			
7	231	233	-2
8			
9	225	233	-8
10			
11	224	233	-9
12	232	233	-1
13	226	233	-7

GRADE 10	Column 1	Column 2	Column 3
STUDENT	STUDENT RIT SPRING 2016	NORM GRADE LEVEL MEAN RIT	DIFFERENCE
1	250	232	+18
2	228	232	-4
3			
4			
5	232	232	+0
6			
7	239	232	+7
8			
9	245	232	+13
10	234	232	+2
11	237	232	+5
12			
13	243	232	+11

GRADE 11	Column 1	Column 2	Column 3
STUDENT	STUDENT RIT SPRING 2016	NORM GRADE LEVEL MEAN RIT	DIFFERENCE
1	239	235	+4
2	254	235	+19
3	236	235	+1
4	241	235	+6
5	257	235	+22
6	233	235	-2
7	248	235	+13
8	235	235	+0
9	227	235	-8
10	205	235	-30
11	208	235	-27
12	239	235	+4
13	239	235	+4
14	260	235	+25
15	225	235	-10

**NWEA READING RESULTS - COMPARISON OF INDIVIDUAL STUDENT RIT
TO NORM GRADE LEVEL MEAN RIT SY 2015-2016**

GRADE 9	Column 1	Column 2	Column 3
STUDENT	STUDENT RIT SPRING 2016	NORM GRADE LEVEL MEAN RIT SPRING 2016	DIFFERENCE
1	213	221	-8
2	220	221	+9
3	222	221	+1
4			
5	228	221	+7
6	223	221	+2
7	205	221	-16
8			
9	220	221	-1
10			
11	213	221	-8
12	220	221	-1
13	216	221	-5

GRADE 10	Column 1	Column 2	Column 3
STUDENT	STUDENT RIT SPRING 2016	NORM GRADE LEVEL MEAN RIT Spring 2016	DIFFERENCE
1	228	221	+7
2	228	221	+7
3			
4			
5	214	221	-7
6			
7	207	221	-14
8			
9	220	221	-1
10	202	221	-19
11	212	221	-9
12			
13	214	221	-7

GRADE 11	Column 1	Column 2	Column 3
STUDENT	STUDENT RIT SPRING 2016	NORM GRADE LEVEL MEAN RIT	DIFFERENCE
1	222	222	+0
2	222	222	+0
3	213	222	-9
4	217	222	-5
5	234	222	+12
6	236	222	+14
7	211	222	-11
8	211	222	-11
9	215	222	-7
10			
11	223	222	+1
12	195	222	-27
13	222	222	+0
14	204	222	-8
15	228	222	+6
16	224	222	+2

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

WHCS encountered difficulties administering the NWEA for SY 2014-2015. In August, 2014, WHCS replaced its server which led to issues with administering the NWEA. Rather than administering the test in August as planned, the server compatibility difficulties resulted in postponing the test until January, 2015.

The post test was then administered in May, 2015, which resulted in a Winter 2015 to Spring 2015 test period. NWEA, however, does not establish expected growth rates for a Winter to Spring test period. Consequently WHCS will be unable to determine if students have made the expected growth until WHCS completes Fall testing, which is currently underway.

WHCS did compare individual student test scores for Student Winter and Spring RIT Scores. Despite the shorter time span between the pre and post tests than is the norm, the comparison of individual student Winter and Spring RIT Scores yielded many positive gains in both reading and math. Students are, for the most part, progressing. This progress is noted in the charts above.

WHCS staff compared individual student test scores for Student RIT 2016 Spring Scores with Norm Grade Level Mean RIT Scores, as well as comparing individual student Spring 2015 and Spring 2016 RIT Scores. For 9th grade students, comparisons were made between Fall 2015 and Spring 2016 RIT Scores. The results for both reading and math are included in the following charts.

The comparison of individual student Spring 2015 and Spring 2016 RIT Scores and Fall 2015 and Spring 2016 RIT Scores yielded more positive gains than comparing individual student scores to the Norm Grade Level RIT scores. Part of the reason is related to the baseline reading and math grade level of students when they enter WHCS. Many of the students arrive already many years behind in their reading and math skills, and are fall below Grade Level Norm Medians. They therefore often do not reach the Norm Median at the end of the year. Although a student may not reach the Norm Median with the academic year, students are for the most part progressing. This progress is better captured in a comparison of the individual student's pre/post test. Please refer to the following data chart summaries.

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

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

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

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

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

For any "no" answers please provide an explanation.

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 <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1 (12-13)	10	CS 2013-01-ZZ Timely Deposits (Non-Compliance)	WHCS Administration has designated WHCS Business Office and Administrative Assistant to transport and deposit cash within the 24 hour time frame to U.S. Bank in Bernalillo, NM. Procedure is presently being reviewed for public comment. Governing Board will approve at January 2014 Board meeting.
		CS 2013-02-ZZ Internal Control Structure (Non-Compliance)	RFR Approval: WHCS Business Manager and WHCS Administrator will review, sign and date all RFR's prior to approval.
		CS 2013-03-ZZ Cash/Budget Reports (Non-Compliance)	The school will coordinate more closely with NM PED to ensure accuracy of the cash report as it relates to the general ledger.
		CS 2013-04-ZZ Travel & Per Diem (Non-Compliance)	WHCS has reviewed the policies and procedures to ensure compliance with New Mexico Finance and Administration.
		CS 2013-05-ZZ Stale Dated Checks (Non-Compliance)	WHCS will void stale checks after one year of issue.
		CS 2013-06-ZZ Budget Adjustment Requests (Non-Compliance)	WHCS will ensure proper budget allocation with available funds which will be in compliance with NMPED policies and procedures.
		CS 2013-07-ZZ Audit Committee (Non-Compliance)	WHCS has identified a volunteer parent to fulfill NMPED requirements regarding Audit and Finance Committee participation. Parent will be approved during December 2013.
		CS 2013-08-ZZ Payment of a non- contracted employee (Non-Compliance)	Management will ensure that all future contracts are signed before services are rendered. WHCS will ensure that all policies and procedures are being implemented.

Year	Total # of Findings	Nature of Findings	School's Response
1 (12-13)	10	CS 2013-09-ZZ Procurement Code (Non-Compliance)	WHCS has designated an agent to maintain records and ensure procurement policies are being implemented.
		CS 2013-10-ZZ Policies and Procedures	GASB 54 Policy is currently at public comment stage and will be approved at January 2014 WHCS School Board Meeting.
2 (13-14)	5	2014-001 - Internal Control Structure (Non-Compliance)	The School will distribute and verify pre-numbered tickets for all sporting events for tracking. Once the event is completed, the School will reconcile the number of tickets sold to the total amount of cash collected. Two designated School employees will review tickets sold, collect and count cash, secure documented amount in the School facility. Within 24 hours, the School will deposit the amount at the bank and will return the receipt to the Business Manager for review. All bank deposits and cash counts are to coincide. A cash form has been created and will be used throughout the cash handling process.
		2014-002 - Payroll Transactions (Non-Compliance)	All employees will be required to complete and/or update all background checks which will be placed in personnel file no later than August 2015. The mentioned unsigned payroll registers have been reviewed and corrected for October 2013 and May 2014. In the future, the Principal will review, approve and sign payroll summary prior to any payroll disbursement.
		2013-001 [CS 2013-01-ZZ] - Timely Deposits (Non-Compliance)	We will enforce school policies and procedures to ensure deposits are made within the 24 hours of cash receipt. The school designates the Business Manager, Principal and/or designee to deposit cash receipts within the 24 hour period. In case deposit cannot be made in the timeframe allotted, the Business Manager will provide documentation and deposit next business day.
		2013-004 [CS 2013-04-ZZ] Travel & Per Diem (Non-Compliance)	The Board will approve travel and per diem reimbursement based on IRS annual standard amounts. Mileage will be based utilizing the Rand McNally mileage calculator

Year	Total # of Findings	Nature of Findings	School's Response
2 (13-14)	5	2013-008 [CS 2013-08-ZZ] - Employee Contract (Compliance) (Repeat)	When salary increases occur during the school year, the Business Manager will make the calculations and determinations for whether the allocation is allowed. A formal request for salary increases will then be given to the Principal for review and approval.
3 (14-15)	9	<p>2013-001 Timely Deposits (Non-Compliance)</p> <p>2013-004 Travel & Per Diem/ Internal Controls (Non-Compliance)</p> <p>2014-001 Internal Control Structure (Non-Compliance)</p> <p>2014-002 Payroll Transactions (Non-Compliance)</p>	<p>The School will enforce school policies and procedures to ensure deposits are made within the 24 hours of cash receipt. The School has designated WHCS Business Manager, WHCS Principal and/or designee to deposit cash receipts within the 24 hour window. In case deposit cannot be made in the timeframe allotted, WHCS Business Manager will provide documentation and deposit next business day.</p> <p>WHCS Corrective Action - Board will approve Travel & Per Diem reimbursement based on Internal Revenue Service annual standard; Mileage will be based utilizing the Rand McNally mileage calculator; Itemized receipt will be required before reimbursement is processed.</p> <p>WHCS will distribute pre-numbered tickets to verify for all sporting events for tracking. Once event is completed, WHCS will reconcile the number of tickets sold to the total amount of cash collected. Two designated WHCS employees will review tickets sold, collect and count cash, secure documented amount in WHCS facility. Within 24 hours, deposit amount at bank and return receipt to WHCS Business Manager for review. All bank deposits and cash counts are to coincide. In case deposit cannot be made in the timeframe allotted, WHCS Business Manager will provide documentation and deposit next business day.</p> <p>The School has reviewed and corrected unsigned documents. WHCS Business Manager and WHCS Superintendent/Principal or appointed designee will ensure that all reviewed and signed supporting documentation is in employee file prior to employment. All employees will be required to complete and/or update all background checks which will be placed in personnel file no later than January 2016. The School is in process with Cogent Background Services to complete all background checks for employees.</p>

		<p>2015-001 Budget Adjustment Requests (BAR) (Non-Compliance)</p> <p>2015-002 Internal Control (Non-Compliance)</p> <p>2015-003 Grants Management - Accounts Receivable (Significant Deficiency)</p> <p>2015-004 - Budgetary Conditions (Non-Compliance)</p> <p>2015-005- Bank Accounts and Bank Reconciliations (Significant Deficiency)</p>	<p>Budget adjustment request and Governing Board approval will be noted in meeting minutes. Names of the Governing Board members that approved budget adjustments will be reflected in Governing Board meeting minutes.</p> <p>All journal entries are submitted to Walatowa High Charter School Superintendent/Principal for approval and Business Manager and will include detailed supporting documents'.</p> <p>WHCS has received all Requests for Reimbursements' for all Capital Improvements SB-9, NM Gear-Up and Indian Education after October, 2015. WHCS has a file for each of all Funds' that require RfRs' and makes' copies' of all RfR's that process through OBMS and PED.</p> <p>WHCS did have in place BARs' for carry-over monies and WHCS Governing Board approves the RfRs' which are then submitted through OBMS for PED approval. This was also explained to the auditor during WHCS's exit meeting and we took a copy of the PED approved BAR. Fund 26181-This fund is no longer in existence, this was explained to the auditor during the WHCS's exit meeting.</p> <p>WHCS has been working with Aptafund to resolve the stale checks'-in progress. Payroll expenditures' are due on the 5th and 10th of the following month. This was also explained to the auditor during the exit conference. These are the required payments' dates' from the prospective vendors'.</p>
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Identify any changes made to fiscal management practices as a result of audit findings.
Refer to "School Response" in chart.

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? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

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

- 8) ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

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

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

Civil Rights and Special Populations—Assurances

- 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 four 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.

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

E. Petition of Support from Households

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

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

F. Facility

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

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

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

G. Term of Renewal

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

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

II. Checklist

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

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

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

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

Our academic results demonstrate that we need to focus on the three areas of our School Grade Report Card that received the lowest grades: Current Standing – Grade C; Lowest Performing Students – Grade D; and Graduation Grade C.

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

The following main strategies will be implemented: 1. PARCC Prep classes for students; 2. RTI; 3. State and Federal Indian Ed Programs; 4. Tutoring before / after school and during lunchtimes; 5. Disaggregation of data to determine individual student needs; 6. Supplemental Reading Plus; 7. Ascend Math; Extended Day; 8. Start school in July; 9. Gear Up New Mexico that focuses on increasing student and family knowledge regarding postsecondary education preparation and financing as well as increasing the educational expectations of participating students and their parents; continued partnership with the Institute of American Indian Arts for Dual Credit courses; offering Algebra 2 in Sophomore classes, instead of Junior level classes, to better prepare students for the PARCC math section.

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

Educational Assistant was hired to provide additional support for tutoring program; School day was extended; School year begins earlier (July);

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?

Disaggregate data to better understand student needs; implement RTI; continue with Reading Plus and Ascend Math supplemental programs; ensure IEP accommodations are being implemented; continue to use differentiated instruction; Educational Assistant has been hired to provide more tutoring and support for students; Tribal Behavioral Health Counseling; Tribal Youth Services - Students are referred to Pueblo of Jemez Youth Services Program to receive student support in academic areas.

JHHS Behavioral Health - Behavioral Health referrals are made to the Jemez Health and Human Services for students who are at risk for mental health services.

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 the school's head administrator is held accountable for school performance?

Governing Council has discussed the data and application at Board Meetings. Head administrator presents and submits monthly reports to the Board. Board evaluates Principal on annual basis.

B. Mission-Specific Indicators/Goals

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

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

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

- (1) Demonstrate the school's ability to implement the school's mission
- (2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)
- (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.

Walatowa High Charter School Mission Statement

"Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful while promoting leadership, language preservation, and community wellness."

Walatowa High Charter School was established in 2001 as the second Native American public charter school in the state and the first Native Charter High School.

The mission of Walatowa High Charter School is to serve the students of the Jemez Pueblo community and surrounding areas by: 1) providing a rigorous college preparatory curriculum, with emphasis on math, science health and technology; 2) fostering leadership development; 3) preserving language and culture; 4) strengthening physical wellness.

Traditional and cultural values form the basis to build a solid foundation focused on respect, self-

discipline and high academic achievement.

1. Mission-Specific Indicator #1: Reading

For this goal, WHCS Full Academic Year (FAY) Students will meet expectations in **Reading** as measured by the **Partnership for Assessment of Readiness for College and Careers (PARCC) assessment**. WHCS FAY Students are defined as all students in grades 9-12 who attend school for both Fall and Spring School Semesters and take the PARCC.

Exceeds Standard: 75% of FAY students will meet expectations in Reading.

Meets Standard: 65%-74.9% of FAY students will meet expectations in Reading.

Does Not Meet Standard: 50%-64.9% of FAY students will meet expectations in Reading.

Falls Far Below Standards: Less than 50% of FAY students will meet expectations in Reading.

2. Mission-Specific Indicator #2: Math

WHCS Full Academic Year (FAY) Students will meet expectations in Math as measured by the **Partnership for Assessment of Readiness for College and Careers (PARCC) assessment**.

For this goal, WHCS FAY Students are defined as all students in grades 9-12 who attend school for both Fall and Spring School Semesters and take the PARCC.

Exceeds Standard: 75% of FAY students will meet expectations in Math.

Meets Standard: 65%-74.9% of FAY students will meet expectations in Math.

Does Not Meet Standard: 50%-64.9% of FAY students will meet expectations in Math.

Falls Far Below Standards: Less than 50% of FAY students will meet expectations in Math.

Rationale for Mission-Specific Indicators #1 and #2: Reading and Math

Although WHCS has been successful in these two areas with the Highest Performing Students, the Lower Performing Students continue to struggle in these two areas. In addition, these two areas form the core and foundation for future success in college s, universities and the professional world.

3. Mission-Specific Indicator #3: College Readiness

WHCS Full Academic Year (FAY) students will score an 80 on Reading Accuplacer, 85 on Sentence Skills Accuplacer, or 66 on Elementary Algebra Accuplacer Test.

For this goal, WHCS FAY Students are defined as all students in grades 11 and 12 who attend school for both Fall and Spring Semesters and take the Accuplacer Reading, Sentence Skills and/or Elementary Algebra Accuplacer Test.

Exceeds Standards: 80% or more WHCS FAY Students reach the benchmark on any one test.

Meets Standards: 70-79% of WHCS FAY Students reach the benchmark on any one test.

Falls Below Standard: 60-69% of WHCS FAY Students reach the benchmark on any one test.

Falls Far Below Standards: 59% of WHCS FAY Students reach the benchmark on any one test.

Rationale for Mission-Specific Indicator #3: College Readiness

The ability to place into college level math and/or reading courses is an indicator of college preparation and readiness. The scores listed in the goal are what are needed in order for a student to place into entry level College or University level Math and English courses. These assessments are credible measures as to whether or not the WHCS is providing a rigorous college preparatory curriculum.

4. Mission-Specific Indicator #4: Post Secondary Acceptance

WHCS High School graduates will be accepted to post-secondary education institutions within the first year following graduation.

Exceeds Standard

Cohort 1: 90% of graduates meet this goal.

Cohort 2: 85% of graduates meet this goal.

Meets Standard

Cohort 1: 85% of graduates meet this goal.

Cohort 2: 75% of graduates meet this goal.

Falls Below Standard

Cohort 1: 75% of graduates meet this goal.

Cohort 2: 70% of graduates meet this goal.

Falls Far Below Standards

Cohort 1: 60% of graduates meet this goal.

Cohort 2: 55% of graduates meet this goal.

Definition of 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.

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.)

Rationale for Mission-Specific Indicator #4: Post Secondary Acceptance

The accomplishment of being accepted into a post-secondary education institution is an indicator of not only the strength of the WHCS rigorous college preparatory curriculum, but also of the school staff and parent support the student receives in the entire college preparation and application process.

C. 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: _____

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

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

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

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED
☐ DENIED