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2017 Charter School Renewal Report – Part A  
***Horizon Academy West Charter School***

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August 25, 2017

**School Name:** Horizon Academy West (HAW) Charter School  
**School Address:** 3021 Todos Santos, NW, Albuquerque, New Mexico  
**CEO/Principal:** Cynthia Carter  
**Business Manager:** Diana Cordova  
**Authorized Grade Levels:** K-5  
**Authorized Enrollment:** 500  
**Mission:** Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.

**SCHOOL SUMMARY**

Horizon Academy West (HAW) was originally approved to begin serving students in Kindergarten through 8th grade in the fall of 2003 under the management of Advanced Educational Programs (AEP), an Arizona-based company. As part of its initial charter, the school disassociated from AEP and decreased its grade levels to K-6.

In 2007, the school was renewed by the Public Education Commission (PEC) to operate an elementary school serving students from kindergarten through 6<sup>th</sup> grade. The school is presently authorized to serve 500 students. In 2013, HAW was again approved for renewal by the PEC. The material terms regarding enrollment and grade levels served remained unchanged.

**GOVERNING BODY PERFORMANCE**

The school has five members serving on its Governing Body. The following members are currently serving on Horizon Academy West's Governing Board:

Name	Role	Service Start Date
Carrie Rodriguez	President	August 2015
Alicia Chavez	Member	October 2016
Storm Gonzales	Member	July 2016
Cecilia Webb	Member	January 2016
Carlos Tenorio	Member	November 2015

The PED has received documentation that the four of the current five governing body members have completed their required training for FY2017. All other board members completed the required training hours in FY2016 and FY2015. The PED does not have training documentation for Carlos Tenorio, who has been on the board since 2015.

### **AMENDMENTS AND AMENDMENT REQUESTS**

The school submitted its renewal application on [date – to be completed by PED]. The school’s renewal application includes [number of amendment request(s) – to be completed by PED]. The request(s) seek the following: [summary of request(s) – to be completed by PED]. All amendment requests and actions are listed below.

Description	PEC Action	PEC Approval Date	Reason for denial
Grade level decrease from K-6 to K-5	Approved	3/13/15	N/A

### **SCHOOL’S MISSION AND MATERIAL TERMS**

The School’s mission statement is as follows:

*Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.*

Horizon Academy West’s contract lists the following student focused terms as material terms of the contract:

**Student – Focused Term(s).**

- Every student participates in a reading block at their reading level with small group instruction. Students are evaluated several times a year for a placement at their level. Between evaluations, teachers can identify students who are out-pacing their group or struggling and have students moved at the teachers' discretion to a group with a commensurate skill set. From 3rd to 6th grade all students participate in small group instruction for math, students move to a higher level as they become proficient at their initial placement.

- The use of technology and equipment is integrated into classroom strategies to improve levels of achievement of the Common Core standards and benchmarks, which includes technology literacy.

Offerings at Horizon Academy West are:

- The School has a four day school week which provides the required instructional hours during these days; students attend school four days a week.
- Horizon will provide an extended school year program. Additionally, except for the summer, 2013 because of the change of location of the school, the school will offer summer school to students of need.
- Horizon Academy West offers before school and after school programs that focus on homework help and brings community-based projects into the School. These programs will be offered as long as the grants funding the programs remain available.
- Many evening events take place in the gym, such as basketball games and tournaments, girl scouts, boy scouts, dances, as well as school sponsored science, math and art nights.

### **ACADEMIC PERFORMANCE**

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11]. The statute requires the governing body of a charter school rated D or F to 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 [§22-2E-4 (E) NMSA 1978].

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework [§22-8B-9.1 NMSA 1978].

In the New Mexico school grading system, elementary and middle school grades consist of 6 indicators and high schools consist of 8 indicators, resulting in an overall score for the final grade. Each indicator of a school's grade is assigned points. The points for each indicator are summed to assign a grade. The maximum number of points from all components added together is 100 for each school. The total number of points received by each school determines the school's overall grade. In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last three years. The analysis in this section will discuss the school's performance over time in each indicator in the letter grade report.

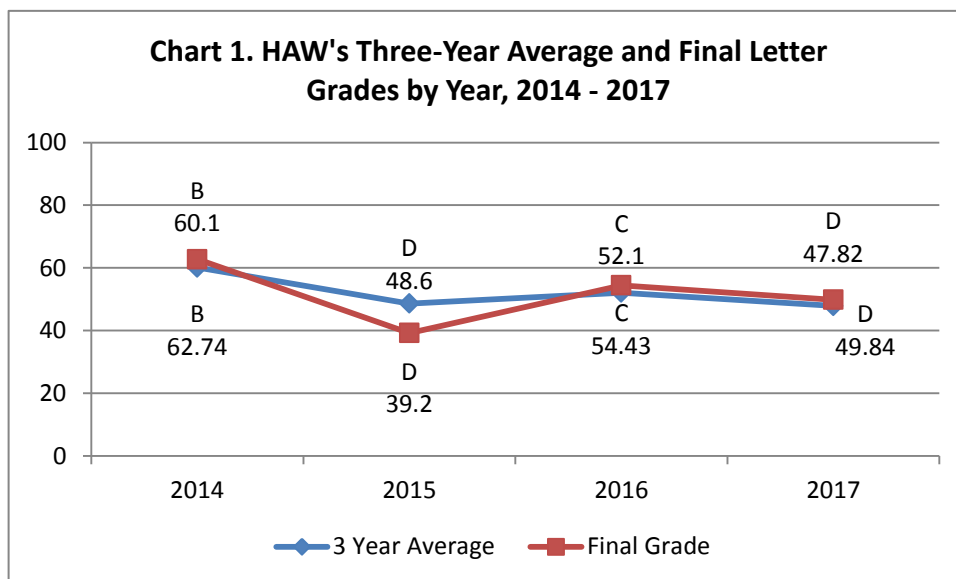
**HAW's 2017 School Grade.** On the 2017 School Grading Report Card, HAW earned a total of 49.84 of the total, including 5 bonus points. Overall, HAW earned a D grade, with F grades in current standing

and improvement of lowest-performing students. Ten percent of the total points factored into HAW's overall grade come from bonus points, not points earned on academic performance. The school earned a D grade in 2015, a C grade in 2016, and a D grade in 2017.

According to the 2017 School Grading Report, HAW ranks on the lower end on 4 of the 5 indicators when compared to 134 similar schools in the state (see p. 4 of the 2017 School Grading Report).

Chart 1, below, illustrates HAW's three-year average grade and its overall school grade from 2015 through 2017. The school has earned two Ds and a C in the last three years (red line), and its three-year average grades (blue line) demonstrate the school has not improved over time.

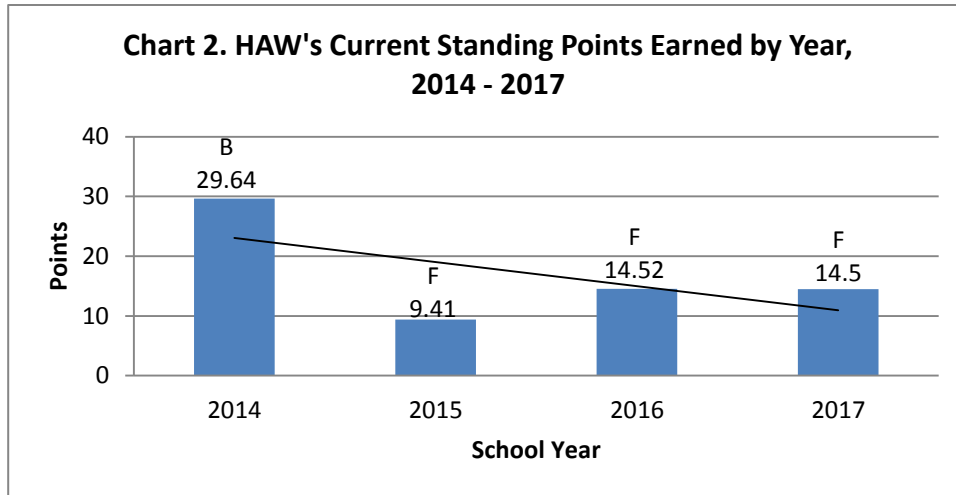
HAW's academic performance, as measured by the school grading report cards, demonstrates a trend of low academic proficiency in reading and math (students are not performing on grade level) and a lack of growth (students at this school are not improving as expected).



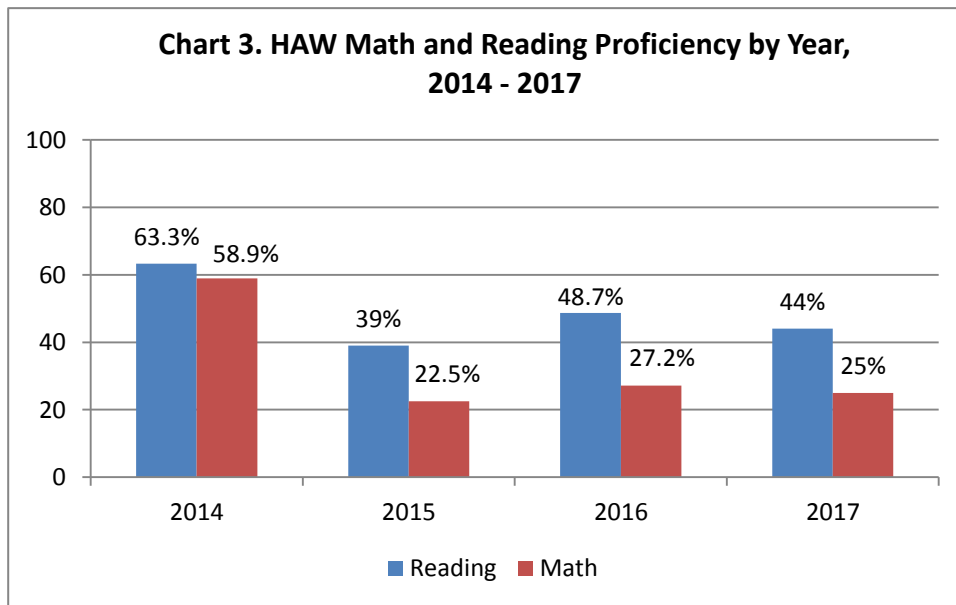
**Current Standing.** Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. Over the past 3 years the weighting between these two components has changed. In 2015, the comparative performance was most highly weighted. In 2016, the two components were equally weighted. In 2017, the grade level proficiency is most highly weighted.

The school earned 14.45 points out of 40 possible points in this category, behind the statewide average (established in 2012) of 21.3 points. With the exception of the 2013-14 school year, the school's ranking in this category has remained below the state's average throughout the school's contract term.

The school's low grade in Current Standing is primarily a result of one factor, the school's poor comparative growth of the school's students to their academic peers across the state.



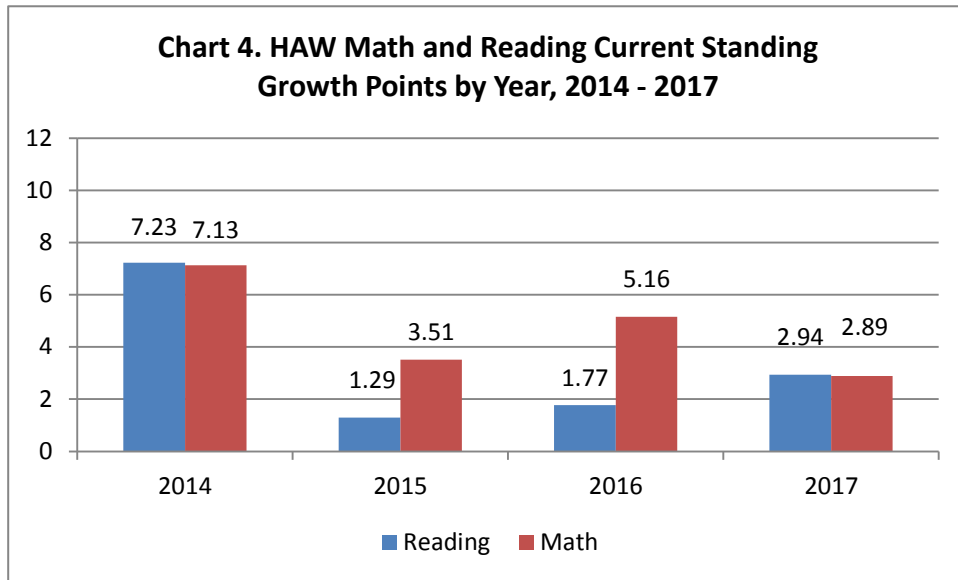
In 2017, the state reported 28.6% of students were proficient in reading and 19.7% of students were proficient in math. Yet, the school's 2017 report card indicates that 45% of HAW students were proficient in reading and 26% of HAW's students were proficient in math. In 2016, 49% of HAW's students were proficient in reading and 28% in math. Chart 3, below, illustrates the students' academic proficiency rates in reading and math.



As noted above, the school has proficiency rates that are higher than the state (and also the local district). Even with higher proficiency rates, the school earned a D in Current Standing. This is because current standing incorporates both proficiency and growth.

In 2017 the school could have earned up to 7.5 points for comparative growth of the school's students to their academic peers across the state in both math and in reading, for a total of 15 points in current standing that are based on growth measures. The school earned 2.94 points in reading and 2.89 points in math. These values are down in math from 2016, when the school could have earned 10 points in each but earned 5.16 points in math. The school has not made improvement in this element of current standing; the school's performance is well below expected.

It is important to note that if the school's students continue to have lower growth than similar students across the state, it is very likely that the school's proficiency rates will begin to decline. Overall the school's points earned in Current standing have declined since 2014.



**School Growth.** The school growth (Value-Added Modeling) compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 5, below, illustrates that HAW earned 4.40 points out of 10 possible points in the area of School Growth. This score is below the 5.8 statewide average points.

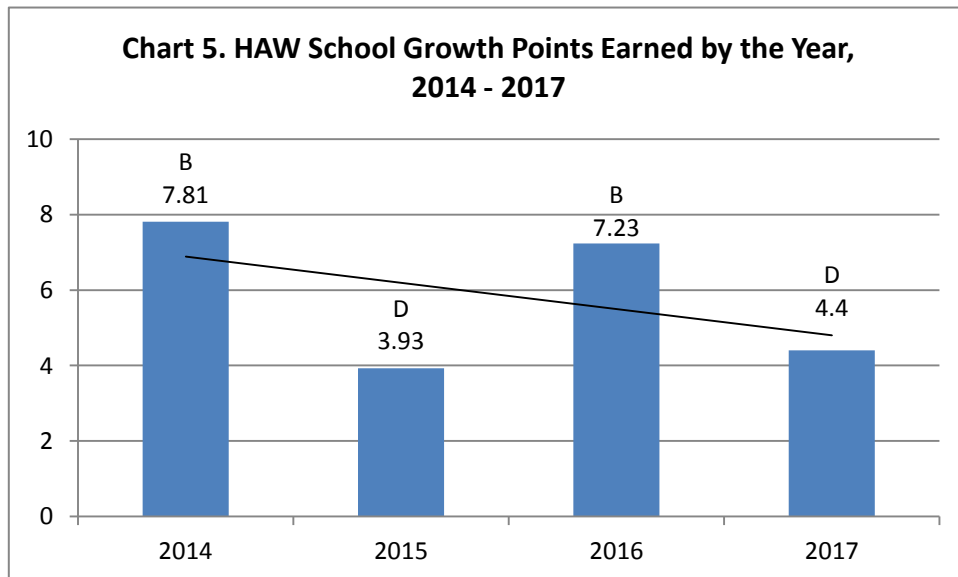
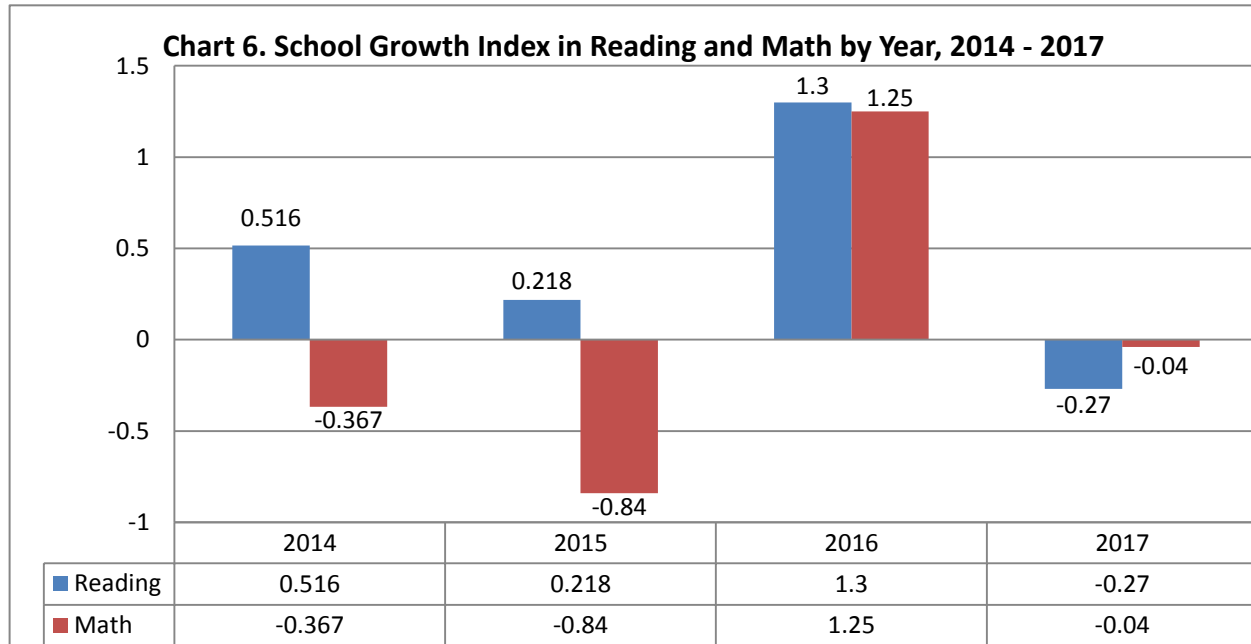


Chart 6, below, illustrates school growth in terms of a growth index in reading and math for 2014-2015, 2015-2016 and 2016-2017 school years. For two of the three years, HAW's growth in math was negative. In 2017, HAW earned a total of 4.4 points out of the 10 possible points for school growth (1.97 points for reading and 2.43 points for math, respectively). While the growth became positive in both math and reading (moving in the right direction) from 2015 to 2016, the growth for both math and reading was negative in 2017. HAW performed lower when compared to other schools with the *same* size, mobility, and prior student performance. The school's performance continues to be lower than expected.

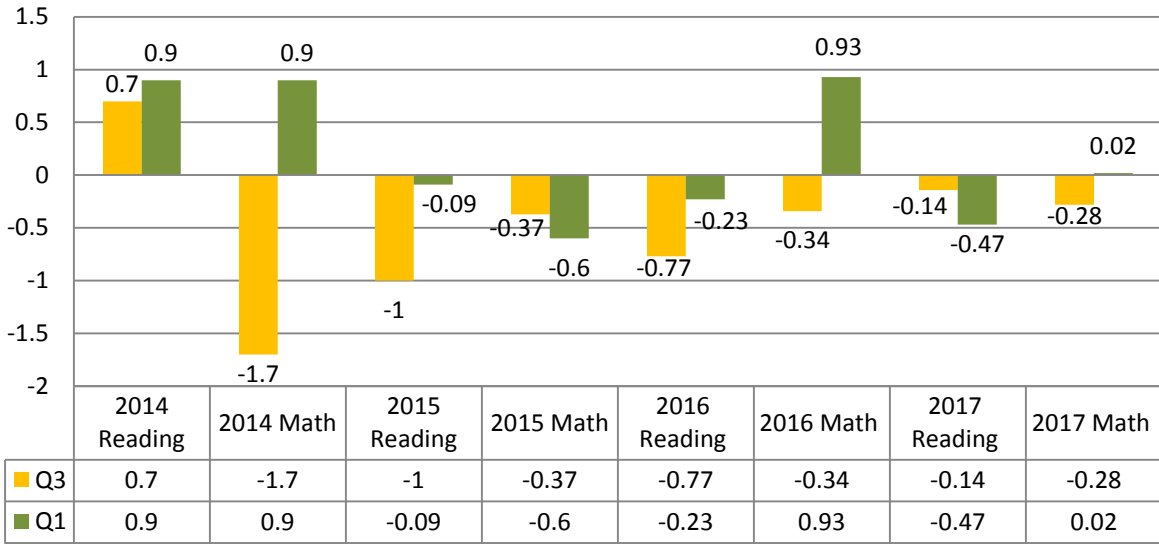


**Student Growth.** Student growth is measured in three indicators: school growth (discussed previously), growth of the highest-performing 75% of students (students in the first three quartiles, or Q3), and the growth of the lowest-performing 25% of students (students in the last quartile, or Q1). Each of these indicators evaluates the school's impact on the change in students' performance in comparison to their peers over time. Peers are identified based prior achievement and student mobility.

Chart 7, below, illustrates student growth for the higher-performing (Q3) students and the lowest-performing (Q1) students. The Value Added Scores (VAS) shows that Q1 and Q3 students performed below expectations in reading for each year of the school's term. The Value Added Scores (VAS) shows that Q1 and Q3 students performed below expectations in math for each year of the school's term except for the 2015- 2016 school year when Q1 students showed growth (0.93) in math and the 2014 school year when only the heist performing students performed worse than their peers in math.

The Value Added Scores shows that the school's students are losing ground when compared to their peers in both math and reading.

**Chart 7. Q1 and Q3 VAS for Reading and Math by Year, 2015 - 2017**

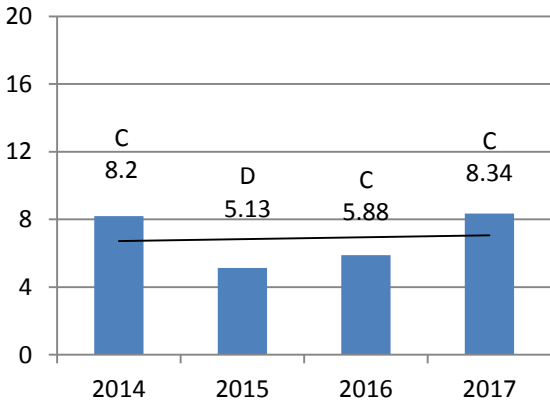


**Growth of Higher-performing (Q3) and Lowest-performing Student Groups (Q1).**

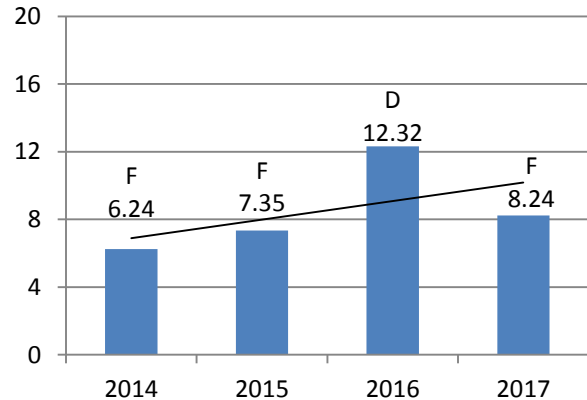
In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).

In 2015-2016, the school earned 5.88 out of 20 possible points in the Student Growth of Higher-Performing Students (Q3) category. Compared to average points (7.2) earned statewide in this category, the school underperformed by 1.32 points. In 2016-2017, the school earned a total of 8.34 points scoring higher than the statewide average by 1.14 points. See Chart 8, below. In 2015-2016 school year, the school earned 12.32 out of 20 possible points in the Student Growth of Lowest-Performing Students (Q1) category. Compared to the statewide average points (15.3) earned statewide in this category, the school underperformed by 2.98 points. In 2016-2017, the school earned a total of 8.24 points. See Chart 9, below. The school has scored below the statewide average of 15.3 during all years of its term.

**Chart 8. Student Growth of the Higher-Performing Students (Q3) by Year, 2014 - 2017**



**Chart 9. Student Growth of the Lowest Performing Students (Q3) by Year, 2014 - 2017**

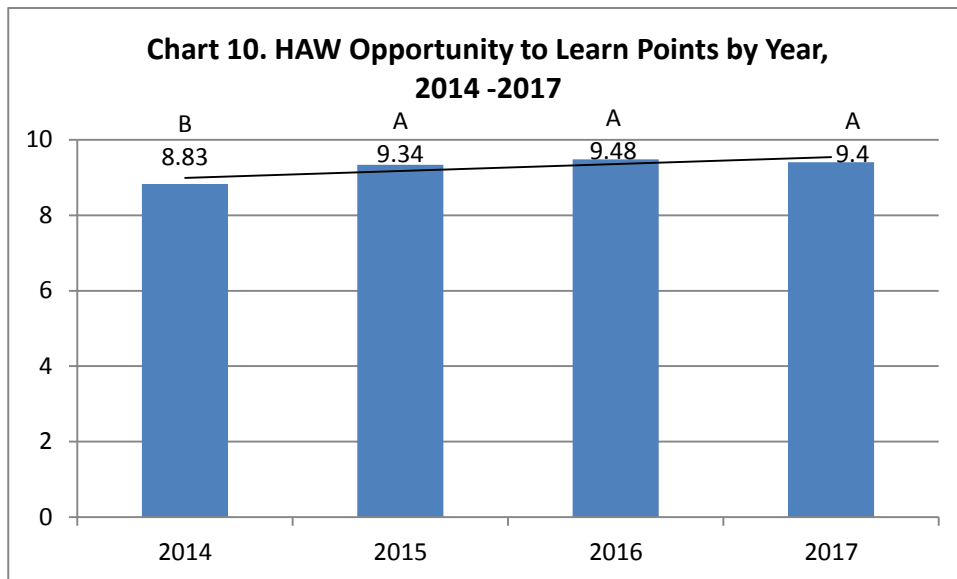




**Opportunity to Learn.** Opportunity to learn is a measure that evaluates the quality of the learning environment. This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). Elementary schools can earn 10 total points (5 for attendance, 5 for the survey). The target for attendance is 95%. Schools with average rates less than 95% are given partial credit, and schools with greater than 95% can earn more than the maximum allotted points.

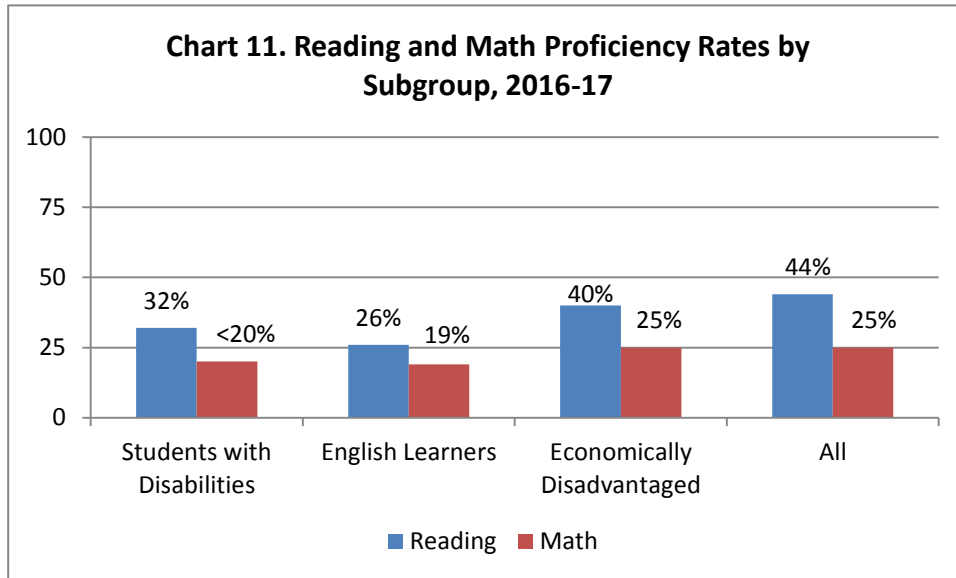
The parent and student surveys consist of 10 questions (scored on a scale of 0-5) about practices known to promote successful learning. The target score of 45 yields 100% of the five total points possible. Schools that average higher than 45 on the total score can earn slightly higher than five points.

The state's average attendance rate is 94%. In 2017 the school's attendance rate was 96% and as a result of this rate, the school earned 5.07 out of 5 points possible for attendance. The school earned an average of 39.02 out of the 45 points possible for the surveys and 4.34 points out of 5 for the student surveys. The school earned a total of 9.41 points in the Opportunity to Learn indicator, surpassing the statewide average of 7.5 points. See Chart 10, below.



**Achievement Gaps in Proficiency and Growth between Student Subgroups.** According to reading and math proficiency data available on the 2017 School Grading Report Card, the English Learner subgroup scored lower in both reading and math as compared to the other groups.

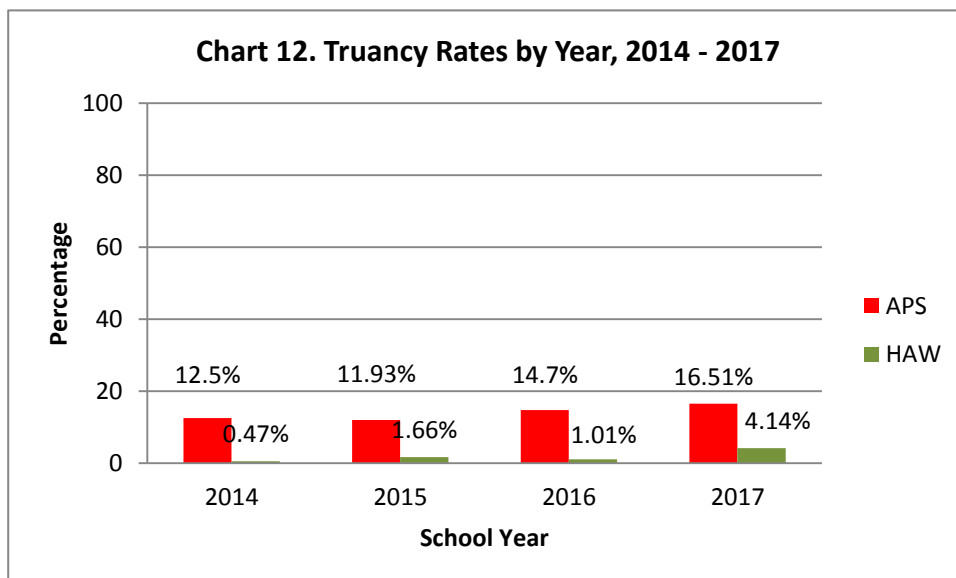
See Chart 11, below, for an illustration of HAW reading and math proficiency rates by subgroups for 2016-17.



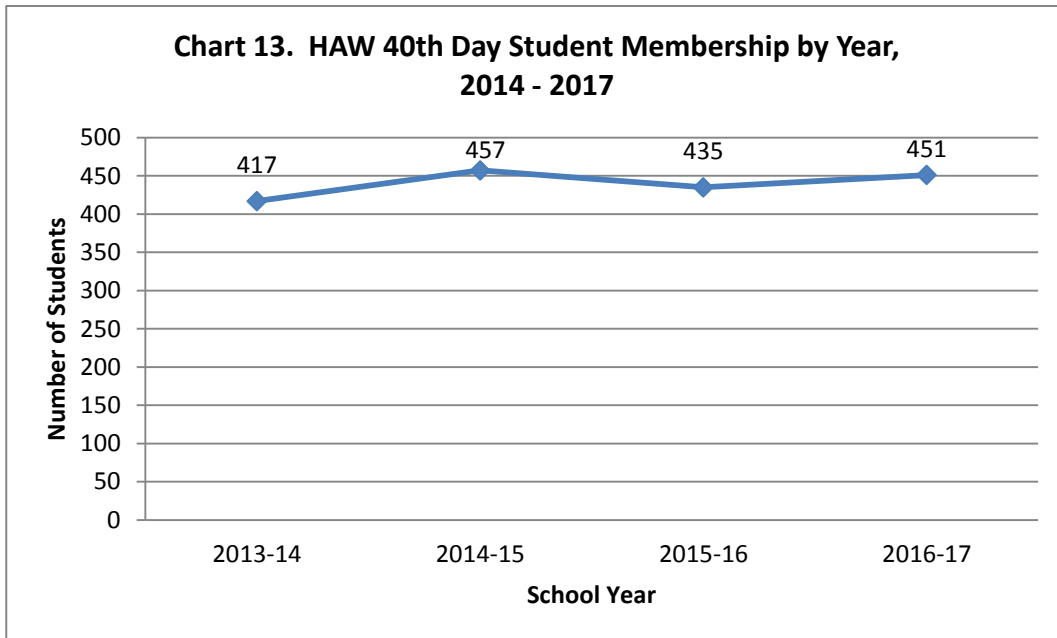
**STUDENT ATTENDANCE AND ENROLLMENT**

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

**Habitual Truancy.** The table below reflects the school’s habitual truancy rate compared to Albuquerque Public School (APS)’s truancy rate. The school’s habitual truancy rate for the SY17 school year was slightly over 4%. HAW has maintained a low truancy rate during all the years of its current term and has a much lower rate than the local school district.

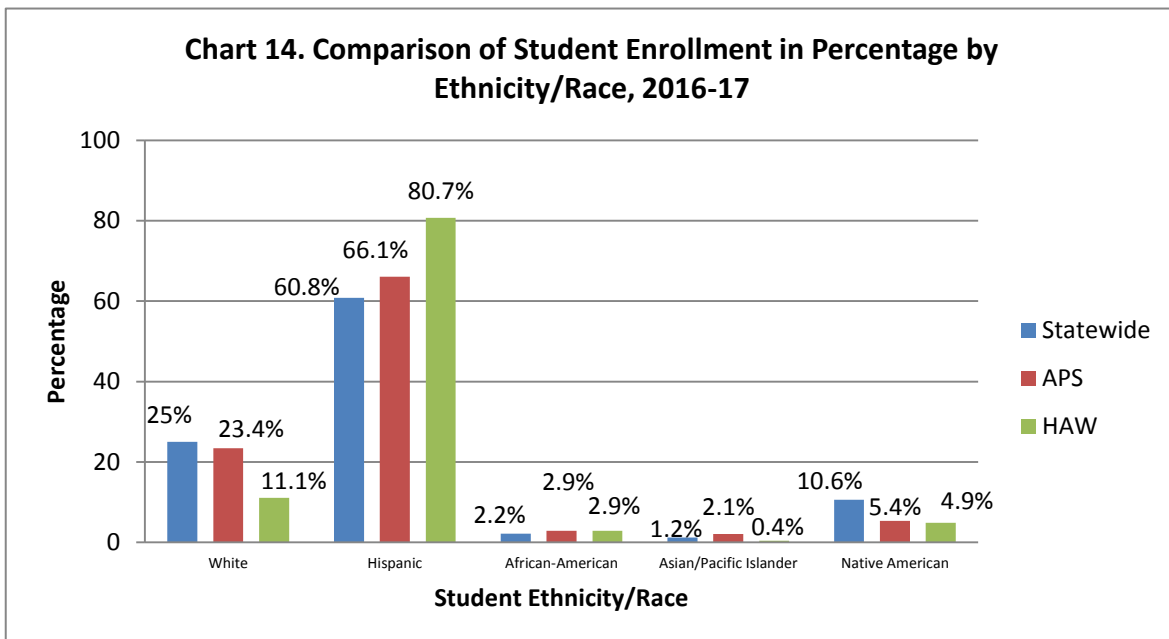


**Student Membership (Enrollment).** The chart below (Chart 13) demonstrates the 40<sup>th</sup> day membership for each of the years in operation. The school’s enrollment decreased by 22 students from 2014-15 to the 2015-16 school years; the school’s enrollment increased from 2015-16 to 2016-17 by 16 students. The school was 49 students short of its enrollment cap of 500 on the 40<sup>th</sup> day report for the 2016-17 school year.

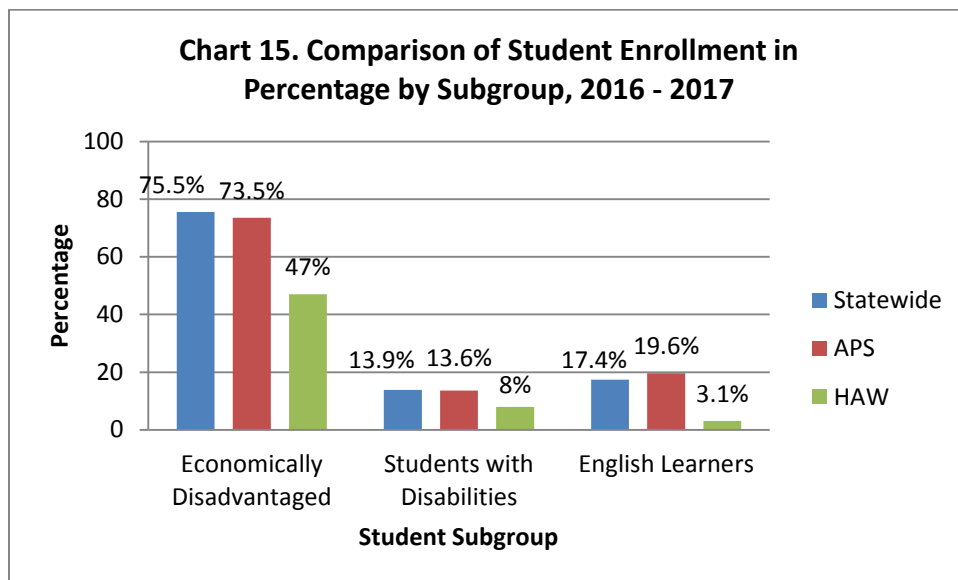


Note: Chart 13 may be updated with 2017-2018 data later this fall after the 40<sup>th</sup> day student membership data submitted through the Student Teacher Accountability Reporting System (STARS) is certified. The 40<sup>th</sup> day reporting window occurs annually from mid to late October.

**Enrollment by Race/Ethnicity.** HAW student demographic data illustrates that it serves a much higher Hispanic population when compared to the state (by 20%) and surrounding district (by 15%). The discrepancies in the subgroup enrollment at this school are significant, as the school has a greater than 10% difference in the school’s White and Hispanic populations as compared to the local district and statewide percentages.



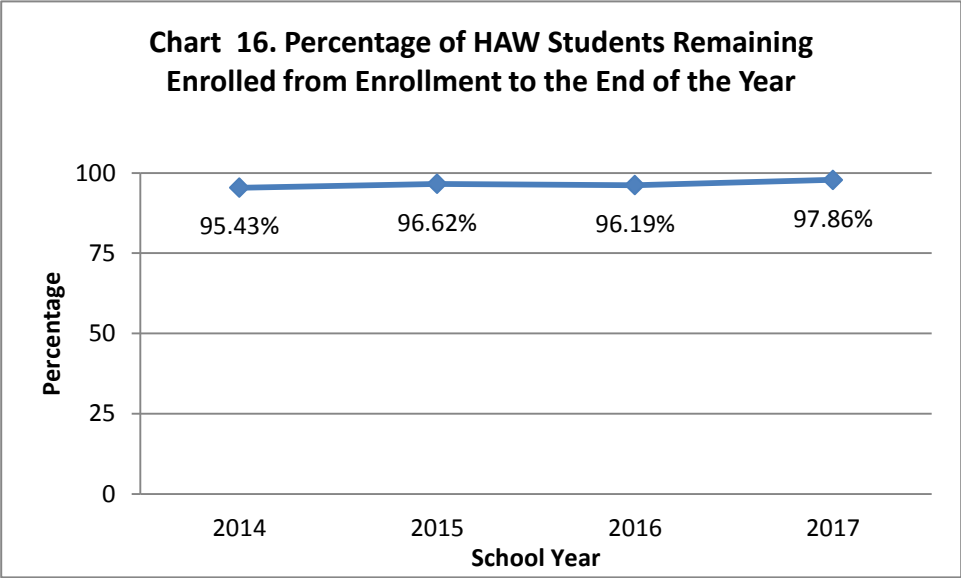
**Enrollment by Subgroup.** The school serves a much lower population of English Learners and economically disadvantaged students compared to the local district and statewide figures (See Chart 15). HAW also serves a lower percentage of students with disabilities as compared to the local district and statewide percentages of these subgroups. At the time of this writing, the PED has noted non-compliance related to protecting the rights of its English Learners in its FY2017 Performance Framework. The PED team reviewed 30 student cumulative files during an onsite monitoring visit to the school. Team members noted that the required Home Language Survey (HLS) was not in every student file. The team also observed five student files in which the HLS indicated a language spoken in the home other than or in addition to English. However, these five files did not contain the required language screener results (W-APT) or other English language proficiency assessment scores. The school must address how it will comply with 6.29.5.11 NMAC to properly identify, screen/test and effectively instruct and monitor the academic and language learning progress for all students who may be English Learners.



**Retention and Recurring Enrollment.** In its Performance Frameworks, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

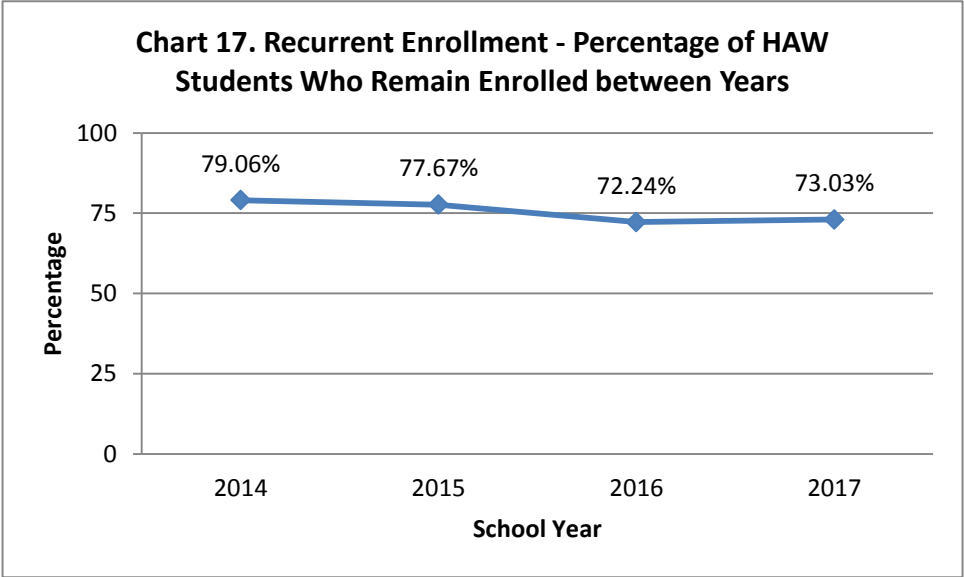
Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

Chart 16, below, demonstrates the percentage of HAW students who withdraw before the end of the school year for each of the years in operation. During the years of the school’s current term, the school has had a 1.87% decrease in students who withdraw during the current academic years. The trend line data illustrates that the school experienced a low percent of students withdrawing within a given school year.



To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

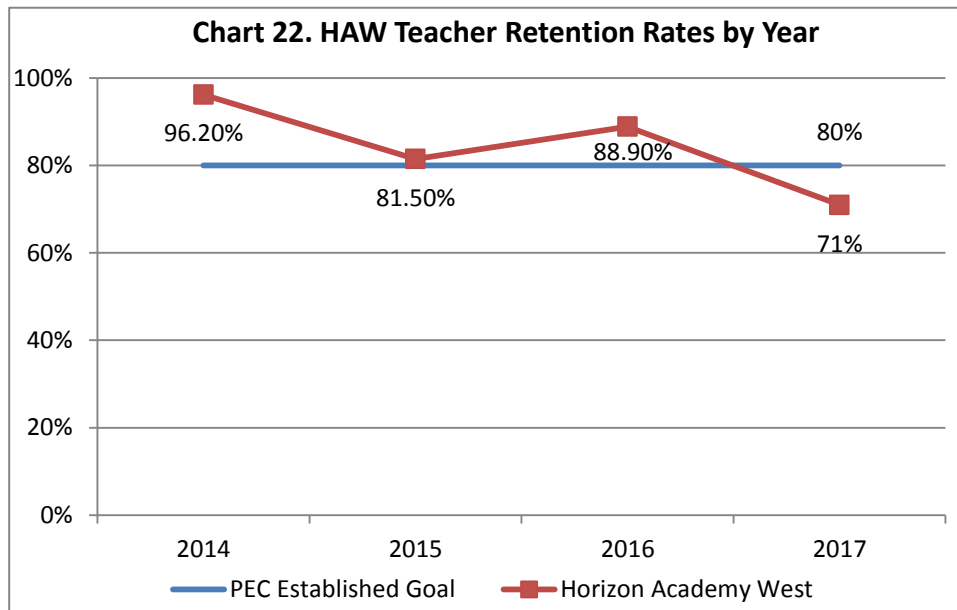
Student enrollment data for HAW indicates that 77.67% of the students who completed the year in 2013-14 returned to HAW in 2014-15. HAW student enrollment data demonstrates that 72.24% of the students who completed the year in 2014-15 returned to HAW in 2015-16. Student enrollment data demonstrates that 73.03% of the students who completed the year in 2015-16 returned to HAW in 2016-17. See Chart 17, below.



According to the data, HAW has experienced a 6.03 percentage point decrease in student retention during the term of its contract. Moreover, the school failed to meet the PEC’s target of 85% by nearly 12%.

**Teacher Retention Rate.** The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance contract. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

Chart 18, below, demonstrates the school’s teacher retention rate over the last three school years.



HAW met the PEC’s teacher retention goal in three of the last four years. The school’s teacher retention rate was 96.20% between 2013 and 2014, it was 81.5% between 2014 and 2015, and 88.9% between 2015 and 2016. However, between the 2016 and 2017 school years, HAW’s teacher retention rate dropped to 71% - lower than the PEC’s 80% goal.

### AUDIT PERFORMANCE

**In FY2016,** Horizon Academy West was cited with one compliance finding related to a collateral requirement. According to the auditor, the school’s bank balance was under-collateralized by \$62,056. Section 6-10-17 NMSA 1978 requires pledged collateral for deposits in banks, savings and loan associations, or credit unions, in an aggregate amount equal to one-half of the amount of public money in each account. The school budgeted to spend SB-9 funds throughout the year, but funds were not approved prior to year-end, causing the bank balance to exceed the amount of pledge collateral. Thus, the school is not compliant with state statute. The auditor has recommended that the pledged collateral agreement be reviewed on a monthly basis to ensure that bank balances are properly collateralized.

*Please note: the previous that the FY2014 finding (repeated) related to violation of the New Mexico Anti-Donation Clause was a matter settled between the PED and school after the school brought a lawsuit.*

In **FY2015**, the school was cited with **three findings** related to disposition of property, procurement code, and excess of expenditures over budget and **two repeat findings from FY 2014** for payroll transactions and violation of the New Mexico Anti-Donation Clause.

- **FY2015 – Disposition of Property (Non-compliance with New Mexico State Audit Rule):** During FY2015, the school disposed of a server and a firewall which cost \$1,300 and \$2,650, respectively. A letter was not sent to the New Mexico Office of State Auditor to inform them of the intent to dispose the equipment as required per 2.2.2.10(T)(3) NMAC. The school did not follow applicable requirements when disposing of capital assets and this is not in compliance with 2.2.2.10(T)(3) NMAC. The auditor recommended internal controls be established to ensure that capital asset disposals follow all required regulations.
- **FY2015 – Procurement Code (Non-compliance with New Mexico State Audit Rule):** The auditor noted through its procurement testing, that the school did not go out for bid for one vendor who provided information technology (IT) services. During FY2015, the school paid this vendor \$64,098. Since the school did not follow state purchasing rules, 6.20.2.17 NMAC, and did not set an invitation for an open bid process as required by procurement law, 12-1-21 NMSA, the school violated procurement guidelines and a result could be overpaying for services and goods.
- **FY2015 – Excess of Expenditures over Budget (Non-compliance with New Mexico State Audit Rule):** The school has an expenditure function in which actual expenditures exceeded budgetary authority by \$93 due to the fact the budgetary controls were not in place to adequately monitor and regularly compare budget to actual results. As a result, measures were not taken to avoid or minimize the amount that actual expenditures exceeded the approved budget for this fund. Per 6.20.2.9(A) NMAC, budgetary control shall be at the function level and over-expenditure of a function shall not be allowed. The auditor recommended that controls be implemented to ensure budgeted amounts are compared to actuals on a regular basis and the budget effectively utilized for controlling expenses and managing cash flow.
- **FY2014 – Payroll Transactions (Non-compliance with New Mexico State Audit Rule):** During testing of a sample of 25 payroll transactions, the auditor noted that three employees whose background checks were not on file. The auditor found that the school was not in compliance with 6.20.2.18 NMAC in regards to maintaining employee records and documentation and cited the cause of non-compliance as the school not having internal controls in place to ensure required documentation is obtained and maintained for all employees.
- **FY2014 – Violation of the New Mexico Anti-Donation Clause (Non-compliance, other matters):** The school has entered into a Pledge and Covenant Agreement with a third-party lender to secure debt of a legally separate entity, The Horizon Academy Foundation. Pursuant to Article IX, Section 14 of the New Mexico Constitution (Anti-Donation Clause), neither the state nor any county, school district, or municipality shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or private corporation. The school was unaware that the securitization of debt was a violation of state statutes and did not seek approval by the PED to ensure compliance with state law. The school is violation of state statute and a result, the debt could be considered invalid.

In **FY2014**, the school was cited with **five findings** related to: payroll transactions, timely deposits, internal control structure, budget adjustment requests, and violation of the New Mexico Anti-Donation Clause.

- **FY2014 – Payroll Transactions (Non-compliance with New Mexico State Audit Rule):** During testing of a sample of 25 payroll transactions, the auditor noted that three employees whose background checks were not on file. The auditor found that the school was not in compliance

with 6.20.2.18 NMAC in regards to maintaining employee records and documentation and cited the cause of non-compliance as the school not having internal controls in place to ensure required documentation is obtained and maintained for all employees.

- **FY2014 – Timely Deposits (Non-compliance in accordance with the New Mexico State Audit Rule):** During the testing over cash receipts, the auditor noted one deposit totaling \$980 made up of several checks and cash collected on August 20, 2013 but not deposited until September 10, 2013. Per 6.20.2.14(C) NMAC, money received and receipted must be deposited within 24 hours or one banking day. As such, the school was not in compliance with the state’s cash deposit regulations.
- **FY2014 – Internal Control Structure (Noncompliance in Accordance with New Mexico State Audit Rule):** During the testing of a sample of 25 disbursements, the auditors noted charges on account and four travel expenditures that violated generally accepted accounting principles (GAAP) since purchase orders were not created and approved, there were four instances where goods and/or services were received and invoiced prior to creation and approval of a purchase order. The school did not follow internal purchasing policies and procedures. The school lacks sufficient internal controls as required per 6.20.11(A) to safeguard against loss from unauthorized use or disposition of assets. Reimbursements could be made without proper approval and expenditures could be reported inaccurately or misclassified in the improper fund and this could result in funds being overspent and balances misstated.
- **FY2014 – Budget Adjustment Requests (Noncompliance in Accordance with the New Mexico State Audit Rule):** Two of the three budget adjustment requests (BARs) reviews were not included in the Governing Council meeting minutes as having been discussed and approved prior to obtaining PED approval. When BARs are not first discussed with the Governing Council, it is prevented from having accurate information regarding the budget to make decisions. The school is not in compliance with its policies and procedures and the Governing Council’s minutes were not complete since they do not all items discussed and approved.
- **FY2014 – Violation of the New Mexico Anti-Donation Clause (Non-compliance, other matters):** The school has entered into a Pledge and Covenant Agreement with a third-party lender to secure debt of a legally separate entity, The Horizon Academy Foundation. Pursuant to Article IX, Section 14 of the New Mexico Constitution (Anti-Donation Clause), neither the state nor any county, school district, or municipality shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or private corporation. The school was unaware that the securitization of debt was a violation of state statues and did not seek approval by the PED to ensure compliance with state law. The school is violation of state statue and a result, the debt could be considered invalid.
  - The Management response disputes the finding on the grounds that it violates the Generally Accepted Government Auditing Standards (GAGAS) and the Code of Conduct for the American Institute of CPAs (AICPA). The Auditor’s rebuttal affirms its initial determination that the school violated the Anti-Donation Clause based on the “plain” language in the Pledge and Covenant Agreement into by the school and the bank and further states that the timing of the communicate of the finding was not a violation of GAGAS.



## ORGANIZATIONAL PERFORMANCE

Please note: the analysis of the school's organizational performance on **the FY2017** Performance Framework will be updated after final reporting from the school is submitted by September 1, 2017.

In the **FY2016** Performance Framework, the school's organizational performance was rated below meets in two (2) areas.

1. **PED rated indicator III-A.03 of the Educational Plan** "Does Not Meet Standard" because the site visit indicates that IEPs were overdue, the IEP lacked parent signatures, and because the school did not provide the requested plan to come into compliance with overdue IEPs.
2. **PED rated indicator V-A.01 of the Educational Plan** "Does Not Meet Standards" because the school did not provide an annual written performance evaluation as is required, did not show that it had conducted the board mandated HOUSSE-P evaluation, and because the school did not provide evidence that it did hold management accountable in FY16.

**School Specific Requirements.** The School's Performance Framework does not include any following school specific requirements as conditions of renewal.