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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

Sage Montessori Charter School

CSD RECOMMENDATION

CSD recommends non-renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a 3 year average letter grade of D and has earned a D or F letter grade in each of the last three years, and the school's failure to meet or make progress toward a majority of the goals in the charter contract.

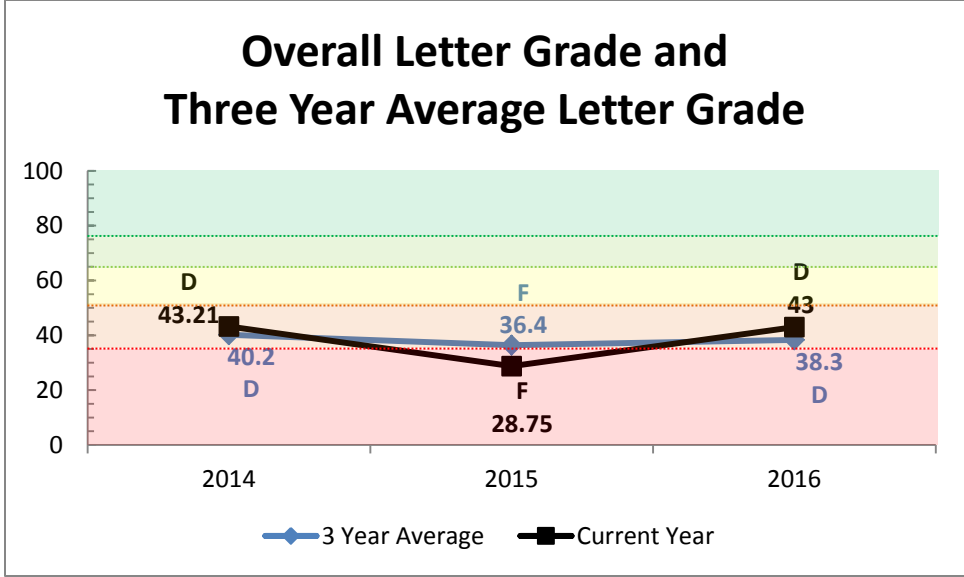
In addition, the school has failed to meet several elements of the material terms of the contract, the school has experienced high teacher, student, and governing body turnover, which demonstrates a lack of need for the school in the community, and the school has failed to protect student safety by failing to develop and obtain approval on a student wellness and safety plan.

SCHOOL SUMMARY

Sage Montessori Charter School began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school demonstrate improved student academic achievement, and that the PEC use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.

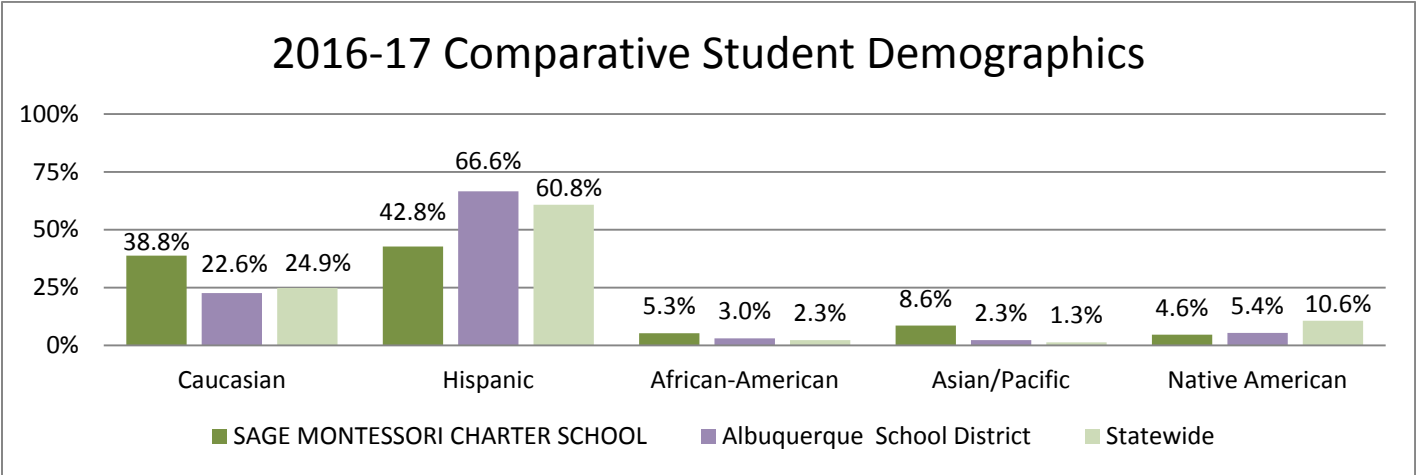
The school submitted its renewal application in a timely manner. The school's renewal application includes no amendment requests. However, the school has, outside of the renewal process, indicated it may seek to add a pre-school program.

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

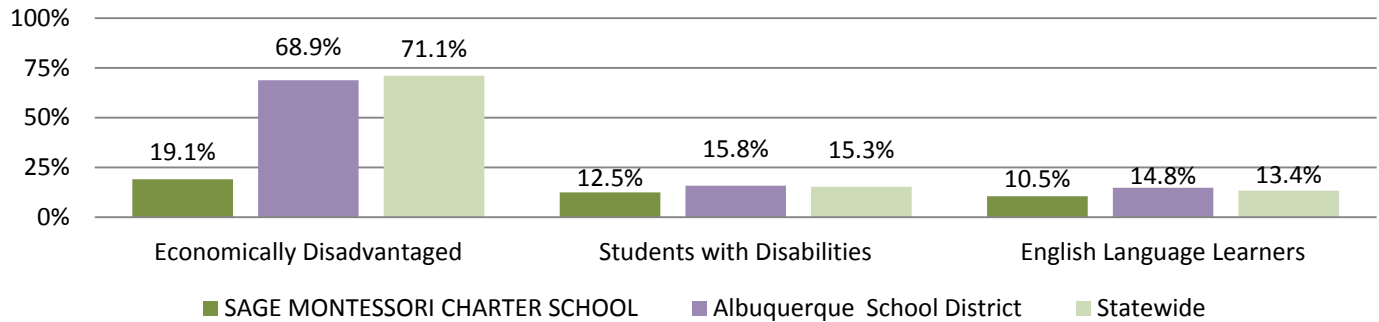


The following information provides a picture of the school’s current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

Comparative demographics show the school has a slightly higher Caucasian, African-American, and Asian/Pacific American populations than the surrounding district and lower Hispanic and Native American populations than the surrounding district. The school also has a lower population of English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.



2016-17 Comparative Student Subgroup Enrollment

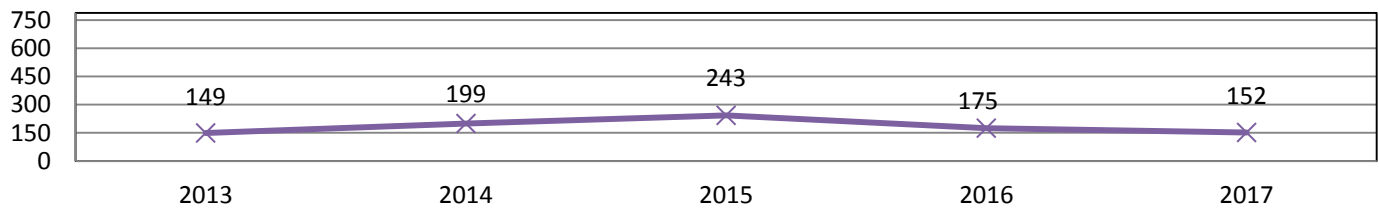


The table below demonstrates the 40 day membership for each of the years in operation. The school's enrollment increased in the first three years, but has shown declines in the 4th and 5th years. The school's enrollment is substantially below the enrollment cap of 788.

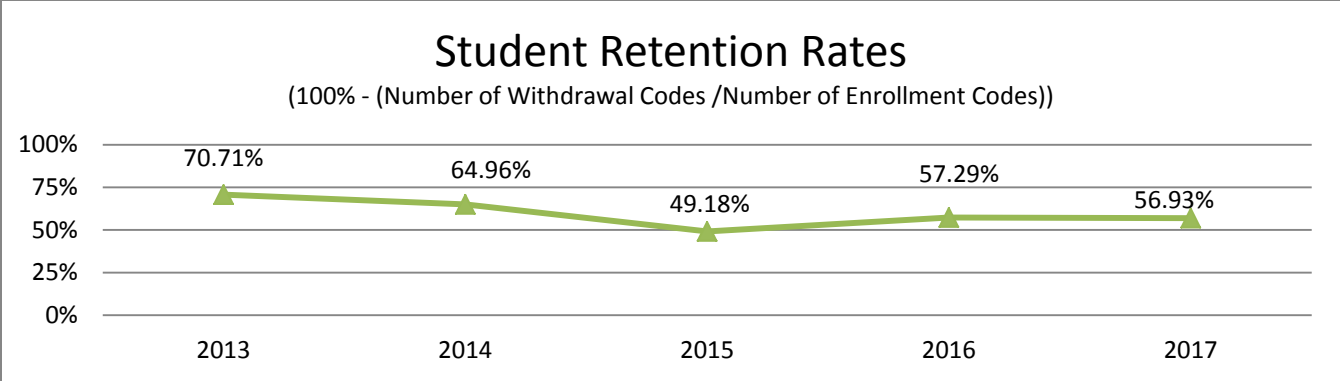
School's Response

In response to CSD's preliminary report to the school's renewal application, the school reports that the school's enrollment has declined "because of turnover in staff and frequent changes in location." The school does note that their staff turnover this year is "lower than ever in the history of the school." The school leaders feel that now that they are in the new building and hopefully a permanent location, the school's enrollment will increase.

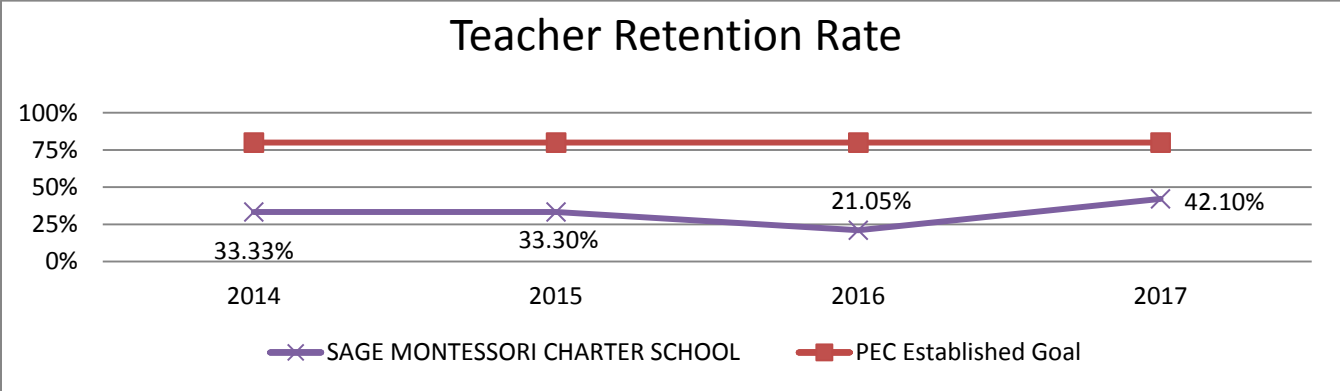
40 Day Student Membership



The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at some point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at school point during the year). CSD 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 is much lower than expected and has steadily declined from 70% in the first year to 49% in the third year. The fourth year demonstrated an increased retention rate, but the current year is showing a decline again. The current year retention cannot be compared to prior years as it does not account for attrition or additional retained enrollments through the year.



The table below demonstrates teacher retention for the second through fifth year. Annually, the school’s teacher retention rate has ranged between 21% at the low end and 42% at the high end. The retention rate is well below the PEC’s stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention between the fourth and fifth school years.



The renewal application demonstrates support for the continuation of the school from the local school community. The application includes signed petitions by at 100 percent of the school’s current employees and 100 percent 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 that while there are concerns each group has, they overwhelmingly support the continuation of the school.

During student interviews CSD learned that students like the Montessori program because they can work at different levels. Students felt the work was harder than other schools but they supported the continued operation because they like how the school is run. Students described a program where teachers are involved and provide individual support and feedback if the student or others are having trouble. Students thought if they were unable to attend the Montessori program they would attend a program closer to their homes. The students like the new building because it is “super big” and has a big playground. The students also like the great teachers and how nice and careful everyone is.

During family interviews, families expressed that they liked the Montessori program. Parents generally felt that the school provides more effective support for individual students that may have specific needs or issues. Parents support the continued operation of this school as it is today because this school has been accommodating and understanding of the specific needs of the individual students and because it provides a public Montessori option to parents and families which is generally unavailable. Parents indicated that if this program was not available they

would look for another non-traditional school choice –be that another Montessori program, another charter school or home school. The parents’ understanding of the school’s mission is to educate students in a Montessori environment. This mission is to work with students at their own pace while pushing them to succeed. The parents feel the school is being successful with this mission while recognizing the school is working to improve facilities, curriculum, and family engagement. The parents expressed that the staff understand and truly want to know each individual student. The families believe the school regularly communicates through effective communication systems. Families receive e-mails from the operations manager regarding fundraising, parent conferences, and other school activities. Parents also receive newsletters or flyers that students bring home and direct communication in e-mail from teachers about specific issues or events. Parents feel they are able to meaningfully participate in the operations of the school through a Parent Teacher Organization (PTO) that operates monthly meetings. This PTO discusses facilities, pickups and drops offs and attempts to engage the specific knowledge or expertise the parents may have. The school is also very welcoming to any volunteering or parent involvement. Parents expressed concern about the learning curve of certain aspects of the school. A specific example was the morning and after school programs with regards to funding. The staff is still learning how to find funding and maintain the program. Parents would like to see the school grow into a new building, secure playground equipment and secure some type of P.E. program. Parents would like to see the school make solid relationships with other resources in the community, partner with before and after school care providers, and secure funding and grant sources. Once those relationships are established, the parents feel that the school will feel more "secure".

During staff interviews CSD learned that the teachers chose the school due to the Montessori program. Teachers advised they liked that the school was dynamic and the ability to use skills or involve themselves in administration or deal with challenges and roles not typical of a teacher. The teachers expressed concern that the school may not be renewed and teachers did not want to have to move schools. However, if the current school was not available they would likely teach at a private school. Teachers support the continued operation of the school because it provides a valuable service and valuable parental involvement. Teachers indicated the school’s mission is to provide Montessori education aligned with CCSS and to incorporate art and music and they feel like they are doing a good job in advancing this mission. Teachers feel the school needs to advertise more to attract more families and increase enrollment. With regards to training and professional development, the teachers noted they were originally enrolled in an elementary Montessori training program but the program was suspended and the program has since been closed. The school is still working through the certification process for the training and at this time the school is not providing required training. It appears some teachers may not be currently Montessori certified. The school has provided training on various assessments and RTI. The teachers believe the school uses data to drive instruction. Teachers specifically noted the implementation of station intervention tracking activities which has allowed the teachers to “up their game” tremendously.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Public Education Department’s Standards of Excellence	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Performance Standards in the Charter Contract	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Generally Accepted Standards of Fiscal Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compliance with all Provisions of Law	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities Requirements Laid Out in 22-8B-4.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SAGE MONTESSORI CHARTER SCHOOL HAS NOT 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. The school has had 1 amendment to its educational program, changing its grade levels served to eliminate 7th and 8th grades. The school indicated in its renewal application that it is implementing the material terms of the approved charter application as defined in the charter contract.

CSD's observations during the last two years demonstrate the school is not implementing the educational program set forth in the school's charter. While the observed educational program does demonstrate the implementation of a Montessori educational program, the program does not demonstrate students are provided with a technology program or extended day programs as anticipated in the charter.

It is worth noting that the school anticipated having a student population of 788 by 2016, but the school's population is currently only 152. While this is not a material violation, it does indicate that the charter has not been able to implement the program as anticipated.

The school's original application included the following material terms, which were incorporated into the charter contract:

Located in the Albuquerque Public School District, this K-8th grade school will open in 2012 with 350 students and reach a student population of 788 by 2016.

CHARTER SCHOOL MISSION

In partnership with parents, The Sage Montessori Charter School (SMCS) will provide K-8 students the broad educational opportunity afforded by a model Montessori program coupled with exciting and enriching artistic experiences in art and music, enabling each student to develop values and abilities essential to successfully meet their educational goals and lifelong fulfillment as productive citizens and members of a global community.

Philosophy and Approach to Instruction

Curricular Approach

A Montessori education is composed of an integrated philosophy, methodology and curriculum designed to educate the "whole child" at each level or plane of development. At SMCS children will begin in Kindergarten and then will move to multi-aged planes of elementary (ages 6-9), upper elementary (ages 9-12), and Junior high (ages 12-14). Student success is high because each student's learning needs are being met through an individualized approach. While each student progresses at his/her own pace, collaborative work in the classroom is encouraged and supported, enabling students to learn respect and cooperation.

Second Language Successful global citizens need to speak more than one language. SMCS will focus primarily on Spanish in grades K-8. SMCS will hire a multi-certified teacher who can teach Spanish and is highly qualified for the other subjects needed. Because this language program will also focus on cultural knowledge and appreciation, SMCS will apply for the NM Arts grants to help provide resources for the Language program as well as the Music and Art programs described below. <http://www.nmarts.org/education.html>

Music and Art An enriched program of music and art will be provided which exceeds NM state standards. All children will participate in instrumental and vocal music and numerous opportunities will be provided for the visual arts both during the regular school day and in extended day programs.

Technology SMCS will provide its students with a fully developed, current technology program to insure that they are appropriately equipped to use new technologies for employment and continuing access to information.

Plan for staffing the program.

Our plans are to fully fund this program by the third year of existence, but in the preceding years, we will “actively begin searching for additional community resources.”

Extended Day Programs Our plans are to fully-fund this position by the third year of existence, but in the preceding years, we will “actively begin searching for additional community resources. Before and after school programs will give students more “time on task”, a critical factor in school achievement. The longer school day will also provide supervision for after school hours and give students the opportunity to explore and develop other interests in a structured environment. Outside contractors may be hired for some positions, but over-all supervision and development of the program will be the responsibility of the Instructional Leader.

During the site visit in 2016, CSD sought to observe the educational program in order to verify the implementation of all material terms. CSD observed implementation of a Montessori educational program with enrichment in the arts. CSD reviewed the school’s master schedule; the schedule indicates that the school provides art instruction, and computer classes. CSD did not observe clear evidence of a “fully developed, current technology program” or a second language/Spanish program.

School’s Response

In response to CSD’s preliminary report to the school’s renewal application, the school reports that each classroom has at least one hour of computer lab per week. The school also reports that “the computer lab is used by first through 6th graders to complete research on Social Studies and Science projects and to complete writing assignments in English Language Arts.” The school also reports that in response to CSD’s preliminary report to the school’s renewal application, of its teachers is currently working on obtaining her technology endorsement.”

The school further notes the school has hired a half time Spanish teacher for the 2016-17 school year.

School has provided no evidence of this hire.

Further, CSD did not see evidence of “Extended Day Programs” for which the “over-all supervision and development of the program will be the responsibility of the Instructional Leader.” The school’s website does not mention extended day programs, rather it identifies that students can be dropped off early at 8:15 or picked up late at 3:15. The school’s website does identify that students can be enrolled in YMCA after school programs for a charge and bussing will be provided from the school.

School’s Response

In response to CSD’s preliminary report, the school did state that they have not provided an exclusive Extended Day Program. However, the school reported that “teachers have been available to work with students on an individual basis or in small groups after school.”

CSD reviewed staff files; there is no evidence of a Spanish, Art, Music, or Technology teacher. When asked, the school advised they contract with a teacher for Music instruction and they do not have an art teacher. The school had no file for a Music Teacher, no evidence of licensure and the name provided to CSD is not reported in STARS.

CSD has observed evidence to indicate that school is not implementing Music, Spanish, and the Extended Day Program. For the reasons stated above, it appears that the school has not fulfilled the conditions, standards, and procedures set forth in the charter contract.

School's Response

In response to the preliminary report, the school explains that they offer both art and music and they offer music to all students once a week. CSD was told during the renewal site visit that the music teacher was contracted by the school.

However, the school has provided no evidence of this contract. CSD has not seen a NM license for this teacher. The school did provide an appropriate background check for this person.

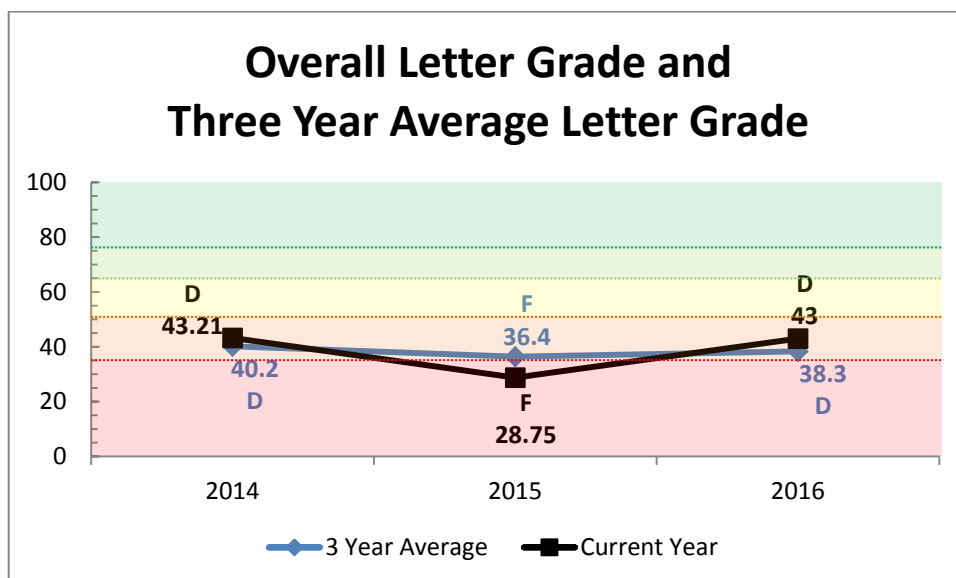
The school provided licensure information for the staff member who is providing art assistance to other teachers.

However, CSD reviewed this staff member's licenses and did not see an art endorsement in the licensure file.

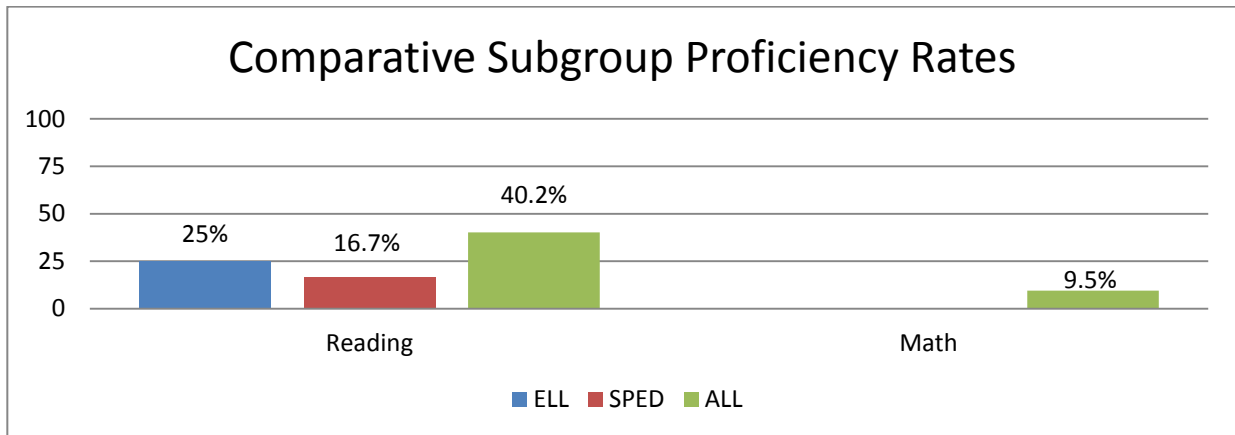
SAGE MONTESSORI CHARTER SCHOOL HAS NOT ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

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

The tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of D. The current year letter grade is a D, falling approximately 7 points short of earning a C.



The school had limited data for subgroups. The available information is reported below. The percentage of students with disabilities who scored proficient in reading was approximately 23% lower than students without disabilities. The percentage of English Language Learners who scored proficient in reading was approximately 15% lower than non-English Language Learners. The school scored an “F” for the growth of Q1 (25% Lowest Performing Students). In both math and reading the lowest performing students gained *less* than 1 years’ worth of growth with negative VAS scores of -0.21 (reading) and -0.76 (math).



In the renewal application the school stated it has made progress over the past three years, indicating an increase of 13.25 total points. However, it is unclear what supports this assertion – the school’s total points were 43.21 in 2014 and 43 in 2016; a similar trend holds true with the 3 year average letter grade. The school has explained the poor performance noting:

The fall from a D to an F grade can partly be attributed to the lack of consistent instructional leadership until the current administrator who was hired in 2014. Prior to 2013 SMCS had a part-time, off-site administrator, who was a full time administrator at another charter school. The daily operation of the school was overseen by a staff member who had limited administrative experience. In 2013 a full time administrator was hired, but left the school after a few months. The frequent changes in administrators resulted in a high staff turnover, which ultimately effected student performance and the school’s overall success. The current head administrator was hired in 2014.

The school cites the new administrator’s commitment to excellence and promises improved achievement in the future. However, the school’s narrative does not describe with specificity efforts that have been made to improve student achievement or the success of those efforts. The narrative also does not describe how the school has prioritized its resources toward proven programs and methods linked to improved student achievement or why the school waited so long to make the changes necessary to improve student achievement.

School’s Response

In response to CSD’s preliminary response, the school notes that “the school has prioritized its resources to hire seven certified Montessori educators and three others who are currently in the process of getting certified.”

In Current Standing, the school notes its improvement between 2015 and 2016. The school does not address that school performance has not improved between 2014 and 2016. The school states the improvement between 2015 and 2016 “can be attributed to the following actions; Teachers collected and analyzed data from short-cycle assessments and made decisions to drive instruction. Teachers were trained on Tier 1, 2, and 3 interventions, and then created individual academic plans for all students. Teachers were trained in Response to Intervention

(RTI) and implemented best Montessori and traditional educational practices with students to improve academic performance. Professional development for all staff and grade level meetings to discuss RTI resulted in higher academic performance in year 3, 2015-2016.”

In the School Growth area the application states “SMCS has made improvement each year in impacting all students’ achievement, not just students reaching proficiency. School points improved from 1.33 in 2015 to 2.80 in 2016.” However, the school fails to acknowledge that the school growth score is an “F” for 2016. A look at school growth indicates that the schoolwide VAS growth score is negative in math, indicating students gained less than 1 years’ growth, and only very slightly positive in reading, indicating students gained approximately a years’ worth of growth in reading. The school goes on to state: “The increase in highly qualified educators employed by SMCS correlates to the overall improvement of student performance.” The school explains:

In 2014-2015 most of the staff in the Lower Elementary grades, 1, 2, and 3, were not trained in Montessori and some not in elementary education, (they had an Intern (I license). Growth began to improve in 2015-2016 as teachers implemented a more rigorous Gifted program for all student participation. Four elementary teachers completed course work for an Elementary I credential through New Mexico Center for Montessori Education (NMCME). The staff currently employed has experience in both traditional and Montessori settings. Currently there are 7 American Montessori Society (AMS) certified lead teachers. The school operations manager is certified by AMS and the Head Administrator is completing an AMS degree in administration. One lead teacher holds a N.M. administrator license and has had 5 years administrating in AMS Montessori schools. Another teacher also has administration experience in a Montessori school. Three staff members are Tesol certified and one has a reading specialist certification.

The school’s high teacher turnover rate, including for 2017 (42%) presents concerns that even with currently certified staff, the school may not be able to retain those staff. Further, the narrative does not clearly indicate whether all teachers and administrators are Montessori certified, as is required in the material terms of the charter. Again, the school has not provided specific data to demonstrate substantial improvement in student achievement and has not explained why changes were not made prior to the 2015-2016 school year.

School’s Response

The school’s response to CSD’s preliminary report indicated “From the 2015/16 school year to the 2016’17 school year, Sage Montessori retained 7 of its 9 lead teachers. This indicates that SMCS has retained 78% of their staff this year.”

CSD utilizes the STARS Turnover Rate by Category (Using teachers as the category) which compares Staff IDs from two school years. These charts are attached in the Appendix. It provides the total turnover in teachers and compares that to the previous year to determine the total turnover rate and the corresponding retention rate.

In the Growth of Highest Performing Students the school has earned a C, which demonstrates acceptable performance. The school notes: “SMCS helped individual students improve performance in reading and math the past three years. Individual student growth was 0.53points in 2014, 5.29 points in 2015 and 8.15 points in 2016. The Gifted program promoted larger gains by this group through the use of project based learning that allowed students to apply, synthesize and analyze the content being presented.” However, it should be noted that the school’s math VAS growth score is -0.60, which indicates the highest performing students still did not make a full years’ worth of growth.

In the Growth of Lowest Performing Students area the application notes the substantial drop in the Q1 growth in 2015 and the slight increase in 2016 that still does not match the 2014 performance level. The school’s narrative indicates that many of these students are students with disabilities and goes on to attribute the “significant drop

in 2015” to a lack of differentiated instruction. The school indicates that the 2016 improvement is “due to the emphasis on RTI strategies and support from administration.” Again, there is no data or evidence presented to demonstrate the success of these changes in substantially improving student achievement and no explanation for the failure to implement required educational processes in earlier years.

The school earned an A in Opportunity to Learn, which the school cites as “a high performing area of strength for SMCS.”

As described above the school’s performance does not meet the Public Education Department’s Standards of Excellence as reflected in the school letter grade, the school has received a D letter grades in 2 of the last 3 years and an F in one of the two years and the school’s current 3 year average letter grade is a D. Further, the school has received Fs in 3 of the 5 letter grade components including School Growth and Student Growth of the Lowest Performing Students. The school has demonstrated limited improvement in the 2016 report card. The school provided a limited narrative to describe the actions it has taken to improve student achievement, but did not describe how the school will ensure the sustainability of these actions. Further, it is unclear why the school did not take action to improve student achievement sooner.

School Response

The school points out in its response that “SMCS academic performance has shown gains across the student population as demonstrated in the 2016 Report Card, lacking only seven points to receive the letter grade of “C”.”

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

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

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

ORGANIZATIONAL SMART GOAL 1 Priorities

To encourage parent involvement in all aspects of the running of the school.

- By the end of the fourth year of school operation, ninety-five percent of all students’ parents or guardians will have participated in parent conferences, student presentations, parent education classes, committees, and/or other volunteer activities, as measured by sign-in sheets, teacher logs, records of parental volunteer hours, and yearly parent surveys in May of each year.

ORGANIZATIONAL SMART GOAL 2 Professional Development

To encourage and support staff development through on-going opportunities to continually hone their craft and make sure that SCMS students are receiving instruction from teachers who are the best at what they do.

- Each year, each administrator and teacher will participate in at least 30 hours of professional development activity to fulfill a self-generated goal which will positively impact their work at SMCS. The goal and plan for accomplishment will be filed with the Instructional Leader by November of each school year and the accomplishment documented by written statement upon completion.
- At the end of the fourth year of operation, all administrators and teachers will have participated in at least 120 hours of professional development activity.
- Each year, teacher aides will participate in at least 5 hours of professional development activity to fulfill a self-generated goal which will positively impact their work at SMCS. The goal and plan for accomplishment will be filed with the Instructional Leader by November of each school year and the accomplishment documented by the staff member’s written statement upon completion.

Staff educational activities can include, but are not limited to, university classes, meetings and workshops, school visits, targeted reading, etc.

In relation to the Organizational SMART Goal 1 above, the school provided no response and no data or evidence that may reasonably address this organizational goal. The school provided no evidence of teacher logs, records of parental volunteer hours, or yearly parent surveys. Instead, the school stated:

Parent involvement and participation has improved through the development of a strong and supportive school community team. School staff has encouraged service as volunteers, serving on the Governing Council and other school-based committees. Consistent communication has occurred to keep parents informed of all school activities, regarding six or more Family/Public Events each year. These have included: Orientation, performance demonstrations, community education nights, musical events, Spring Fling, Talent Shows and the inclusion of parents in staff training when appropriate. Sage Charter School has received a Grade "A" under the "Opportunity to Learn" category and under the Bonus Points, a point score of 5.00 which is the possible point maximum.

CSD has rated this goal as "Falls Far Below Standards" because school provided no relevant evidence to address or respond to this goal and the school has not provided evidence that 95% of all students' parents or guardians will have participated in parent conferences, student presentations, parent education classes, committees, and/or other volunteer activities, as measured by sign-in sheets, teacher logs, records of parental volunteer hours, and yearly parent surveys in May of each year.

School's Response

In the school's response to CSD's preliminary analysis, the school states, "Parents are very involved in the education of their children at Sage Montessori Charter School. We always have a high turnout for parent teacher conference, student presentations and graduations."

Although CSD did see the parent sign-in sheets during the renewal site visit, CSD was unable to determine if ninety-five percent of all students' parents or guardians participated in parent conferences, student presentations, parent education classes, committees, and/or other volunteer activities.

In relation to the Organizational SMART Goal 2 above, the school provided no response to this organizational goal and any data or evidence that may reasonably address this organizational goal. The school provided no evidence of professional development activity, self-generated goals or written statements. Instead, the school stated:

The goal of professional development has provided skill development for staff in regard to a broad spectrum of student needs, learning styles and backgrounds. Principal and teacher effectiveness has improved through professional development provided by the Public Education Department of New Mexico. This also includes the influence of the Common Core State Standards. The principal is also taking Montessori training for administrators. Teacher effectiveness has also improved through the use of Professional Development Plans including action plans and setting specific S.M.A.R.T. goals on an annual basis.

CSD has rated this goal as "Falls Far Below Standards" because the school provided no relevant evidence to address or respond to this goal and school has not provided evidence that in SY16 each administrator and teacher participated in at least 30 hours of professional development activity to fulfill a self-generated goal which will positively impact their work at SMCS. Additionally, school provided no relevant evidence to demonstrate that in SY16 teacher aides participated in at least 5 hours of professional development activity to fulfill a self-generated goal which will positively impact their work at SMCS. Finally, school provided no evidence that all administrators and teachers will have participated in at least 120 hours of professional development activity.

School Response

In the school's response to CSD's preliminary analysis, the school states "Both administration and teachers participate in professional development to help improve the school." In their response, the school provided a list of eight different trainings the staff members have participated in.

However, it is unclear to CSD when these trainings were held, which staff members were involved in these trainings, and how these trainings affected instructional decisions.

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

C. STUDENT PERFORMANCE EXPECTATIONS

STUDENT SMART GOAL 1 Achievement

Measurement using pre and post testing

- Each spring, based on SMCS' use of the TerraNova (newest version of the CAT California Achievement Test) as pre and post-tests, 90% of non-IEP students will increase total NCE scores by at least 1 point. (This means that each year 90% of students who began in Kindergarten will gain more than the equivalent of one year in achievement.)
- By the end of the 5th year of school, 90% of non-IEP students, who started in Kindergarten, will have increased their NCE score by at least 4 points over their TerraNova score achieved at the beginning of their first year at SMCS.
- IEP students will take both the appropriate forms of the TerraNova and at the end of each year will achieve a score appropriate to their IEP.

STUDENT SMART GOAL 2 Student Behavior

- SMCS will take a baseline period to establish what the climate looks like in terms of student incidents during the first semester (half year) of the opening year and an appropriate data collection form will be created by the staff and Head administrator. The form will be based on the information collected during the opening semester. This form will then be used to collect data in the following semesters.
- The number of incidents will decrease by 10% each semester following that first semester.
- By the end of the fourth year, there will be 70% fewer incidents of inappropriate behavior than there were in the first semester of the first year of the school.

During its term, the school did provide an amendment request to amend SMART Goal 1. This amendment request was as follows:

Sage Representative, Ms. Montoya:

So in that, I will state our new goal.

Students who begin the school year at Sage Montessori Charter School will be tested in fall, winter, and spring, will achieve national student growth targets in math and reading, as set during the fall testing cycle by NWEA. Students in the Cohort will demonstrate one full year growth or more as defined by NWEA student growth target established from the fall test results. All students will score from the 40th through the 70th range. NWEA is paid for by the STATE and is aligned with New Mexico Common Core State Standards.

The Public Education Commission approved this amendment request on July 11, 2014.

In response to Goal 1, the school provided no NCE scores or TerraNova scores for the periods prior to the amendment and the school provided no data for SY13 or SY14. The school did provide SY15 and SY16 NWEA short cycle assessment data and stated the TerraNova test is not available.

In addition, the school states that "Performance Contract for Sage Montessori required 1.5 years of growth for 60% of students per year." The source of this statement is unclear and is not consistent with the amendment request as described above. However, school provides analysis and data that indicates that this more rigorous

goal was also not met. Specifically, the school provided the following data; CSD has noted in red the grade levels that demonstrated *negative* growth and in orange the grade levels with positive growth less than 1.5 years.

For years 2014-15

Grade 1 Math 69% of students showed 0.9-year growth
Grade 2 Math 59% of students showed - 0.1-year growth
Grade 3 Math 50% of students showed -1-year growth
Grade 4 Math 78% of students showed 1.8-year growth
Grade 5 Math 50% of students showed -1.0-year growth
Grade 6 Math 83% of students showed 2.8-year growth
Grade 7 Math 78% of students showed 1.8-year growth
Grade 8 Reading 85% of students showed 2.5-year growth

For years 2015-16

Grade 1 Math 70% of students showed 1.0-year growth
Grade 2 Math 67% of students showed 0.7-year growth
Grade 3 Math 34% of students showed -2.6-year growth
Grade 4 Math 55% of students showed -0.5-year growth
Grade 5 Math 45% of students showed -1.5-year growth
Grade 6 Math 64% of students showed 0.4-year growth
Grade 7 Math 80% of students showed 2.0-year growth
Grade 8 Reading 90% of students showed 3.0-year growth

For years 2014-15

Grade 1 Reading 78% of students showed 1.8-year growth
Grade 2 Reading 62% of students showed 0.2-year growth
Grade 3 Reading 48% of students showed -1.2-year growth
Grade 4 Reading 77% of students showed 1.7-year growth
Grade 5 Reading 57% of students showed -.3-year growth
Grade 6 Reading 59% of students showed -.1-year growth
Grade 7 Reading 78% of students showed 1.8-year growth
Grade 8 Reading 88% of students showed 2.8-year growth

For years 2015-16

Grade 1 Reading 83% of students showed 2.8-year growth
Grade 2 Reading 66% of students showed 0.6-year growth
Grade 3 Reading 50% of students showed -1.0-year growth
Grade 4 Reading 66% of students showed .6-year growth
Grade 5 Reading 75% of students showed 1.5-year growth
Grade 6 Reading 63% of students showed 0.3-year growth
Grade 7 Reading 70% of students showed 1.0-year growth
Grade 8 Reading 40% of students showed -2.0-year growth

The school also provided NWEA average scores for 2015 and 2016. Notably in reading the average score *declined* in FY16 from the prior year in three out of eight grade levels and in math the average score *declined* in FY16 from the prior year in four out of eight grade levels. The grade levels showing declines were not consistent.

CSD reviewed the NWEA short cycle assessment data. For math, it demonstrated that 148 students took the NWEA in both Spring 2015 and Fall 2016; 48 of these 148 students or 32.4% met their expected growth for math. For reading, it demonstrates that 146 students took the NWEA in both Spring 2015 and Fall 2016; 61 of these 148 students or 41.8% met their expected growth for reading.

This indicates only 32.4% of the SY15 Cohort demonstrated one full year growth or more as defined by NWEA in math. This indicates only 41.8% of the SY15 Cohort demonstrated one full year growth or more as defined by NWEA in reading.

CSD has rated this goal as “Falls Far Below Standards” because the school provided no evidence of SMCS or NCE scores for SY13-SY14 and was not able to demonstrate 90% of non-IEP students increased scores by at least one point during SY13-SY14. CSD has also rated this goal as a “Falls Far Below Standards” because the data and analysis provided by the school do not demonstrate that all students in the Cohort will demonstrate one full year growth or more as defined by NWEA and not all students scored from the 40th through the 70th percentile range.

The school provided no narrative to describe the efforts to improve student achievement on these goals.

School’s Response

The school reports “in 2013-2014 75% of students who started in Kindergarten made one year’s growth in reading and math. In 2014-2015 69% made a year’s growth in math and 55% made one year’s growth in reading. In 2015-2016 50% made a year’s growth in math and 55% in reading.”

In response to Goal 2, the school provided the following information at the site visit:

Sage Montessori has had very little behavior problems since I started as Head Administrator 1.5 years ago. This year we are going to implement the positive behavior support model to add consistency to how teachers address behavior in their classrooms. The model is being implemented more for consistent classroom management rather than student behavior problems.

I plan on submitting an amendment to our charter and taking out the behavior goal and adding more robust educational goals to support student achievement.

However, the school has submitted no amendment request to amend SMART Goal 2. The school provided no evidence or data to address SMART Goal 2 and the school provided no evidence of creating or keeping the appropriate data form referenced in SMART Goal 2. Instead the school provided NMSBA and PARCC data stating, “Progress has also been noted through student grades and behavior referrals.”

CSD has rated this goal as “Falls Far Below Standards” because the school provided no evidence that may reasonably address this goal and the school has provided no evidence that the number of incidents decreased by 10% each semester or that there were 70% fewer incidents of inappropriate behavior than there were in the first semester of the first year of the school.

School’s Response

In the school’s response to the PEC’s analysis, the school affirms that they did not collect data for this goal and plan to amend this goal. The school also stated that “student behavior has never been problematic.”

As demonstrated in the analysis above Sage Montessori Charter School has not achieved, or made progress toward achieving, the student performance standards identified in the charter contract. The school itself has indicated that it has not met any of the goals above. Further, the school provided limited data that does not demonstrate improved performance. The school did not provide any narrative to describe the actions it has taken to improve student achievement or progress toward the goals; the school did not describe how it has prioritized resources toward proven programs and methods linked to improved student achievement. It is unclear what actions the school has taken to improve student achievement and why those actions were not taken sooner.

SAGE MONTESSORI CHARTER SCHOOL HAS MET GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

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

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

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan.

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.

The operating budget was developed soundly, and there have not been any issues with timeliness of required financial reporting. The school's budgeted cash balances appeared to be declining, but actual cash reporting shows amounts closer to 5 percent of expenditures which is a modest amount to retain. Financial data including the Actuals Revenue Rollup Report, Actuals Expenditure Rollup Report, and PED Cash Report for 2015-2016 are provided in the attached materials.

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

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

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
- Instructional Hours
- Special education service requirements
- ELL service requirements
- School/student safety requirements
- Governance requirements

Licensure and Background Check Requirements

PED reviewed all 22 staff files. Three of the 22 staff files, or 15%, lacked copies of licensure. It is unclear whether the school has a process to verify proper licensure before hiring staff. Based on PED's observations and data validation processes, the school is currently employing at least five teachers that do not have the appropriate licensure to teach in the positions for which the teachers are reported.

The school stated it contracts with a music teacher, however, the school had no evidence of a music teacher contact and was unable to produce any documentation for this teacher. No evidence of licensure or a background check was provided for this teacher. There is no STARS report for this teacher.

The school's 2014 audit also supports that the school has not met background requirements. The 2014 audit states, "Condition: During our testwork over a sample of 25 payroll transactions, we noted the following: Four employees whose background check was not on file."

School's Response

In response to the school's Licensure and Background Check Requirement, the school states that they use a new hire checklist to ensure that all requirements are met before hiring.

Instructional Hours

The budget calendar provided to PED indicates school is providing 6 hours of instructional time 5 days a week for grades K-6. This does not align with CSD review which indicates school is providing 5.5 hours of instruction time 5 days a week. The school is not complying with the requirement to accurately report its annual calendar to the PED and to implement the calendar, unless changes are approved by the Secretary.

The kindergarten – 6th grade program operates from 8:00 AM - 3:30 PM daily. The schedule Monday through Thursday constitutes a total of 5.5 hours of total school directed program time annually. The school calendar indicates there are 180 instructional days annually. The calendar and school schedule therefore demonstrate students in grades K-6 receive a total of 990 hours of school directed program time annually. The actual school directed program time offered by the school, therefore, satisfies the requirements of NMSA §22-2.8.1(3) and NMAC § 6.29.1.9(c) both of which require 990 hours of school directed program time for grades K-6.

While the instructional hours are legally compliant with minimum hours, the school is not implementing the budget calendar as reported to the PED.

School's Response

In response to the school's instructional hours, the school refers to the school calendar stating that "SMCS is in compliance with the required amount of instructional time."

Special Education Requirements

The PED reviewed all 23 special education files. Six of the files, or 26%, were missing student ID numbers. This prevented PED from verifying the data in the Special Education Files. Evaluations must be administered every 3 years, or within 60 days since an evaluation referral. Five of the files reviewed, or 22%, had no evaluation and three of the files, or 17%, had evaluations that were older than 3 years. Schools must develop a new IEP annually or within 30 days of student enrollment in the school. Out of the 23 special education files reviewed CSD observed 6 files or 26% that had overdue IEPs. Of these 6 files, one IEP was overdue because the IEP had not been developed within 1 year and five were transfer students who had been at the school longer than 30 days before an IEP was written. Schools are required to log and monitor the services being provided in order to verify students are receiving special education services. The school had no evidence of services logs or sign in sheets and could provide no evidence it was providing special education services. Schools are required to evidence a parent signature during IEP meetings. CSD observed two files without parent signatures. One signature was missing from the IEP and one signature was missing from an IEP amendment.

The student Individualized Education Plan (IEP) must document the eligibility of the level. One IEP out of the 23 reviewed or 4% had selected both "level I" and "Level II" and because of this CSD was unable to determine the eligibility of this student.

IEPs must be tailored to the student. CSD's review of IEPs noted that the school may not be appropriately tailoring IEPs to student needs. 23 of the 23 special education files or 100% provided for "individual and group" service.

The school utilized a premade form that had “individual and group” prefilled for type of service. This prevented school from identifying a need for individual services.

CSD observed that school’s IEP form included a section where school would document reason for rejecting accommodation services. Due to numerous special education issues documented above and due to concerns that the school is not sufficiently tailoring IEP’s to the student, CSD reviewed several files for the reasons documented by the school. In all files reviewed, when the school rejects a proposed service accommodation it simply states “does not meet LRE [Least Restrictive Environment]”, and provided no reasonable basis for the rejection. IDEA regulations require the Least Restrictive Environment to be determined based upon the student’s needs. The reasoning provided by the school appears to indicate student accommodations were being rejected based on the classroom and services provided by the school rather than the student needs.

School’s Response

The school’s response to the special education findings was: “The files are in the process of being updated. SMCS will be using a calendar that will have all re-evaluation due dates, and IEP dates. Diagnostic and ancillary services are being provided {through} Education Assessment Systems Incorporated. The special education teacher will develop a service log to monitor services being provided to students. She will cross reference her log with those of the service providers.”

English Language Learner Requirements

During the site visit PED reviewed student files and visited classrooms. During these processes, the PED observed out of 22 student files tested, four has Home Language surveys that positively indicated a need for the W-APT screener. Three out of the four files or 75% were missing the W-APT screener. It is unclear whether the school is appropriately screening and providing ELL services to students eligible for those services.

School’s Response

The school reports that “SMCS is screening and providing ELL services to students as needed.” The school reported that the missing WAPT tests were in a different location at the time of the visit and they will keep all forms together in the future.

School/Student Safety

Pursuant to NMAC § 6.12.6 requires charter schools are required to develop and implement a school district wellness policy that addresses student and school employee wellness through a coordinated school health approach and which includes a safe schools plan and emergency operations plan. These plans must be approved by the Public Education Department. The Public Education Department has advised CSD that school has never submitted a wellness policy to the Public Education Department for approval. This wellness policy should include a safe schools plan and emergency operations plan for the school.

School’s Response

The school’s response to this finding was that “SMCS will complete a wellness policy including a safe schools plan and emergency operations plan for the school. Identification badges will be made for students and staff.

CSD observed that the school did have in its possession a school safety plan. A valid Safe School Plan requires sign-in’s and badges for all visitors to the school. CSD observed no evidence of sign-ins and badging and CSD itself was not required to be signed in or badged during site visit. CSD briefly reviewed school safety plan. CSD confirmed that plan includes prevention policies. One prevention policy, student drop off zones was confirmed to be in place.

Pursuant to NMAC 6.29.1.7 a school is also required to implement fire, lockdown, and evacuation drills. This requires school to implement 1 evacuation drill and 2 shelter in place drills throughout the year. CSD observed no evidence of lockdown or shelter in place drills. School did not provide evidence of having conducted these drills in the SY2016 school year.

Governance Requirements

The PED reviewed a sampling of Governing Body minutes and agendas from the past year. The review raised no major concerns regarding OMA compliance.

The school's Bylaws require 7 members to serve on the governing body. Pursuant to 22-8B-4, a governing body is required to have 5 members serving on the Governing Body. During the Site Visit, the school advised and provided evidence of only having four active members on the Governing Body. During the Site Visit, the school advised and provided evidence of only having 4 active members on the Governing Body. During the Site Visit, the school had advised that 2 members had resigned over the prior month and a review of the Governing Body Contact forms indicate that 2 new members joined the Governing Body in January. Not all members completed required governing body training.

School's Response

The school's response to this finding was "all Governing Body Members' will take the required training."

Pursuant to NMAC 6.80.4.20, each Governing Body Member is required to secure 5 hours of training annually. One member failed to secure any training hours during the SY16 school year.

For the reasons stated above, it appears that the school has not complied with all provisions of law from which the charter school was not specifically exempted.

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

The PSCOC and PSFA have not confirmed that the school meets the facility requirements. Specifically, the PSFA was unable to verify that the school meeting appropriate leasing or ownership requirements.

School's Response

The school's response to this finding was "SMCS will meet all necessary facilities requirements. (Discrepancies have been addressed with the PFSA.)"

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

Sage Montessori Charter Schools
Response to 2016 Charter School Renewal Report

1. Charter Contract Material Terms

- Each classroom has at least one hour of computer lab per week. Students have been instructed on basic computer usage. Student use the computer lab to practice reading and math skills using various instructional programs on line and internally. All programs are research based and aligned to the Common Core State Standards and the Montessori Curriculum. The computer lab is also used by first through 6th graders to complete research on Social Studies and Science projects and to complete writing assignments in English Language Arts. One teacher is getting her technology endorsement.
- Our enrollment has declined because of turnover in staff and frequent changes in location. Our staff turnover this year has been lower than ever in the history of the school and we plan on making this building our permanent location. Our goals are to add a preschool program and within the next five years expand to seventh and eighth grade. We have engaged in consistent marketing efforts to increase enrollment.
- The second language/Spanish program at SMCS included a half time Spanish teacher who was hired for the 2016-2017 school year. Students, who qualified, received those services. All students indicating a second language on their home language survey were Access tested, students that scored below a 5 were serviced by our part time certified Spanish teacher. These students have a WAPT report that was not in the student file during the CSD visit. They were in a separate file. Student are progress monitored regularly through our SAT process and exited from the program when they are ready.
- SMCS has not provided an exclusive Extended Day Program, but teachers have been available to work with students on an individual basis or in small groups after school. Students have also participated in art and music events after school. An extended day program is offered through the YMCA. Students are bussed to and from the school to the YMCA at no additional charge to parents. Our plans are to add an onsite afterschool program. We are currently in the process of getting licensed.
- SMCS has provided Art and Music to students. The music teacher has a Montessori certification and has taught music for thirty years. The music teacher offers music to all students at least once per week. A staff member (India Pratt) has an Art degree and is working directly with other teachers to assist them in providing Art in their classrooms. They are following the state standards for Art. See attached separate art lesson plan.

2. Standards of Excellence

- SMCS has prioritized using its resources to hire seven certified Montessori educators and three others who are currently in the process of getting certified. All staff members are currently certified through the state of

New Mexico and hold a Montessori certificate or are in the process of obtaining the certification.

- SMCS administration and staff have made efforts to improve their professional skill sets through individual and group professional development. Evidence of these trainings is available at the school site. The different types of trainings are listed in the application.
- From the 2015/2016 school year to the 2016/2017 school year, Sage Montessori retained 7 of its 9 lead teachers. This indicates that SMCS has retained 78% of their staff this year. This is indicative of staff stability and lower teacher turnover in the future. Staff records are available for review.
- SMCS academic performance has shown gains across the student population as demonstrated in the 2016 Report Card, lacking only seven points to receive the letter grade of “C.”

The plan to improve data practice includes developing a data wall and sustaining continuous improvement in academic achievement. Staff members have been steadily increasing their skills in reading data and implementing targeted instruction based on the data. This has been possible this year due to the low staff turnover and consistent strong leadership.

3. Student Performance Standards

- Organizational Smart Goal 1. This data was available for review but was not requested for review. The site visitors did not request to review the data/evidence to address this goal, nor was it on site visit agenda. The CSD rating of “Falls Far Below Standard” is unclear as SMCS was not asked to present their data/evidence. (The data is available for review if requested, see attached Artifact of parent sign in sheets)

ORGANIZATIONAL SMART GOAL 1 Priorities

To encourage parent involvement in all aspects of the running of the school.

- By the end of the fourth year of school operation, ninety-five percent of all students’ parents or guardians will have participated in parent conferences, student presentations, parent education classes, committees, and/or other volunteer activities, as measured by sign-in sheets, teacher logs, records of parental volunteer hours, and yearly parent surveys in May of each year.

Parents are very involved in the education of their Children at Sage Montessori Charter School. We always have a high turnout for parent teacher conference, student presentations and graduations. We have parent volunteers in the library and in classrooms. Our PTO actively participates in fundraising and leading classroom support initiatives. Our parents have also attended the Top of the Mountain parent institute here in Albuquerque.

- Organizational Smart Goal 2. The site visitors did not request to review the data/evidence to address this goal, nor was it on the site visit agenda.

ORGANIZATIONAL SMART GOAL 2 Professional Development

To encourage and support staff development through on-going opportunities to continually hone their craft and make sure that SCMS students are receiving instruction from teachers who are the best at what they do.

- Each year, each administrator and teacher will participate in at least 30 hours of professional development activity to fulfill a self-generated goal which will positively impact their work at SMCS. The goal and plan for accomplishment will be filed with the Instructional Leader by November of each school year and the accomplishment documented by written statement upon completion.

Both administration and teachers participate in professional development to help improve our school. The Head Administrator participates in all teacher evaluation trainings to make sure that the instruction that our teachers provide our students is at a high standard. Other trainings attended by the Head Administrator include budget workshops, special education workshops, SIOP Instruction as well as lesson planning. The Head Administrator is enrolled in a Montessori administrator certification course.

The teachers professional development has included:

Test security training

Reads to Lead

Istation

DIBELS

NWEA-MAPS, Skills Navigator

SAT/504 Training

Special Education Training

RTI Training

These are a few of the topics that help support our school improvement initiatives.

4. Student Performance Expectations

- Goal 1. Achievement measurement using pre and post testing. SMCS administration was not aware that an amendment request was necessary to change the use of the Terra Nova assessment, to the North Western Evaluation Assessment (NWEA). In 2013-2014 75% of students who started in Kindergarten made one year's growth in reading and math. In 2014-2015 69% made a year's growth in math and 55% made one year's growth in reading. In 2015-2016 50% made a year's growth in math and 55% in reading.

5. Goal 2. Student Behavior. Plans are on-going to amend this goal. Student behavior has never been problematic. No data was collected.

6. Provisions of Law

- Licensure and background checks have been in the process of being completed.

- SMCS uses a new hire checklist to ensure that all requirements are met, before hiring.
- Instructional hours. SMCS daily schedule is in compliance with the required amount of instructional time, as indicated on the school calendar. Please see last paragraph on Page 15, where it is stated that SMCS satisfies the requirements of NMSA 22-2.8.1 (3) and NMAC 6.29.1.9.
- SMCS has fulfilled licensure and background checks for teachers who have been reported in their positions. **Please see separate lists of teachers with license numbers and background checks.**
- Special Education Requirements. Some student files did not have student identification numbers. The files are in the process of being updated. SMCS will be using a calendar that will have all re-evaluation due dates, and IEP dates. Diagnostic and ancillary services are being provided Education Assessment Systems Incorporated. The special education teacher will develop a service log to monitor services being provided to students. She will cross reference her log with those of the service providers. Parent signatures will be obtained on all files through the amendment process. Correct Eligibility levels will be made on future IEP's, as there was one IEP that was not clear. Special education teacher will ensure that IEP's are tailored to individual student needs and that services are provided accordingly. Teachers are aware of, and provide accommodations and modifications for individual students. Students are receiving services on a continuum and are provided support in the Least Restrictive Environment and as indicated on the IEP on an individual basis.
- English Language Learner Requirements. SMCS is screening and providing ELL services to students as needed. The W-APT screener form was noted as missing in some files. It was in a separate location. All forms will be kept together in the future.
- School/Student Safety. SMCS will complete a wellness policy including a safe schools plan and emergency operations plan for the school. Identification badges will be made for students and staff.
- Governance Requirements. All Governing Body members will take required training.
- Facility Requirements. SMCS will meet all necessary facilities requirements. (Discrepancies have been address with PSFA)

III. Renewal Applicant 2016 Charter School District Report Card

**School Grading Summary**

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

District Grade D

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

Source: PED Accountability Bureau

What are school grades?

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

What are School District Report Cards?

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

What is contained in this report?

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

LEA Demographic Profile

Accountability

Summaries of School Grades

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

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

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

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

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

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

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

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

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

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

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	170	100.0	335,694	100.0
Female	78	45.9	164,149	48.9
Male	92	54.1	171,545	51.1
Caucasian	60	35.3	82,116	24.5
African American	4	2.4	7,302	2.2
Hispanic	82	48.2	205,853	61.3
Asian	18	10.6	4,345	1.3
American Indian	6	3.5	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	52	30.6	240,438	71.6
SWD	21	12.4	49,729	14.8
ELL	8	4.7	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	6	3.5	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
Sage Montessori Charter School	D		

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	8	92	13	88		
3	LEA Prior	8	92	8	92		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	10	90	10	90	30	70
4	LEA Prior	15	85	5	95	35	65
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	5	95	5	95		
5	LEA Prior	20	80	7	93		
6	State Prior	22	78	19	81		
6	LEA Prior	12	88	6	94		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	<2	>98	10	90	40	60
7	LEA Prior	8	92	8	92	31	69

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	11	89	9	91	35	65
Female	LEA Current	7	93	3	97		
Female	State Current	34	66	20	80	41	59
Male	LEA Current	13	87	13	87	55	45
Male	State Current	22	78	20	80	44	56
Caucasian	LEA Current	13	88	21	79		
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
Hispanic	LEA Current	12	88	5	95		
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	6	94	3	97		
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Sage Montessori Charter School		11	89	9	91	35	65

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	\$161,975	9.6
Central Services	\$105,618	6.3
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$0	0.0
General Administration	\$73,000	4.3
Instruction	\$891,455	52.8
Instructional Support Services	\$28,894	1.7
Operations & Maintenance	\$125,874	7.5
Other Support Services	\$0	0.0
School Administration	\$198,935	11.8
Student Support Services	\$101,161	6.0
Student Transportation	\$0	0.0

Source: PED School Budget and Financial Analysis Bureau

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Beverly Snider	5
Christi Zimmerman-Vice President	5
Debra Benally	5
Gerrit Kruidoff- President	5
Jeannie Meihouse	0
Kenny Wang	0
Kristen Westerberg	5

Source: NM School Board Association

Teacher Credentials			
		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		NA	NA
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	2.2	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 %	
Sage Montessori Charter School				
* 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	28	92	71	100	100	85	100	57	100	100	85
Sage Montessori Charter School	28	92	71	100	100	85	100	57	100	100	85

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

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

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

Statewide Participation 2015

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

* NAEP does not accommodate students with severe disabilities.

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

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

Rounds to zero

IV. Charter School Renewal Application

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

Updated May 2015

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





STATE OF NEW MEXICO
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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

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

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

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

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

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

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

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

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

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

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Instructions: 2016 State Charter Renewal Application Process and Review Stages

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

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

State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.* **Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

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

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

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

Exceeds Standard:

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

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

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

Meets Standard:

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

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

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

Does Not Meet Standard:

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

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

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

Falls Far Below Standard:

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

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

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

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

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

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

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

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

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



Part A—School’s Summary Data Report

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

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

NM PED Charter School Division - School Snapshot Report

Sage Montessori Charter School

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

General Information

Mailing Address: 3831 Midway Pl, Albuquerque, NM 87109
 Physical Address: 3831 Midway Pl, Albuquerque, NM 87109
 Phone: (505) 344-7447 Ext: Fax: (505) 797-4294 Website: www.sagecharterschoolabq.org/
 Opened: 2012 State Appvd: Sep-11 Renewal: 2017
 School District: Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
Felix Garcia, Head Administrator		(505) 344-7447	felix.garcia@sagecharterschoolabq.org
Amber Pena, Business Manager		(505) 344-7447	(505) 938-7716 amber@vigilgroup.net

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Gerrit Kruidhof	President			
Mike Roane	Treasurer			
Beverly Snider	Board			
Kenny Wang	Board			
Christine Zimmerman	Vice President			

Other:	Email	Notes
Vince Vigil, Budget Analyst	vince.vigil@state.nm.us	

Mission: In partnership with parents and the Albuquerque Community, the Sage Montessori Charter School (SMCS) will provide K-6 students a peaceful and safe educational opportunity through Montessori philosophy and practices including individualized curriculum planning for each child, integration of Common Core State Standards, and enriching experiences in art and music. Students will develop values, abilities, and critical thinking skills essential for self-directed and creative members of a dynamic global community.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2016-17	K-8		788	152	11	13.8

Academics

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

NM PED Charter School Division - School Snapshot Report

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

9. Career and College				
10. Reading Proficiency	50	46.8	36	40
11. Math Proficiency	33.8	36.6	3	9.5
12. SAMS	N	N	N	N
13. SAMS Graduation %				
14. Bonus Points	1.5	4.29	4.55	5

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment			149	199	243
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male			46.3%	46.2%	46.9%
3. % Female			53.7%	53.8%	53.1%
4. % Caucasian			38.9%	47.2%	42.0%
5. % Hispanic			52.3%	43.7%	44.0%
6. % African American			2.7%	1.0%	3.7%
7. % Asian			4.0%	7.0%	7.4%
8. % Native American			2.0%	1.0%	2.9%
9. % Economically Disadvantaged			12.8%	15.6%	33.7%
10. % Title 1 TS			0.0%	0.0%	32.9%
11. % Title 1 T			0.0%	0.0%	0.0%
12. %Title 1 S			0.0%	0.0%	0.0%
13. % K-3 Plus			0.0%	0.0%	0.0%
14. % Disabled			6.7%	8.5%	11.5%
15. % ELL			1.3%	4.0%	7.4%

Priority School Status	2012-13	2013-14	2014-15	2015-16
1. Priority Status (blank equals 'None')				Jew D-F Schoo
2. Final Grade				F (SY12-13)
3. Met Year 1 Conditions				
4. Met Year 2 Conditions				
5. Title 1				
6. School Improvement Grant				
7. SAM				
8. Status Category				

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).

Sage Montessori Charter School (SMCS) has made improvement in all areas which have been graded. Looking at the past three years, the school has made gains as shown by an increase of 13.25 total points in all areas. The school grade has fluctuated from a D in 2013-2014 to an F in 2014-2015 and back up to a D in 2015-2016. The fall from a D to an F grade can partly be attributed to the lack of consistent instructional leadership until the current administrator who was hired in 2014. Prior to 2013 SMCS had a part-time, off-site administrator, who was a full time administrator at another charter school. The daily operation of the school was overseen by a staff member who had limited administrative experience. In 2013 a full time administrator was hired, but left the school after a few months. The frequent changes in administrators resulted in a high staff turnover, which

ultimately effected student performance and the school's overall success. The current head administrator was hired in 2014. His commitment to excellence and his hard work in developing a positive, supportive work environment has resulted in a dramatic reduction in staff turnover, which also resulted in higher student achievement as reflected in the school's letter grade improvement from an F to a D. The plans to achieve the mission and school goals for the next renewal term will be done through the use of concrete action plans for the school as a whole and for individual teachers. Additional strategy plans are listed in the 'Current Standing' section to follow. The use of Montessori and traditional educational resources will continue to improve SMCS's letter grade in the future.

Current Standing

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

According to the School Grade Report Card 2016, SMCS was 46.8% proficient in reading in 2014, 36 % proficient in 2015 and 40% proficient in 2016. In math, the school had a 3.3% proficient in 2015 and improved to a 9.5% proficient in 2016. The Total School Points in 2015 was 28.75. The total school points in 2016 increased to 43. The past three-year average was 38.3. SMCS made gains by increasing school points by 4.13 from 2015 to 2016. The school's improvement during that time can be attributed to the following actions; Teachers collected and analyzed data from short-cycle assessments and made decisions to drive instruction. Teachers were trained on Tear 1,2, and 3 interventions, then created individual academic plans for all students. Teachers were trained in Response to Intervention (RTI) and implemented best Montessori and traditional educational practices with students to improve academic performance. Professional development for all staff and grade level meetings to discuss RTI resulted in higher academic performance in year 3, 2015-2016. The academic performance of students will continue to improve, as well as the skill-set in the use of these strategies by staff.

School Growth

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

SMCS has made improvement each year in impacting all students' achievement, not just students reaching proficiency. School points improved from 1.33 in 2015 to 2.80 in 2016. In 2014-2015 most of the staff in the Lower Elementary grades, 1, 2, and 3, were not trained in Montessori and some not in elementary education, (they had an Intern (I license). Growth began to improve in 2015-2016 as teachers implemented a more rigorous Gifted program for all student participation. Four elementary teachers completed course work for an Elementary I credential through New Mexico Center for Montessori Education (NMCME). The staff currently employed has experience in both traditional and Montessori settings. Currently there are 7 American Montessori Society (AMS) certified lead teachers. The school operations manager is certified by AMS and the Head Administrator is completing an AMS degree in administration. One lead teacher holds a N.M. administrator license and has had 5 years administrating in AMS Montessori schools. Another teacher also has administration experience in a Montessori school. Three staff members are Tesol certified and one has a reading specialist certification. The increase in highly qualified educators employed by SMCS correlates to the overall improvement of student performance.

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.

SMCS helped individual students improve performance in reading and math the past three years. Individual student growth was 0.53 points in 2014, 5.29 points in 2015 and 8.15 points in 2016. The Gifted program promoted larger gains by this group through the use of project based learning that allowed students to apply, synthesize and analyze the content being presented.

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.

Individual students' performance in reading and math over the past three years is listed as follows: Individual student growth was 15.55 points in 2014, 2.53 points in 2015 and 6.42 points in 2016. Many of these students were in the Students with Disabilities subgroup, and made marginal progress on testing. The significant drop in 2015 is attributed to the lack of differentiated instruction for students in targeted areas of need. The improvement in 2015-2016 is due to the emphasis on RTI strategies and support from administration.

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.

This is a high performing area of strength for SMCS. The school has fostered an environment that has facilitated learning through the utilization of a rich and exciting K-6 Montessori curriculum aligned to New Mexico Common Core State Standards. The Montessori curriculum has proven to be successful for improved outcomes for students and staff, and has a high satisfaction rate from parents and the community. School points were 8.62 in 2014, 9.32 in 2015 and 9.32 in 2016. Student attendance was above 95%.

Graduation—as applicable

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

Not applicable.

College and Career Readiness—as applicable

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

Not applicable.

Bonus Points

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

This was a goal area in the current charter. The school has increased parent and student involvement including school and extra-curricular activities. Each year the number of special events involving parents and the community has increased. Some of these events include International Children' Day, School Book Fair, Winter and Spring concerts, and many individual classroom activities. SMCS has shown extraordinary aptitude in this area, and welcomes Families in the school. The aptitude is evidenced in high parent participation in activities, attendance at conferences, PTO meetings and Governing Council meetings. High parent and student involvement is shown in the steady increase in school points which were 4.29 in 2014. School points were 4.55 in 2016 with the total possible points at 5.00.

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

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

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

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

Student Academic Performance Standard/Goal #1:				
Ninety percent of all students will be performing at grade level or above proficiency in reading and math				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):				
Terra Nova and California Achievement Test, (Not available). North Western Evaluation Assessment (N.W.E.A.) M. A.P.S. and Dibbles.				
Data—Average Scores				
MAPS Reading Data—Average Scores				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
Grade 1	Report unavailable	Report unavailable	78	83
Grade 2	“	“	62	66
Grade 3	“	“	48	50
Grade 4	“	“	77	66
Grade 5	“	“	57	75
Grade 6	“	“	59	63
Grade 7	“	“	78	70
Grade 8	“	“	88	40

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

Performance Contract for Sage Montessori required 1.5 years of growth for 60% of students per year. For years 2014-15

Grade 1 Reading 78% of students showed 1.8-year growth

Grade 2 Reading 62% of students showed 0.2-year growth

Grade 3 Reading 48% of students showed -1.2-year growth

Grade 4 Reading 77% of students showed 1.7-year growth

Grade 5 Reading 57% of students showed -.3-year growth

Grade 6 Reading 59% of students showed -.1-year growth

Grade 7 Reading 78% of students showed 1.8-year growth

Grade 8 Reading 88% of students showed 2.8-year growth

The Performance Contract for Sage Montessori required 1.5 years of growth for 60% of students per year. For years 2015-16

Grade 1 Reading 83% of students showed 2.8-year growth

Grade 2 Reading 66% of students showed 0.6-year growth

Grade 3 Reading 50% of students showed -1.0-year growth

Grade 4 Reading 66% of students showed .6-year growth

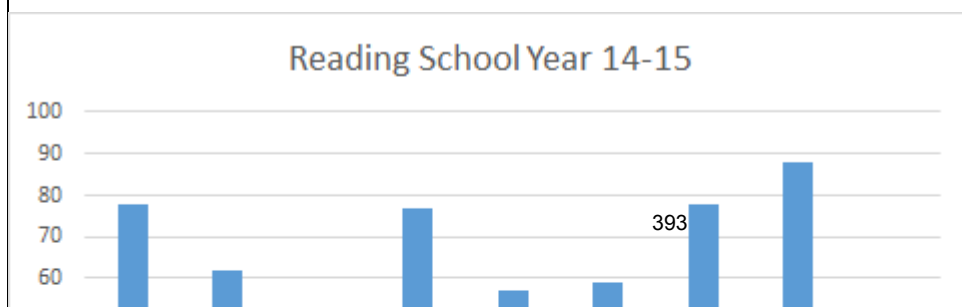
Grade 5 Reading 75% of students showed 1.5-year growth

Grade 6 Reading 63% of students showed 0.3-year growth

Grade 7 Reading 70% of students showed 1.0-year growth

Grade 8 Reading 40% of students showed -2.0-year growth

Standardized short cycle assessment MAPS Reading % of students Proficient



Provide a statement of progress and additional information regarding the above data:
Standardized short cycle assessment MAPS Math % of students Proficient

MAPS Math Data—Average Scores				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
Grade 1	Report unavailable	Report unavailable	69	70
Grade 2			59	67
Grade 3			50	34
Grade 4			78	55
Grade 5			50	45
Grade 6			83	64
Grade 7			78	80
Grade 8			85	90

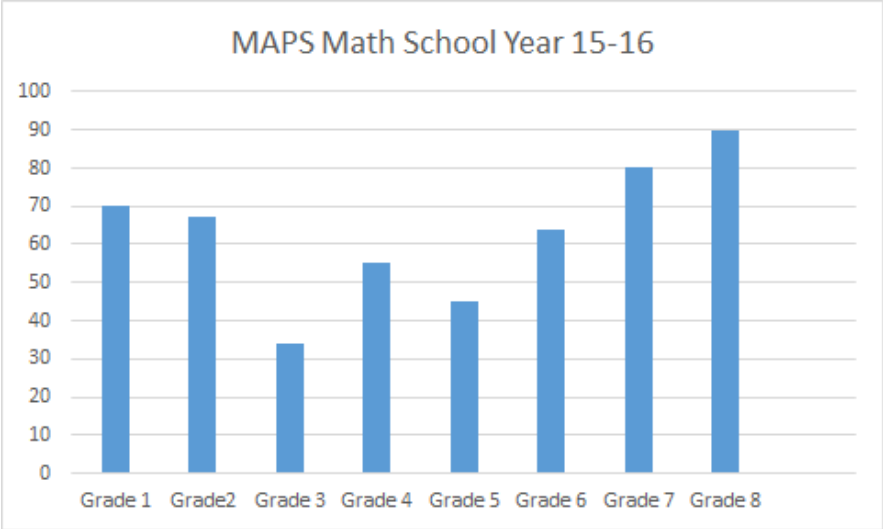
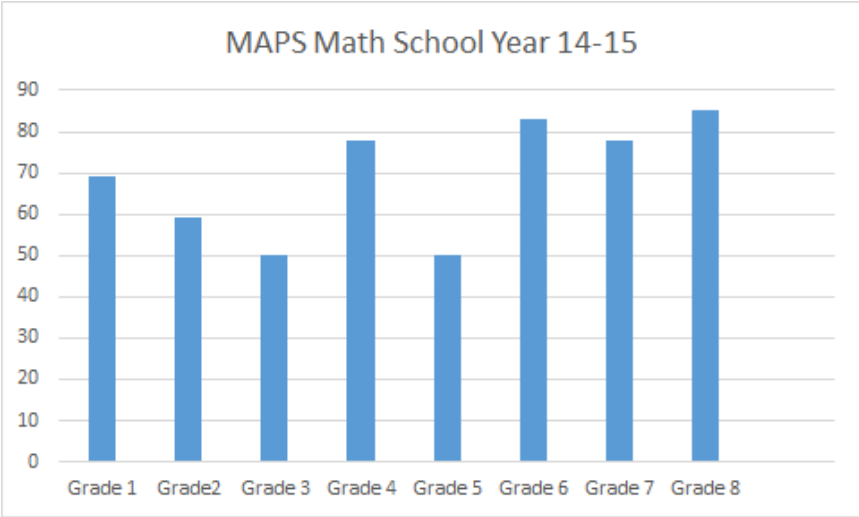
Provide a statement of progress and additional information regarding the above data: The Performance Contract for Sage Montessori required 1.5 years of growth for 60% of students per year. For years 2014-15
 Grade 1 Math 69% of students showed 0.9-year growth
 Grade 2 Math 59% of students showed -0.1-year growth
 Grade 3 Math 50% of students showed -1-year growth
 Grade 4 Math 78% of students showed 1.8-year growth
 Grade 5 Math 50% of students showed -1.0-year growth
 Grade 6 Math 83% of students showed 2.8-year growth
 Grade 7 Math 78% of students showed 1.8-year growth
 Grade 8 Reading 85% of students showed 2.5-year growth

The Performance Contract for Sage Montessori required 1.5 years of growth for 60% of students per year. For years 2015-16

Grade 1 Math 70% of students showed 1.0-year growth
 Grade 2 Math 67% of students showed 0.7-year growth
 Grade 3 Math 34% of students showed -2.6-year growth
 Grade 4 Math 55% of students showed -0.5-year growth
 Grade 5 Math 45% of students showed -1.5-year growth
 Grade 6 Math 64% of students showed 0.4-year growth

Grade 7 Math 80% of students showed 2.0-year growth
Grade 8 Reading 90% of students showed 3.0-year growth

Standardized short cycle assessment MAPS Reading % of students Proficient



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

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

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

Student Performance Standard/Goal #2: Improve Student Behavior				
Numbers of student behavior incidents will be reduced through behavior intervention and counseling. Behavior incidents will be reduced by twenty percent each year.				
Measure(s) Used:				
Data collection form to identify, remediate and monitor student behavior. Progress has also been noted through student grades and behavior referrals.				
Data—Average Annual Data				
NMSBA and PARCC Annual Data				
Grade Level	Year 1 School Year 12-13 NMSBA	Year 2 School Year 13-14 PARCCS	Year 3 School Year 14-15 PARCCS	Year 4 School Year 15-16 PARCCS
Grade3	21.1	57.9	12	12.5
Grade4	30.8	36.8	4.762	
Grade5	31.2	57.9	<2	10.6
Grade6	46.2	27.8	<2	
Grade7		46.7	<2	20.0
Grade8		75		

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

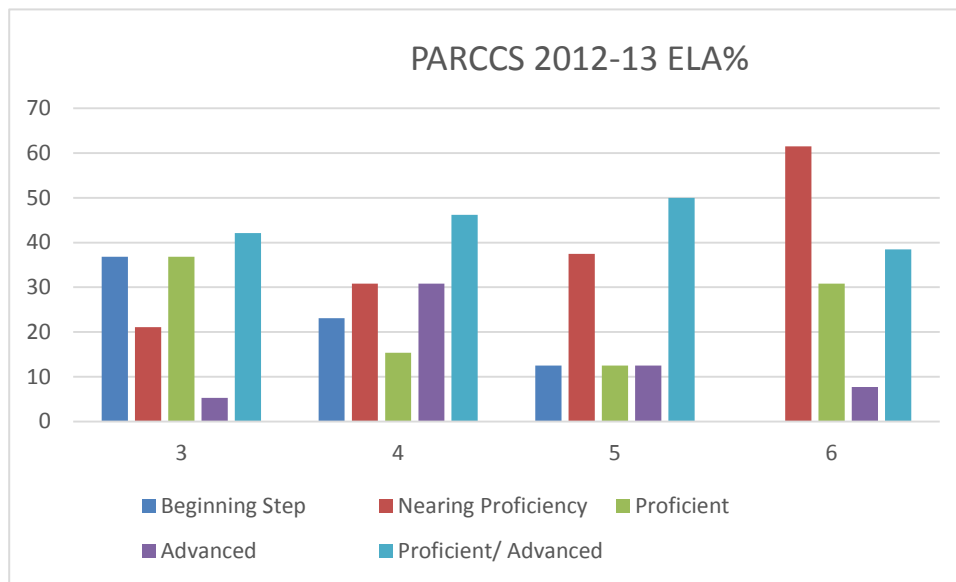
Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school’s statements and 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).

Data—Average Annual Data
<p><i>Provide a statement of progress and additional information regarding the above data:</i></p> <p>Key Educational Processes: Statement of progress. 1. School culture has continued to improve through positive interactions between students and staff. The staff has been focused on enabling each student to reach his or her highest potential-intellectually, socially, emotionally and physically. 2. Professional Development has included a variety of in-house and state level trainings and conferences for staff. 3. The Instructional Design for curriculum delivery allows for new models, resulting in new attitudes, actions and energies. 4. Data practice is used to monitor student progress in both areas.</p> <p>Regarding the above data: Sage demonstrated a small change in the school grade during the time. The NMSBA and PARCC assessment does not capture the academic growth of Sage students. The short cycle predicted a consistent growth in student scores. The NMSBA to PARCCS change has affected student performance, but gains were made in other areas. Assessment of knowledge, skills and proficiency in application will include, but not be limited to PARCC, short-cycle assessments, teacher designed assessments and end of course evaluations. Sage students will demonstrate proficiency in basic communication skills, successful participation in group processes through Culturally and Linguistically Responsive Instruction and evidence of a positive work ethic. Assessment of achievement in life and employability skills will include student attitude and descriptive records, teacher and advisor evaluations, and completion of Individualized Learning Plans. Sage students will demonstrate positive interpersonal skills and a sense of social responsibility. Assessment of personal traits will include not only academic and behavior records but also parent evaluations, student feedback on programs and follow up data on graduates.</p>

PARCCS 2013-14 ELA in %

Grade	Beginning Step	Nearing Proficiency	Proficient	Advanced	Proficient/Advanced
3	36.8	21.1	36.8	5.3	42.1
4	23.1	30.8	15.4	30.8	46.2
5	12.5	37.5	12.5	12.5	50
6	0	61.5	30.8	7.7	38.5



PARCCS 2013-14 Math in %

Grade	Beginning Step	Nearing Proficiency	Proficient	Advanced	Proficient/Advanced
3	31.6	47.4	15.8	5.3	21.1
4	23.19	46.2	30.8	0	30.8

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

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

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

Organizational Performance Standard/School Goal #1: Improve parent or guardians’ involvement and participation in school events.
Over ninety percent of parents will be involved in school activities on an annual basis.
Measure(s) Used:
Record attendance and participation in parent conferences, student presentations, parent education classes, committees and other volunteer activities.
Data:
Sign in sheets, teacher logs, records of parental volunteer hours, and yearly parent surveys in May of each year.
<i>Provide a statement of progress and additional information regarding the above data:</i>
<i>Parent involvement and participation has improved through the development of a strong and supportive school community team. School staff has encouraged service as volunteers, serving on the Governing Council and other school-based committees. Consistent communication has occurred to keep parents informed of all school activities, regarding six or more Family/Public Events each year. These have included: Orientation, performance demonstrations, community education nights, musical events, Spring Fling, Talent Shows and the inclusion of parents in staff training when appropriate. Sage Charter School has received a Grade “A” under the “Opportunity to Learn” category and under the Bonus Points, a point score of 5.00 which is the possible point maximum.</i>

Organizational Performance Standard/School Goal #2: Professional Development
Provide opportunities (at least 30 hours of professional development) for staff to improve their practices to improve instruction for teaching and learning.
Measure(s) Used:
Record attendance and participation at trainings. Track and monitor usage of new materials or information gained from various trainings throughout the school year.
Data:
Sign in sheets for in-house and leave slips for state level conferences or trainings. Packets of materials obtained at each training. Written statement upon completion of professional development completion.
<i>Provide a statement of progress and additional information regarding the above data:</i>
<i>The goal of professional development has provided skill development for staff in regard to a broad spectrum of student needs, learning styles and backgrounds. Principal and teacher effectiveness has improved through professional development provided by the Public Education Department of New Mexico. This also includes the influence of the Common Core State Standards. The principal is also taking Montessori training for administrators. Teacher effectiveness has also improved through the use of Professional Development Plans including action plans and setting specific S.M.A.R.T. goals on an annual basis.</i>

B. Financial Performance

The Charter School Act provides as follows:

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

Financial Performance Assurances

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

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

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

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

For any "no" answers please provide an explanation.

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
Planning Year (if applicable)			
1 (12-13)	2012-1 Finding 2013-3 Findings	2012: 1. Approval of Purchase, Significant deficiency. During test work it was noted that a P.O. was approved after the date of the service and delivery of goods from a vendor for \$19,999.00. Management will work with the school to emphasize the procedures that all purchases must be approved by the Head Administrator before things are ordered. 2013: 1. Audit Committee Member-Non Compliance. School did not have a parent member on the audit committee. 2. Procurement Code-Noncompliance. School could not provide evidence supporting a sole source vendor for \$60176.00, and did not go out to bid for goods from a vendor for \$59578.00. 3. Education Retirement Board (ERB) Contributions/Penalty, Noncompliance. ERB payment for May 31, 2013 was not paid until June 24, 2013, resulting in a \$10.00 penalty.	2012: 1. Management will work with the school to emphasize the procedures that all purchases must be approved by the Head Administrator before things are ordered. 2013: 1. School did get a board member with a fiscal background. 2. School will follow procurement code and will be accountable for maintaining records and ensure policies are being implemented. 3. Schools SEG funding for June was late and the Public Education Department (PED) had not processed payment for RFR's in excess of \$100,000.00 leaving the school with limited resources which resulted in a late payment to ERB. School had prioritized paying payroll, payroll liabilities and the vendors to ensure timely payment in the future. Monthly finance meetings will be used to review the budget and cash amount.

2 (13-14)	2014-3 Findings	<p>2014: 1. Cash Receipts (Significant Deficiency Noncompliance). During our internal audit there were five cash receipts totaling \$7924.00 with no supporting documentation for bank deposits. 2. TT Personnel Files, Noncompliance. During internal control in over a sample of twenty-five payroll transactions, there was one instance where an employee's contract was not available for review. Four employees didn't have a background check, four did not have and I-9 and two did not have a W-4. 3. TT Internal Control Structure (Noncompliance). During internal control in a sample of twenty-five cash disbursements there were two instances where goods/services were received and invoiced prior to the creation and approval of a Purchase Order.</p>	<p>2014: 1. School will emphasize and follow internal control procedures to ensure all money being received is being recorded correctly and deposited within twenty-four hours. 2. A review of procedures over employee files will be completed to confirm that each employees file is complete. 3. School has established internal control procedures and they will be emphasized with staff.</p>
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3 (14-15)	2015-3 Findings	<p>2015: 1. Procurement Code and Internal Control Structure (Noncompliance). During internal control test work over a sample of twenty-five cash disbursements it was noted that the school did not go out to bid for non-professional services to rent classroom furniture for \$27,067.00 The school also incurred a late fee of \$98.00 for paying the November furniture invoice late. 2. Payroll Transactions (Significant deficiency and Noncompliance). During our test work over a sample of twenty-five payroll transactions it was noted that for nine employees, the school was improperly calculating employee and employer taxes for certain insurances. The school treated employee health insurance deductions as a post-tax deduction and treated employee vision and dental deductions as a pre-tax deduction. An employee was paid as a Level II teacher when she should have been paid as Level I which resulted in a \$10,417.00 overpayment. The school did not get approval for a return to work employee. 3. Excess of Expenditures over Budget (Noncompliance). The school has expenditure functions where actual expenditures exceeded budgetary authority in Federal Charter Planning, Instruction: \$14, 851.00 and Central Services \$5000.00. Principal training \$125.00</p>	<p>2015: 1. The school opened a second campus and additional furniture was needed. The school did research on options to buy which the governing council was aware of. The school will follow policies and pay bills on time. The administration and business manager will be responsible for this process. 2. A review of the correct tax withholding is currently being undertaken. Our research indicates that without a section 125 cafeteria plan, the health insurance is post tax deductions. This will be verified and the correct tax determination will be implemented. Processes to review correct teacher pay and ERB status will be implemented. The business manager will be responsible for implementing the correct deductions and the School plans on having them in the system by March 2016. 3. The P.E.D. would not allow the school to enter a Budget Adjustment request (BAR) for the fund since the grant had been closed. PED did not wire the school money from request for reimbursements (RfR) in the previous year until this fiscal year. The school paid the remaining invoices upon receipt of the funds from the RfR's submitted in fiscal year 2014. The school does have policies in place and they will be implemented. The business manager will be responsible for ensuring that the budgetary</p>
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Identify any changes made to fiscal management practices as a result of audit findings.

SMCS has made organizational changes to improve its financial performance on an annual basis since its inception. Some of the changes are listed in the school responses. The school has established internal controls which will maintain the financial plan and continue to avoid any audit findings in the future.

C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		Additional details.
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.

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

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

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, Felix Garcia, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this _____ day of _____ 2016.

Notary Public

My Commission Expires:

E. Petition of Support from Households

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

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

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

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

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this ____ day of ____ 2016.

Notary Public

My Commission Expires:

F. Facility

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

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

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

G. Term of Renewal

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

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

II. Checklist

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

SMCS is committed to providing a quality Montessori education for students with embedded Common Core State Standards to improve assessment performance. Academic results from the past four years indicate a need for improved data practice, including collection, organization and documentation of student performance which should be used to make instructional decisions.

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

Students will be assessed using the STARS. I Station Grades K-3 and Montessori Grade Achievement tests. Teachers will meet with parents to interpret results and to set academic goals for all students. Use of Continuous Improvement model in classroom. Use N.M. C.C.S.S. and research based strategies. Multicultural approach, empowering students intellectually, socially and emotionally by using historical and cultural references in instruction. Multi-sensory learning. Develop a computer based learning lab for students, to be used for targeted skill based instruction on content area weaknesses, Response to Intervention, remediation and differentiated instruction. Web based learning through the use of various software programs. Lastly, SMCS will develop a Data Wall to keep all student data. Teachers will use a Montessori Pacing Guide which is aligned to NMCCSS. Please see (Other) at end of Appendices.

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

Baseline achievement data is collected using STARS, -Skills Navigator, NMSBA, PARCC, Montessori Grade Achievement test, ABC YA for reading and math, Scholastic Reading Assessments, Accelerated Reading and Math, I-Station and Moby Max. This data has been used to identify student performance levels, abilities, strengths and weaknesses. Teachers then develop an individualized learning plan for each student, and begin instruction based on individual student needs. Teachers also use pre-on-going, progress monitoring every nine weeks and post assessments. They also do daily observations and document mastery of student skills. The systems and structures used to support student achievement have included: 1. Monitoring student progress in reading and math. 2. Determine levels of intervention or re-teaching necessary to help students. 3. Learn student academic, behavior and social goals. 4. Modification of teacher instruction, methodology and delivery of curriculum. 5. Daily, weekly and monthly monitoring of student progress and goal achievement.

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?

SMCS will continue to provide a continuum of services for special needs students, based on individual necessities and abilities. The school will use the Least Restrictive Environment which may include various types of instruction in an inclusive setting. The Individualized Education Plan Team will determine the type of education and environment that is necessary for individual students. Services may be provided in different settings with the use of supplementary aids and resources (computer lab) through a low pupil teacher ratio. Regular education and special education teachers will have more planning time to develop learning activities and stimulating projects to motivate special needs students. The program for English Language Learners (ELL) students will begin with the appropriate assessment and identification of individual needs. Communication and instructional strategies will ensure complete comprehension by students. Students will have equal access to curriculum and software programs which can be used to increase the acquisition of language. The SMCS staff will continue to use sheltered instruction and provide accommodations as necessary. Students who are economically disadvantaged have also been shown to have a high response to hands-on, solid materials that address different learning styles, such as auditory, visual and kinesthetic. Montessori materials, curriculum and philosophy naturally address this necessity. The changes to the program include more specific and targeted instruction for the lowest performing students. Teachers and staff will provide targeted tutoring after school. The school will apply for the Reads to Lead program for K-3 students.

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

The SMCS governing body has reflected on and addressed school performance data on an ongoing basis. The Head Administrator has presented and educated them regarding school information he has received from the N.M. Public Education Department at their monthly meetings in his report. He has reviewed the school report card and compared it to previous years. Various sections have been examined, explained and discussed in the process of promoting the improvement of school performance. The school goals are presented and reviewed at the beginning of every school year. The plan to achieve these goals is presented by the principal, along with the uses of short cycle assessment, analysis, and alignment to instruction. The Head Administrator is held accountable through supervision and oversight in his performance of required obligations and responsibilities. This is done through an annual evaluation by the governing body. Certified staff also do an annual evaluation of the Head Administrator which is given to the Governing Council.

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.

These goals clearly support SMCS’s mission as stated “To provide K-6 students an educational opportunity through Montessori philosophy, and practices including individual curriculum planning for each child including the integration of Common Core State Standards.”

SMCS Mission Specific Indicator/Goal: 1. Improve Students Literacy Skills

Student Performance Target: 70% to 80% of SMCS students will demonstrate one full year of growth or higher as measured by short cycle assessment and Montessori assessments

Data Source: N.W.E.A., PARCC, Montessori Assessments

Did the school meet its mission specific indicator?

<p><i>EXCEEDS STANDARD:</i></p>	<p><i>___The school surpasses the targets of this indicator if the following rates are met:</i></p> <ul style="list-style-type: none"> • <i>80% of SMCS students will demonstrate one full year or more of growth as measured by short cycle assessment.</i>
<p><i>MEETS STANDARD:</i></p>	<p><i>___The school surpasses the targets of this indicator if the following rates are met:</i></p> <ul style="list-style-type: none"> • <i>70-80% of SMCS students will demonstrate one full year or</i>

	<i>more of growth as measured by short cycle assessment.</i>
<i>DOES NOT MEET STANDARD:</i>	<p><i>___The school does not surpass the targets of this indicator if the following rates are met:</i></p> <ul style="list-style-type: none"> <i>• 69% or below of SMCS students do not demonstrate one full year of growth as measured by short cycle assessment.</i>
<i>FALLS FAR BELOW STANDARD:</i>	<i>___The school falls far below the standard if it fails to meet any of the standards set forth above:</i>

SMCS Mission Specific Indicator/Goal: 2. Improve Students Numeracy Skills

Student Performance Target: 70% to 80% of SMCS students will demonstrate one full year of growth or higher as measured by short cycle and Montessori assessments

Data Source: N.W.E.A., PARCC, Montessori Assessments

<i>EXCEEDS STANDARD:</i>	<p><i>___The school surpasses the targets of this indicator if the following rates are met:</i></p> <ul style="list-style-type: none"> <i>• 80% of SMCS students will demonstrate one full year or more of growth as measured by short cycle assessment.</i>
<i>MEETS STANDARD:</i>	<p><i>___The school surpasses the targets of this indicator if the following rates are met:</i></p> <ul style="list-style-type: none"> <i>• 70-80% of SMCS students will demonstrate one full year or more of growth as measured by short cycle assessment.</i>

<p><i>DOES NOT MEET STANDARD:</i></p>	<p><i>_____The school does not surpass the targets of this indicator if the following rates are met:</i></p> <ul style="list-style-type: none"> <i>• 69% or below of SMCS students do not demonstrate one full year of growth as measured by short cycle assessment.</i>
<p><i>FALLS FAR BELOW STANDARD:</i></p>	<p><i>_____The school falls far below the standard if it fails to meet any of the standards set forth above.</i></p>

SMCS has chosen the goals previously listed to achieve its mission and our vision to “Cultivate high levels of academic achievement among our K-6 students.” The school is going through self-reflection and restructuring, which will require dramatic changes to improve reading and math.

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.)

SMCS is committed to our mission to provide all K-6 students a high level educational opportunity. The ACTION PLAN to achieve both goals are listed as follows: Teachers will use the SMART goal plan to set goals for student achievement on their Professional Development Plans (PDP’S) at the beginning of the year. Teachers will review classroom level analysis of student performance and begin with baseline assessment. Staff will use NWEA short cycle assessment three times per year. Targeted instruction will be provided for students who are performing below grade level on a regular basis. Response to Intervention, (RTI) remediation and re-teaching will be provided in the computer lab. Staff will use a Data Wall to have access to student performance levels, adjusting instruction to meet individual student needs. PROFESSIONAL PRACTICE (PP) to achieve goals: Teachers will craft a SMART (PP) goal to describe the specific instructional practices they will use to achieve their student learning goals. Teachers will review their self-assessment and PDP’s from the past three years. Teachers will also reflect on previous evaluation feedback and what changes need to be made to improve student performance.

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: Sage Montessori Charter School

Date submitted: October 3, 2026 Contact Name: Felix Garcia E-mail: felixgarcia@sagecharterschool.org
 Phone #: 505-344-7447

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