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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

Estancia Valley Classical Academy

CSD RECOMMENDATION

CSD recommends 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 A.

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

- Corrective action requirements including requirements that the school regularly report on the corrective actions described in renewal report responses, work directly with PSFA to verify compliance with facility requirements, provide evidence of corrections based on audit findings, and provide CSD with documentation of compliance verification.
- The school's performance framework include specific academic goals related to:
 - Graduation Rate
 - Growth of Lowest Performing Students (Q1)
- The school's performance framework include specific organizational goals related to:
 - Audit Findings

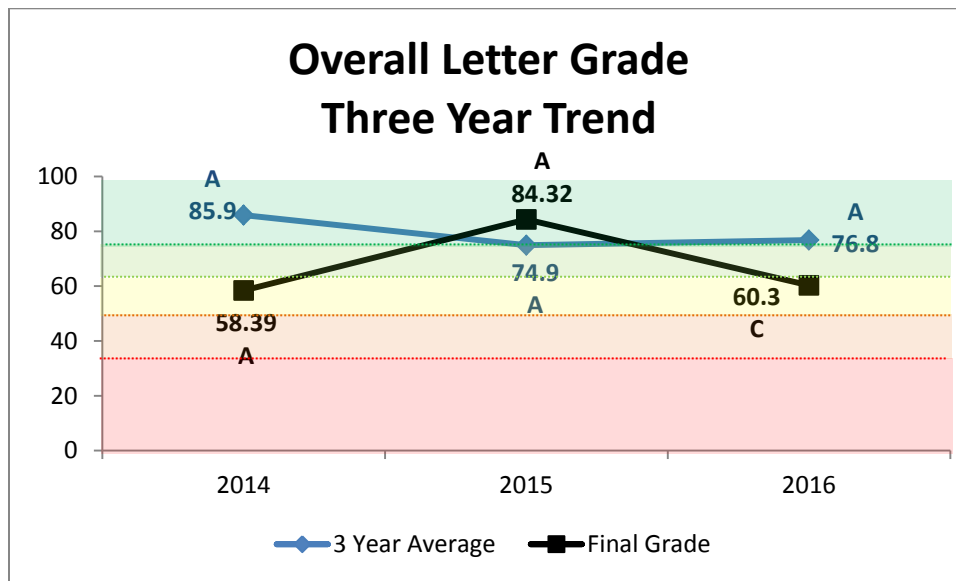
In addition, because the school has demonstrated an acceptable level of academic performance through letter grade performance, CSD recommends the approval of the amendment request to increase the school's enrollment cap from 575 to 780.

SCHOOL SUMMARY

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

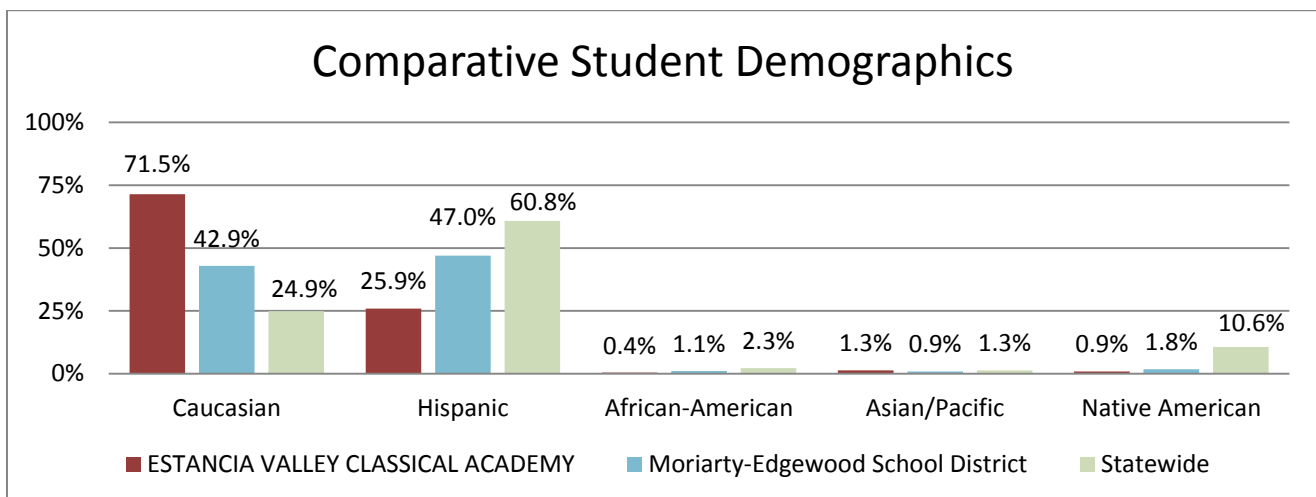
The school submitted its renewal application in a timely manner. The school's renewal application includes one amendment request. This request seeks to increase the school's enrollment cap.

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

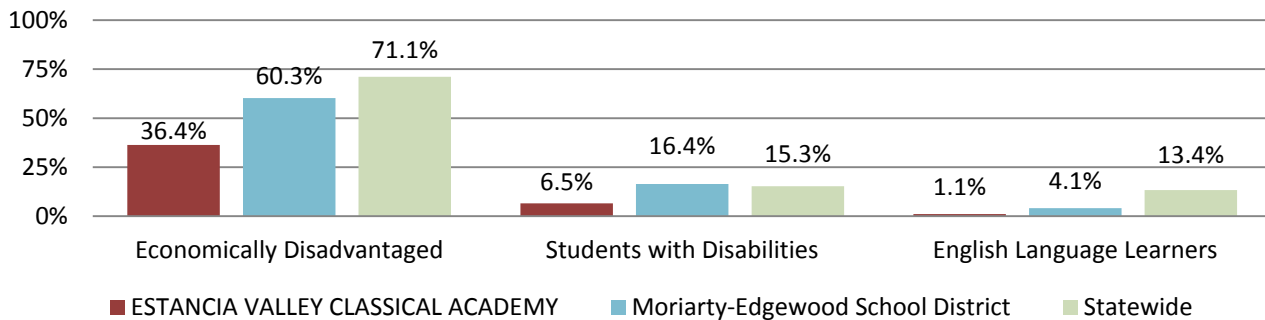


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

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

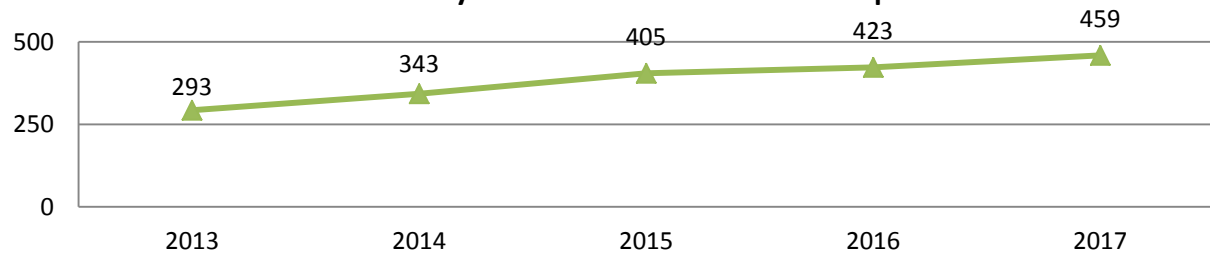


Comparative Student Subgroup Enrollment



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

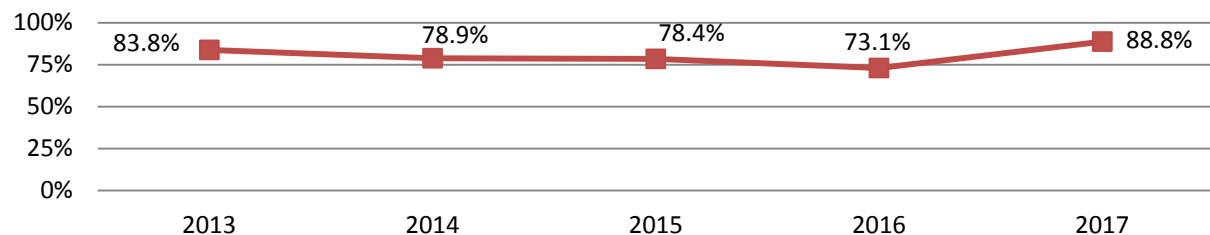
40 Day Student Membership



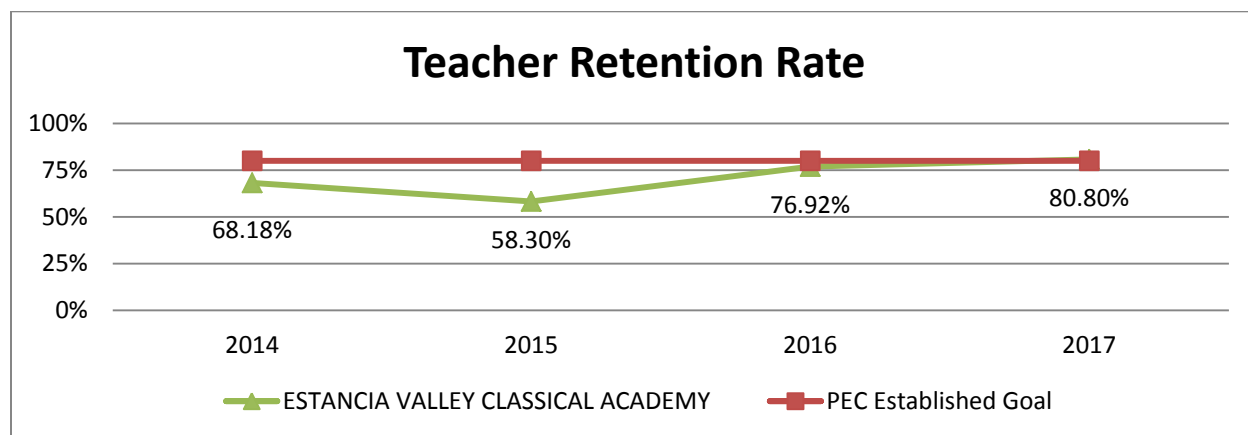
The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at school 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). This does not count graduates (WG) as part of the attrition. CSD believe this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have remained steady at between 70% and 80%. The current year retention is higher than 2016, but cannot be compared to prior years as it does not account for attrition or additional retained enrollments through the year.

Student Retention Rates

(100% - (Number of Withdrawal Codes / Number of Enrollment Codes))



The table below demonstrates teacher retention for the second through fifth years of the charter. Annually, the school's teacher retention rate has fluctuated. The current year retention rate is the highest, at 80.8 %, which meets the PEC's established goal.



School Response

We believe that our initial lower retention rates were merely due to normal factors involved in the founding of a new school, and is not of long-term concern. The teacher retention rates have stabilized and are now well above the PEC established goal for this metric (80%)

The school also submitted various narrative revisions to the teacher retention rate to indicate favorable retention from year to year.

Unfortunately, the school provided no evidence to support or justify these revisions. *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.*

The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by 100% of the school's current employees and 88% 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, PED interviewed 16 students. The students felt the education at the school is much better than other schools and thought their program was more rigorous and challenging. Students like the discussion, the rigor, the small class setting, and the focus on thinking critically and logically. Students liked the small class because it provides a better sense of community. Students think that other students act "in a better way" at the current school because of the dress code and the higher expectations. Students routinely noted that the school teaches to those ready and willing to learn and explained there is increased attrition as grades increase. This leaves students who are dedicated to the program. Most students had previously been either privately schooled or home schooled. If school was no longer present they would likely return to these programs. Some students expressed the feeling that their parents do not have much confidence in traditional public schools. Students expressed concern that the school doesn't prepare for college that well because they have no college counselor. Some students expressed concern that school is overly regimented and conservative. Some students

expressed concern that school supports Christian principles and focuses on the western Judeo Christian tradition. However, when asked to explain further various students indicated the school discusses western traditions and history rather than Christian principles. Students discussed that they were not sure if teachers were espousing Christian, western, or conservative principles or rather if they were challenging the students perspectives. Students noted that the teachers often want to spur the students to debate, argue and discuss. Students expressed concern over the funding of the school. Students indicated that the teachers and administration appear “to be really thin”. Each student expressed concern over the dress code. Students felt the dress code was arbitrarily enforced. Students described communication with the school that included word of mouth, paper advertisements, “the lantern” an apparent school newsletter, robo calls and flag ceremony announcements.

During family interviews parents expressed that they feel this school pulls out from every student their inner strength to be who they want to be; the attitude of the school is that “you can do it.” Parents like that teachers are conscientious about what they teach. They like the sheltering bubble that the school provides so that students do not experience everything they might be experiencing in a regular public school. If this school were not available, most parents advised they would send students to home school, private school or even out of state. Parents support the continued operation of the school because the education model is night and day compared to a traditional public school. Parents described the mission of the school to achieve the highest scores and academics, to bring back old fashioned values, character, responsibility, and values and to model a classical education on the good and moral, founding fathers. Parents noted that the program focuses on the constitution, reading actual primary documents, using the Socratic method and providing a rigorous education through the classical model and to focus on training a virtuous person to be part of society. Parents described communications with the school such as Emails, phone calls, newsletters, weekly correspondence, and parent teacher conferences. However, primarily the parents communicate with the teachers. The parents noted that communication is less at the 7-12th level and that not all Governing body matters are communicated. Parents participate in a special events committee, choir, tutoring, many volunteer activities, PE activities, founding meeting, Advisory school council (ASC). There was a suggestion from the ASC last year for a parent liaison that was not acted upon. The ASC is comprised of a business person, GC member, director, staff member. The best parent turn out has been about ten parents but regularly about two or three. Parents expressed concern that difficult children do not seem to fit into program and are helped to fit into school model. Parents feel that there are students who should have IEPs and it is not being done; they expressed concern that there are only two special education teachers. The parents expressed concern that current director isn’t much of a people person and seems more businesslike. The parents also expressed concern at the quality of specific teachers at the grades 7-12 level. Parents feel the school could improve the special education program. Parents also worry that the original spirit of the school has changed.

During staff interviews PED learned that teachers choose to teach at school because of values of program and rigor of classical education in the curriculum. Teachers would choose to teach at another Hillsdale classical program, or another classical program, or another charter if school was not available. Teachers described the mission of the school as being rigorous and focusing on self-governance, and developing character and good citizenry. The school communicates via staff meetings, emails, newsletters, and governing body meetings. Teachers like the community aspect of the school and the respect amongst students. Teachers liked that the school generally tries to do what is best for kids. Teachers expressed concern over staffing levels and would like more staffing. Teachers also expressed concern over insufficient planning time and high workloads. Teachers indicated many staff are doing double duty. Teachers received Hillsdale training, staff meetings and RTI training, Singapore math reading. School also has an active mentorship program and there is additional training provided to the mentees.

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

ESTANCIA VALLEY CLASSICAL ACADEMY 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. CSD's observations demonstrate the school is implementing most of the educational program set forth in the school's charter. However, the school does not appear to be implementing with fidelity terms related to modern languages and the instructional hours for grades 7-12.

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

Mission Statement for the Estancia Valley Classical Academy

To preserve our Nation's founding principles, Estancia Valley Classical Academy seeks to furnish willing students a rigorous education in the humanities, the sciences, and the arts with such instruction in the virtues as will best develop the mind and character of its pupils.

Education in the humanities includes literature, languages, history, government, geography, and the first principles of philosophy. The sciences include the physical and biological sciences and mathematics, and the arts include both the visual arts and music.

Instruction in the virtues refers to models, stories, discussions and an overall school culture that will familiarize students with classical virtues and encourage them to master habits of character such as honesty and discipline that are conducive to an excellent life.

The phrase "our Nation's founding principles" refers to a certain understanding about nature, rights, and government that is expressed in the *Declaration of Independence* and is fundamental to the frame of government outlined in the United State Constitution. Some of the most essential of these principles are: Liberty, Equality, and Natural Rights.

The school will do so by defining a standard of behavior for all stakeholders in the school — governing council, faculty, volunteer and student. This will be done in part promoting the Eight Pillars of Character (*citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility*) and four classical virtues (*temperance, courage, justice, prudence*). We will define a standard of appearance for faculty and students in order to promote a climate of high expectation and professionalism, and to remove barriers to student learning.

To achieve our mission, EVCA teachers will employ the following methods:

- The Socratic Method — the use of direct, intentional questions to guide students' understanding of problems and their solutions — will undergird the curriculum in all classes beginning in kindergarten.

- Use of Primary Source documents in History. Primary Source documents—diaries, letters, drawings, and memoirs created by those who participated-in or witnessed events— will bring history to life and equip students with essential insight, and research and analytical skills. Students in every grade will learn a true account of the times through the eyes and words of those who experienced such events and helped shape history.
- Teaching and Coaching in the classical virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-command and self-sacrifice found in classical literature and history. As an example, children would learn about the virtue of “perseverance” by listening to the poem, Try, Try Again, or after reading Rev. Martin Luther King, Jr.’s landmark speech, I Have a Dream.
- Integrating a Standard of Excellence represented in the Eight Pillars of Character (citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility). These will be displayed in EVCA’s halls and classrooms as the guiding principles of behavior for the school community.
- Utilizing the resources in New Mexico, especially those relating to the sciences, for the benefit of students at all grade levels. Resources include state exhibits and museums, subject matter experts, and organizations such as the national laboratories, Department of Defense Laboratories and the Trinity Site.
- Teaching of Study Skills — such as time management, organizing, memory techniques, note-taking, outlining, and research — will be emphasized throughout the school and integrated throughout the curriculum to equip students for higher learning
- Studying Latin in the kindergarten through 6th grade, and offering Latin as an elective in the higher grades to will afford students a critical knowledge of English Grammar and a basis for studying other foreign languages, while bolstering performance in subjects across the board.
- Using Student Data Notebooks — based upon classroom performance and data collected from the NWEA short-cycle assessment program — will help students track their academic progress and review data with their teachers and parents. Academic progress of students in K- 8 will be monitored through frequent communication with parents.

Additional methods EVCA teachers will use in the high school grades include:

- Expanding the teaching of literature using the Socratic Method, started in the elementary and mid-school years into the high-school years. Students will read classics and great books such as Homer’s Odyssey, John Milton’s Paradise Lost, Charles Dickens’s A Tale of Two Cities, and Fyodor Dostoevsky’s Crime and Punishment. The reading of such rich and important works that have shaped culture and history will enrich the mind and inspire students to learn.
- A rigorous civics curriculum that will emphasize America’s founding principles, including inalienable rights, American Constitutionalism and the free market system.
- Four classical virtues — temperance, fortitude, justice, prudence— will be introduced to extend the standard of excellence represented in the Eight Pillars of Character.
- A Senior Thesis— an in-depth inquiry into a question or topic that represents the culmination of the student’s academic experience at EVCA. The process of researching and completing the thesis hones students’ ability to conduct research, to analyze and synthesize information, and to communicate effectively about what they have learned.

The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music. The Core Knowledge Sequence will be supplemented with the Riggs Institute method — The Writing & Spelling Road to Reading & Thinking — Singapore Math and The Full Option Science System (FOSS).

...

In the high school, EVCA students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with but exceeding the state and district model content standards, for all subject areas. The curriculum will be developed so that the content

and skills to be taught in each course is clearly articulated; goals and priorities are delineated. Grades will be tied to precise benchmarks and tell exactly what students know and can do. The benchmarks will thus drive the assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics.

...

Foreign languages will be an important part of EVCA's curriculum. Both Latin and modern languages will be taught. Latin will be taught in grades K-6 and then offered as an elective in the middle and high schools. Learning Latin affords students a critical knowledge of English grammar and a basis for studying other foreign languages. Since over half of English words derive from Latin, students will considerably improve their English vocabulary and "word sense." Words used in everyday English have long histories. Knowing those histories, which may involve multiple languages, equips students with a greater command over those words. Intensive study of the grammar of our languages will instruct students in how to order those words into clear sentences and basic units of thought, and move into more complex sentences expressing more complex thoughts. Further, the frequent occurrences of Latin in the English language (*per diem*, *quid pro quo*, *ante bellum*, e.g., i.e., *status quo*, *et cetera*) will be clearly understood by graduates of our program. Finally, students in the high school will be able to read ancient works written in Latin that are the foundation of our literary, historical, and political tradition.

Modern languages will be taught as electives in the high school. Studying modern languages will solidify students' knowledge of their own language, enable them to gain insight into different cultures, afford the opportunity of reading the rich literature of other nations, and prepare young people to communicate in a complex world and participate in the global economy. The language requirements of EVCA will meet or exceed New Mexico state standards and be in line with college expectations.

1. Length of School Day and School Year:

- State the proposed length of the school day, including the number of instructional hours.

For grades K-6, the school day will begin at 8:15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week.

For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week.

The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1226 instructional hours for grades 7-12.

- Describe how the proposed length of the school day and school year support the Educational plan.

The elementary students at EVCA will complete 147.5 hours more per year than the state requires, and the mid and high school students will complete 146 more hours than the state requires. In the elementary program, the longer school day gives students chances to not only cover more instruction within the day but also to go deeper into each subject taught. The school day for grades 7-12 is longer as well and includes a Study Hall/Study Skills period where students can receive additional targeted instruction based upon their needs.

CSD observed instructional methods that supported a classical liberal arts education. Specifically, CSD observed evidence of primary source discussion and review. However, CSD does note that observations primarily observed lecture and highly regimented class structures. CSD did not observe active use of the Socratic method which was a key feature of the classical, liberal arts education described in the application.

CSD observed evidence of instructional that appeared to align with and support Core knowledge, Riggs Institute Method, Writing and Spelling Road and Singapore Math.

CSD did not observe Latin or Modern Languages, or the fine arts (which would specifically include music and visual art) during the site visit. However, a review of the School schedule confirms that school does teach Latin, Art, and Music. A review of the staff files confirms these positions are staffed and employed. School utilizes instructional blocks for primary school.

CSD did not observe a modern language taught as an elective in the high school. CSD found no evidence of a modern language taught as an elective in the school schedule. However, the school notes that it has provided these courses through online instruction.

CSD observed that the actual school directed program time offered by the school K-6 program is 1,137.5 hours, which aligns with the contract. For grades 7-12, the contract indicates students will receive 1226, however, CSD observed that the actual school directed program time offered by the school 7-12 program is 1,181 hours.

For the reasons stated above, it appears that the school has not fully fulfilled the conditions, standards, and procedures set forth in the charter contract.

School Response:

School notes that class observations were limited and this may have been reason Socratic instruction was not observed. The school confirms it is not providing a dedicated teacher for modern languages on campus, but the school offers a variety of modern languages online, including Spanish, German, and French classes, and students have taken each of these.

The school acknowledges a difference between the Budget Calendar and the Academic Calendar. The EVCA's Business Manager has contacted the EVCA's Budget Analyst at the state; we are taking the following steps, as per the Budget Analyst, to correct the difference: (1) a corrected Budget Calendar has been produced, (2) the corrected Budget Calendar was approved by the Governing Council on Nov 27, 2016, and (3) the corrected calendar will be submitted to the Budget Analyst with minutes from the GC meeting to place in the school's file at the state. We appreciate the state bringing this to our attention and will review this more carefully prior to approval of the budget calendar each spring to ensure that instructional hours are reported correctly.

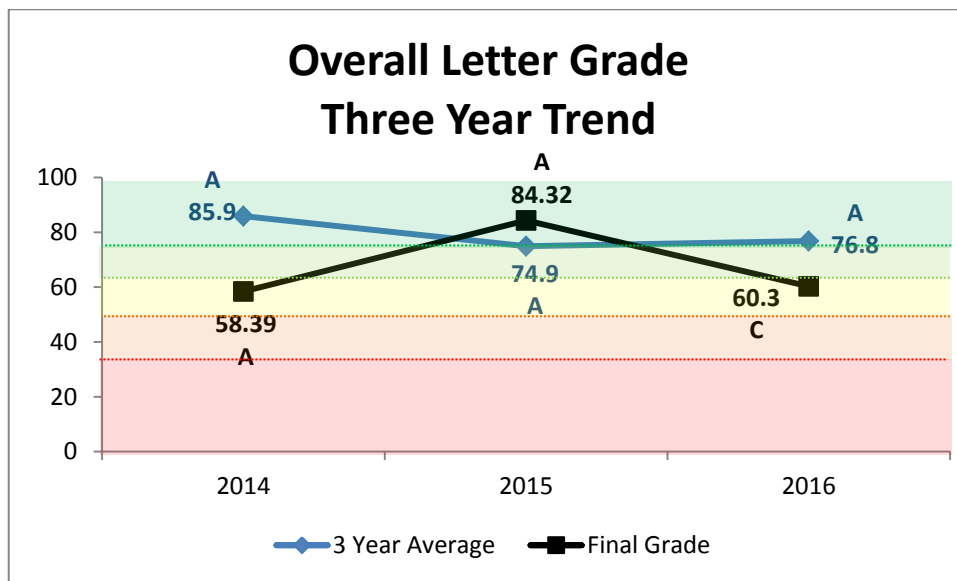
The school also indicates CSD erred in the hours calculation for grades 7-12. because CSD calculations differed by only 15 minutes.

For grades 7-12, CSD excluded 5 passing periods of 3 minutes each (15 minutes in total passing time). CSD does not include breaks or passing periods in school directed program time because students do not receive instruction during these times.

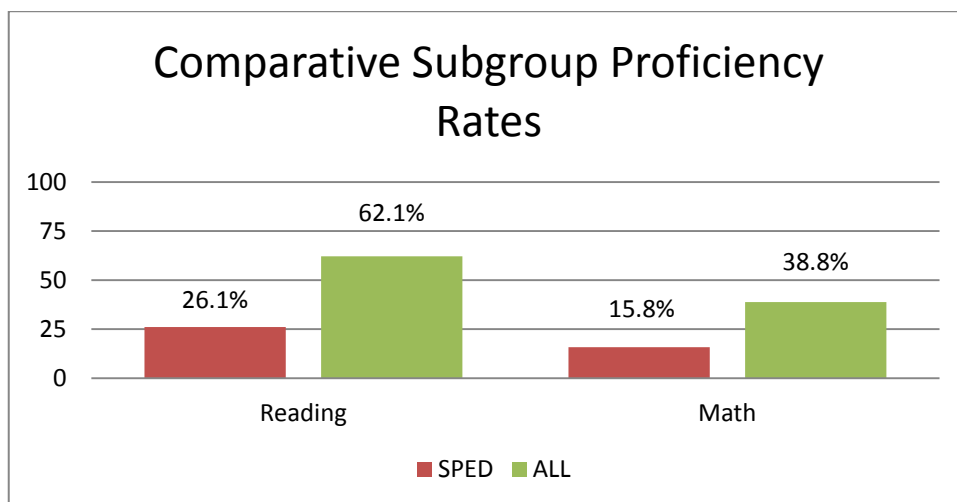
ESTANCIA VALLEY CLASSICAL ACADEMY HAS ACHIEVED THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

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 A. The current year letter grade is slightly lower at a C, falling approximately 5 points short of earning a B.



The school had limited data for subgroups. The available information is reported below. The percentage of English Language Learners that scored proficient was not available to be reported. The percentage of students with disabilities that scored proficient in reading was approximately 36%% lower than non-English Language Learners. The percentage of English Language Learners that scored proficient in math was approximately 0.5% higher than non-English Language Learners. The school scored an “F” for the growth of Q1 (25% Lowest Performing Students). In Reading the lowest performing students gained *more* than 1 years’ worth of growth with a positive VAS score of 0.22, but in math the students gained less than a years’ worth of growth with a negative VAS score of -0.3.



The school has earned a C or better in each of the following indicators on the school report card for the past three years:

- Current Standing
- School Growth

- Student Growth of Highest Performing Students
- Opportunity to Learn
- College and Career Readiness

In the renewal application, however, the school makes some statements, which are inappropriate and should be addressed. First the school states that the PARCC, “has been discontinued by the PEC.” This statement is not supported with explanation or evidence. More importantly this ignores the state’s laws which require that a school meet the Public Education Department’s Standards of Excellence, which are based on the statutorily required state letter grading system. The PEC has not, nor does it have the authority, to waive these state laws for charter schools.

The school has earned an F in the “Q1 (Lowest Performing 25%) Growth.” In its response the school states “The EVCA strongly objects to the PED’s grading criteria in this area. We have written a very well researched missive contained in Appendix F, which conclusively demonstrates that high performing schools are heavily penalized by the progression or value-added measurement scheme for grading. The EVCA recommends that a strict performance-based approach be used for high performing schools. In Appendix G, the EVCA has compiled a list of strategies and projects, which we employ to assist struggling students.” The Public Education Department’s Assessment, Accountability, and Evaluation Department provided the response below:

The school’s fundamental premise is that growth penalizes high performing schools. There are many misconceptions about school grading and the computation of VAM that have led the author to improper conclusions. The statements below were extracted or condensed from the paper and are answered in turn.

1. *The testing occasion in the current year identifies a student’s quartile membership, which forces high performing students into the Q1 (lowest quartile) subgroup.*

This is not the case (see *School Grading Technical Guide 2016*, pages 9-11). Note that the student’s prior year’s scores classify them as either Q1 or Q3. The current year’s score determines whether the student met, fell short, or rose above their anticipated score. The current school year is credited with the student’s final year of growth. Proficiency can be used to generally validate Q1 and Q3 membership, and evidence did not support misclassification of EVCA’s students:

- Of the 200 Q1 students, 79% were not proficient, and 21% were proficient.
- Of the 676 Q3 students, 29% were not proficient, and 71% were proficient.

2. *Growth (or “progress”) is measured by a student’s movement from one quartile to the next.*

This is not the case (see *School Grading Technical Guide 2016*, pages 13-17). Growth is computed as the departure from the student’s predicted score from their actual score. If the student exceeds their expected score positive growth is observed, if the expected score is larger than the actual score a decrement is observed. In this way each student receives a growth score, which when averaged to the school level approximates the school growth score for Q1 and or Q3.

3. *Q1 and Q3 eliminate some students. The middle quartiles do not count.*

Every student belongs to either the Q1 or Q3 subgroup. Please see the answer to question 1.

4. *The method takes into account student attributes such as “sex, ethnicity, economic status, and the school itself.”*

The intent of this statement is not entirely clear, but note that no part of school grading is adjusted for these variables. The legacy subgroups are reported for information only.

5. *Growth is not demonstrable in high performing schools.*

Every student’s predicted score in the current year is based on their performance in the two prior years. This exercise adjusts the student’s prediction to be in keeping with other students that scored similarly on the same assessments, characterized as the student’s “academic peer group.” Therefore the resulting standard for growth is somewhat flexible and customized to that student, adjusting expectations for whether they are near the top limit or in the lowest quartile.

There is little evidence to suggest that ECVA's students did not have room to grow. The distribution of EVCA's grade 3 to 11 scores is shown below, where it is evident that 55% of students scored non-proficient.

PARCC Performance Level (Proficient is 4 or 5)				
1	2	3	4	5
49 (8.8%)	103 (18.5%)	153 (27.5%)	225 (40.4%)	27 (4.8%)

6. *Growth in Q3 must be just as high as in Q1 to garner equivalent points.*

The growth for Q1 and Q3 are computed using two separate models with two different standards. Prior to PARCC, growth specified absolute scaled score increments of growth that a student needed to make for acceptable progress, and these differed based on whether a student was Q1 or Q3. With the advent of PARCC in 2014-15 the standard for growth was based on the average growth observed across the state, again separately for each subgroup.

7. *Students who are proficient have reached the goal and should not be included in growth.*

The PED does not endorse a philosophy that students who have attained proficiency should not be challenged to improve. Vast growth can still be realized above the proficiency mark and it would be a great disservice to our brightest students to limit our expectations for their achievement.

8. *The PED model has an overreliance on covariates for adjusting expectations.*

The primary predictor for a student's score is derived from their prior scores. Additional covariates include whether or not the student was at the school for a full academic year, the size of the school, and the extent of student mobility at the school. In practice these covariates adjust outcomes only very slightly. The PED does not use student characteristics such as English learner or special education status for covariates as these were disallowed by the federal government in 2012.

The author has proposed disregarding VAM based on unclear understanding of the rigors of the school grading model. School grading specifications have been fully scrutinized by technical experts in the field, approved for use by the U.S. Department of Education, fully documented in the *School Grading Technical Guide*, and successfully employed for the past five years.

The school has provided no narrative to explain the efforts it has made to improve the performance of the school's lowest performing students nor has it provided data to demonstrate the success in improving the performance of the school's lowest performing students. This is an area of concern that the school should address or establish specific goals to address.

In the graduation rate area, the school scored an F. In its response the school states:

We stridently objected to this grade as the PED is violating its own Graduation Technical Manual rules. First, they did not validate their data with the EVCA GC, indeed, we do not know with whom they communicated regarding the veracity of the graduation data. Second, the definition of a cohort is an ensemble of students who started the 9th grade at a given institution, although they may not complete their graduation at that institution. For the year in question, the EVCA had no 9th grade cohort, as our 2015 graduating class entered EVCA in the 10th grade, so the assessment by the PED was, by definition, erroneous. Third, the PED did not count as graduating, a student that actually did graduate from our school. Fourth, the PED did not verify that a student who left our school and graduated from another school actually did graduate from Hope Connection School. The school to which the student transferred did not keep proper records, and although the student graduated, there was no record of this until we requested further research, which determined that she graduated from the Hope Connection School. Finally, when we performed all the proper analysis, our graduation rate (even though it's improper because we're starting with a 10th grade cohort versus 9th grade) was 69%, which rates a "B", not an "F". We appealed this grade, but the appeal was denied.

The school's appeal was based not on any of the information presented above, but rather on the fact that they felt the cohort was too small at "less than 40 students." In the future, the school should include all relevant information in its appeal. The response to the appeal is below:

The school had a 2015 cohort count of 22 students, which is more than the required minimum of 3 students. Because cohort assignments follow the student throughout their high school career, the school may believe that it does not have cohort members when in fact it does. Students who were retained or accelerated may graduate in an atypical year. Schools are advised to examine lists carefully during graduation and cohort reviews that occur annually in November and December.

Since the school did not have 5-year and 6-year graduation rates, nor did it have at least one previous 4-year graduation rate, the school was graded under an abbreviated model. All graduation points were allotted to the 4-year graduation rate of 50.5% and the total possible points available for graduation. Note that schools that have not been open all four years of the relevant cohort, this year the Cohort of 2015, are graded twice, once with their cohort measures and once without. The school's final grade uses the model that yields the highest proportion of total points. This option was granted by Secretary Skandera in 2012. EVCA fared better when cohort measures were included but the school can opt to remove them if desired.

Further, the Assessment, Accountability, and Evaluation Division's response to information in the renewal application is below:

- The school's statements reflect a misunderstanding of the Graduation Technical Manual.
- Since 2008 the PED has conducted generous graduation and cohort reviews during the months of November and December. Notices of reviews are broadcast liberally to every LEA, including STARS coordinators, SOAP managers, and District Test Coordinators. A change log indicates that a staff member of EVCA logged in to the secure online system to conduct the review for the most recent Cohort of 2015. It is possible that the user successfully exited the student described below from the cohort, since students who "exit to another non-PED educational setting" are excused from cohort membership. This business rule includes BIE, private, foreign, and home schooled settings that are outside the jurisdiction of the PED. Schools cannot claim the successful graduation of a student in a non-PED setting. Once again, the school is strongly advised to attend carefully to data quality as the PED is very clear that failure to do so cannot be considered grounds for appeals or leniency. There is no evidence that this school had faulty data leading to their graduation rate, nor were any published calculation standards violated.
- The school response does not reflect an understanding of the cohort concept. The cohort is defined by when a student starts 9th grade, but it does not require that the student start at the particular school. Schools are given proportional "credit" for the graduation of students that attended their school during high school based on the amount of time they were in attendance. If a student attended EVCA at any time during high school, that student will proportionally be credited to EVCA for the purposes of calculating the school's graduation rate.
- The student that transferred to Hope Connection School would not be counted in the graduation rate because the student has exited the public school system. The school is neither credited nor penalized for students that exit the system to attend a private school.

The school's response has provided no narrative to explain the efforts it has made to improve graduation rate nor has it provided data to demonstrate the success in doing so. This is an area of concern that the school should address or establish specific goals to address.

As described above the school's performance does overall meet the Public Education Department's Standards of Excellence as reflected in the school letter grade. However, because the school has received F letter grades in 2 of the 5 letter grade components and the school failed to provide any information on the efforts (and success) in improving the achievement of students in the lowest quartile and graduation rate, CSD is noting that the school has not sufficiently addressed these concerns in the renewal application. The school should do so in its response.

School Response:

We recognize that we incorrectly stated that the PARCC has been discontinued. We meant to point out that the PEC decided to not use the PARCC to evaluate charter school goals. Instead, they have recommended an ensemble of short cycle and end of course assessments. Our original performance goal used only the NMSBA, and has been replaced with an ensemble of assessments.

The school also provided specific case studies in order to demonstrate the school's intervention strategies with 5 different students.

Now that this issue of graduation has come to our attention, we have begun to invest time into understanding the metric and how it is calculated, to evaluate the school's high school programs, and most importantly to look into the graduation issues and opportunities related to the students themselves.

In both the 2014-15 and 2015-16 school years, we greatly expanded our online class options, providing more career-related elective options for high school students. On two occasions (2014, 2016,) we have offered summer school "credit recovery" classes in math, science, and language arts. We plan to continue this offering, as needed, to assist students with completion of required credits for graduation.

Last year we identified an online college and career guidance service (Naviance) which we believe will provide students with key guidance in selecting careers, identifying paths of study, applying for scholarships, and investigating post-secondary educational options. Regrettably, due to limited funding, we were unable to procure this last year, though increases in student enrollment this year will enable us to do that in the next two months. Unfortunately, because of the short time spans available so far, we cannot yet provide any data related to these.

The school provided no data to support the narrative response.

ESTANCIA VALLEY CLASSICAL ACADEMY 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:

Literacy

1. By the end of EVCA's second year of operation (2013-2014), 90% of parents and/or guardians will "Agree or Strongly Agree" that their child's school holds high expectations for academic achievement on the annually-required NMPED Quality of Education Survey.
2. By the end of EVCA's second year of operation (2013-2014), EVCA will have accomplished 100% of the overall goals and targeted goals on the Educational Plan for Student Success (EPSS).
3. By the end of EVCA's fourth year of operation (2015-2016), 95% of EVCA students in grades 7-12 will participate in an annual lecture and discussion series including notable speakers on important topics.
4. By the end of EVCA's third year of operation (2014-2015), 90% of students who have attended EVCA for two or more years and desire to continue their education will be accepted to post-secondary educational institutions.

Excellence in Character and Citizenship

1. By the end of the second year of operation (2013-2014), 90% of parents and/or guardians will "Agree or Strongly Agree" that EVCA staff maintains consistent discipline which is conducive to learning on the annually-required NMPED Quality of Education Survey.
2. By the end of EVCA's second year of operation, 90% of the students will demonstrate civic literacy by engaging in school, city or state democratic processes.

The school's goal included these additional goals:

- By the end of EVCA's third year of operation (2015), 95% of all students assessed will score proficient or higher on the NMSBA Reading and Math sections.
- Within the first year, 90% of all students will demonstrate the expected minimum rate of academic progress after each of the three administrations of the NWEA (short -cycle assessment given three times per year). The expected rate of progress is determined by the NWEA baseline assessment.
- By the end of Year 3, students in the 4th, 8th, and 12th grades, 90% of students will obtain a score at or above a Proficient Score on the NAEP Civics Question Tool.
- By the end of its fourth year of operation (2016), EVCA will have a 90% cohort graduation rate.
- To measure successful training in the virtues - beginning year 1, 98% of the students who receive referrals to the office for behavioral infractions identified in the EVCA Student Handbook will decrease the number of referrals by 5% each year.

In August 2015, the school requested to amend the first goal listed above regarding NMSBA as follows:

By the end of the third year, 70% of EVCA students will have achieved proficient or higher on grade appropriate measure selected from the following set: DIBELS assessment (gr.K-3), Discovery Testing (gr. 3-11), Gates-MacGinitie Reading Tests (gr. 4-8), PED EOC tests (gr. 8-12), and Core Knowledge EOC tests.

The school's amended goal is based on a rubric that is available in the addendum to this report.

In relation to these goals, the school's renewal application states:

EVCA's original charter listed numerous goals on a variety of fronts. On reflection, some of these goals are redundant, some are superficial, while some are still viewed as essential, although more appropriately retained as an internal goal, and not part of our renewal. Some goals were impossible to measure due to lack of disaggregated data from national rankings, some are duplicative of the school report card, and some are anfractuous to measure. Consequently, you will note that almost all of the original goals are to be rescinded within the scope of the new contract. We have found that the plethora of goals is largely a distraction from offering excellent core academics in literacy, math,

science, and history. We therefore propose to drastically reduce our goals down to the essentials, retaining only two primary goals, one in mathematics and one in reading.

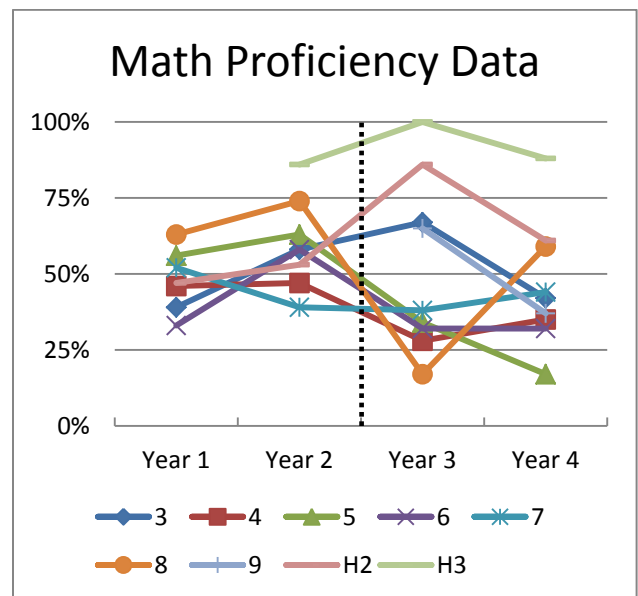
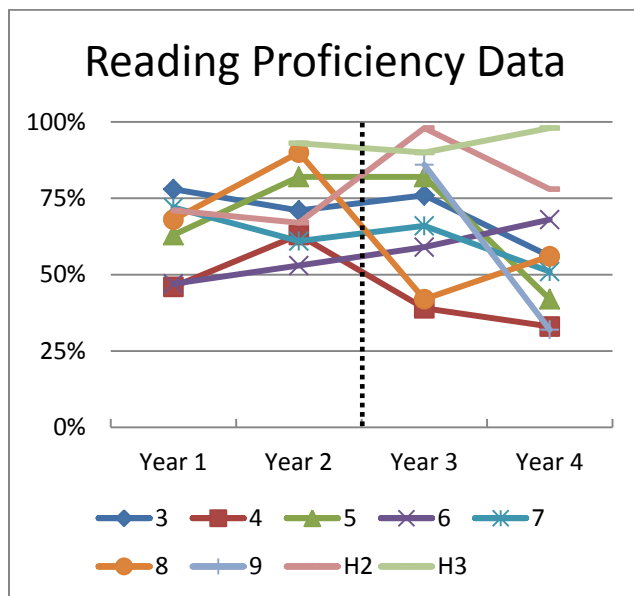
Below, we will present each of the goals and the school's performance.

By the end of EVCA's third year of operation (2015), 95% of all students assessed will score proficient or higher on the NMSBA Reading and Math sections.

The school presented the following data:

Data—Percent of Students Proficient and Advanced								
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	
Test Category	Reading	Math	Reading	Math	Reading	Math	Reading	Math
3	78 %	39 %	71 %	58 %	76 %	67 %	56 %	42 %
4	46 %	46 %	63 %	47 %	39 %	28 %	33 %	35 %
5	63 %	56 %	82 %	63 %	82 %	34 %	42 %	17 %
6	47 %	33 %	53 %	58 %	59 %	32 %	68 %	32 %
7	72 %	52 %	61 %	39 %	66 %	38 %	51 %	44 %
8	68 %	63 %	90 %	74 %	42 %	17 %	56 %	59 %
9	N/A	N/A	N/A	N/A	86 %	65 %	32 %	37 %
H2	71 %	47 %	67 %	53 %	>98 %	86 %	78 %	61 %
H3	N/A	N/A	93 %	86 %	90 %	100 %	>98 %	88 %

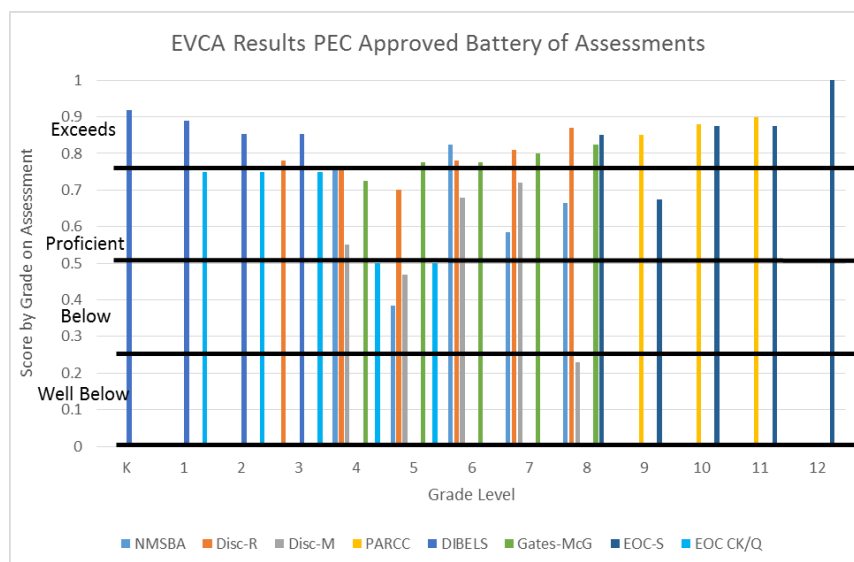
The same data is displayed in chart form below. Both in math and reading the data before and after the change in assessments demonstrate that the school has not made progress toward the original goal. In reading under the original assessments there are mixed results with some grades improving and some declining. In math at one grade level demonstrated declining performance and the others showed slight improvement. However, it does not appear the school was on track to meet the goal of 95%. Since the PARCC was implemented, the school has shown that the data has continued to decline except for one or two grade levels.



The school has not provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. The school also provided no narrative to explain the actions the school had taken to improve performance.

By the end of the third year, 70% of EVCA students will have achieved proficient or higher on grade appropriate measure selected from the following set: DIBELS assessment (gr.K-3), Discovery Testing (gr. 3-11), Gates-MacGinitie Reading Tests (gr. 4-8), PED EOC tests (gr. 8-12), and Core Knowledge EOC tests.

The school did not provide data to demonstrate the performance under this goal. Based on the amendment the school was going to have robust measures based on the chart provided in the addendum. No such data was provided. Instead, the school provided the following:



The school identifies that the goal was met in the final year, but does not provide data support such an assessment in alignment with the calculations and data they indicated they would provide when the goal was amended. Further, in the narrative the school talks about the poor performance in math of 8th grade students. It does not, however, address the “below” performance in the 5th grade. The narrative also does not address what actions are being taken to improve student achievement or whether the school can demonstrate it has been successful.

Within the first year, 90% of all students will demonstrate the expected minimum rate of academic progress after each of the three administrations of the NWEA (short -cycle assessment given three times per year). The expected rate of progress is determined by the NWEA baseline assessment.

The school presented no data. Instead, the school stated it did not administer the assessment at any point. The school noted: “Since the writing of this goal, the NWEA has become the object of increased scrutiny and many educators question its validity, for this reason, we have discontinued use of the NWEA assessment tool.” At no point in the charter term did the school request to amend or remove this goal. The school also did not provide equivalent data (growth) from any other source.

By the end of Year 3, students in the 4th, 8th, and 12th grades, 90% of students will obtain a score at or above a Proficient Score on the NAEP Civics Question Tool.

The school presented no data. Instead, the school stated it did not administer the assessment at any point. The school noted: “While the objective of proficiency in Civics is a laudable goal, the NAEP does not disaggregate scores below the national, state or Trial Urban District level of reporting and there is consequently no data available to assess this goal.” At no point in the charter term did the school request to amend or remove this goal. The school also did not provide equivalent data (growth) from any other source.

By the end of its fourth year of operation (2016), EVCA will have a 90% cohort graduation rate.

The school states that it has achieved this goal. However, it is unclear what data supports this. The school indicates: "EVCA initially started with students only in K-10th grades. Our first graduating class was therefore in 2014-15. EVCA has graduated 100% cohort graduation rate with its first two graduating classes for those students who started the 12th grade at EVCA." However, the goal is not written in a way that would limit the cohort graduation to those who start the 12th grade. It is unclear how many students who started in the 9th grade cohort graduated at EVCA.

To measure successful training in the virtues - beginning year 1, 98% of the students who receive referrals to the office for behavioral infractions identified in the EVCA Student Handbook will decrease the number of referrals by 5% each year

It is unclear whether the school met this goal. In the first two years the data states "N/A". In the second two years the school gives the average number of infractions per student. This does not reflect the number of students who receive referrals or how much those individual students decreased the number of referrals. The school stated: "While EVCA initially kept records on this goal, we discovered that this is not a good measure of virtue. Further, a goal of continual improvement becomes intractable when performance levels are high. We know that virtue and a school culture of good character are key contributors of the EVCA students' academic performance. Our discipline referrals decreased from 0.59 per student in 2014-15 to .39 per student in 2015-16. Additionally, EVCA has expelled only one student, suspended one student in four years for 10 days, had only two instances of marijuana possession, and only 9 students in 2014-15 received out of school suspension and in 2015-16 only 6 students received out of school suspension." The school did not provide sufficient data on this goal or what the school has done to improve behavior for students that are struggling with behavioral issues.

By the end of EVCA's second year of operation (2013-2014), 90% of parents and/or guardians will "Agree or Strongly Agree" that their child's school holds high expectations for academic achievement on the annually-required NMPED Quality of Education Survey.

The school did not report on this goal.

By the end of EVCA's second year of operation (2013-2014), EVCA will have accomplished 100% of the overall goals and targeted goals on the Educational Plan for Student Success (EPSS).

The school did not report on this goal.

School Response

EPSS goals are levied when a school is placed on a School Improvement Plan. Because the EVCA has received school grades of A, A, A, and C, we do not have a School Improvement Plan. Therefore there are 0 overall and targeted goals in EPSS for our school. We have met 100% of those goals.

The EPSS goals and targeted goals are those contained within the charter application and include the 2 goals on Excellence in Character and Citizenship, the 4 goals for literacy, the 5 Performance Expectation Goals, and the 3 Student Performance Expectation Goals.

The school's response does not show the school met 100% of those goals.

By the end of EVCA's fourth year of operation (2015-2016), 95% of EVCA students in grades 7-12 will participate in an annual lecture and discussion series including notable speakers on important topics.

The school writes: "Due to limited funding and limited staff, we did not achieve this goal."

By the end of EVCA's third year of operation (2014-2015), 90% of students who have attended EVCA for two or more years and desire to continue their education will be accepted to post-secondary educational institutions.

The school writes: "For our first two graduating classes in 2015 and 2016, 100% of graduating applicants have been admitted to college/university."

By the end of the second year of operation (2013-2014), 90% of parents and/or guardians will "Agree or Strongly Agree" that EVCA staff maintains consistent discipline which is conducive to learning on the annually-required NMPED Quality of Education Survey.

The school did *not* meet this goal. The school's data indicates that the school attained 78% in 2014, 70% in 2015 and 88% in 2016. The school's narrative argues:

We are uncertain as to whether missing a goal by 2% is a material deviation from the goal. We note that it is a substantial improvement from the 2014-2015 school year...

The school explains that dress code changes in 2014-2015 are the potential cause for the low rating in that year. The school notes that in 2015, the Governing Council and Executive director worked with the Advisory School Council to develop steps to increase the parental response rate on the Quality of Education survey. They note that result parental approval increased by 18%.

By the end of EVCA's second year of operation, 90% of the students will demonstrate civic literacy by engaging in school, city or state democratic processes.

It is unclear whether the school met this goal. The school estimated the student's participation in class officer elections for the first three years and indicated that of the 7-12 students 98% participated in the 4th year. The participation was much lower in the lower grades (15%), which make up the larger part of the school's population. The school provided the following narrative, but again did not provide data to support the attainment of the goal:

EVCA upper school grades have held class officer elections each year, though no records were kept for the first three years of the percentage of students who voted (we have therefore estimated these). In 2016, a group of EVCA students drafted a Student Government Constitution, which was approved by the GC in August 2016. The Student Government Constitution was ratified by the 7th-12th grade student body in the first two weeks of 2016-17 school year. 98% of students voted in this election. In addition, sixty students visited the Roundhouse over four days during the 2015 Legislative session and another 45 students visited the Roundhouse during the shorter 2016 Legislative session. Students visited with the two Senators and three representatives whose districts contain our students' households. They attended several House and Senate sessions as well as committee hearings. Our students, while at the Roundhouse, met with Governor Martinez and Lt Governor Sanchez to discuss charter schools in general and classical education in particular. The PED also provided informative briefings on education throughout New Mexico and answered students' questions.

As demonstrated in the analysis above Estancia Valley Classical Academy 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.

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

School Response:

A key contributing factor to our difficulty with our goals is that the consultant hired by the Founders years ago to draft the original charter encouraged the Founders to include many lofty "stretch goals." The past four years of experience has shown that a sharp focus on a few key student performance standards is a much stronger approach than having numerous, difficult to measure goals. We now realize that we made an

egregious mistake in not engaging with the PED and PEC at once when we realized that the goals in the original charter were problematic.

ESTANCIA VALLEY CLASSICAL ACADEMY HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

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

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had any significant and material weakness findings. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A copy of the 2014 and 2015 audits is provided in the attached materials.

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.

This year represents the first year that the school is not receiving additional funds for planned growth due to phase-in grades. With a more stable projection of revenues, the School Budget and Finance Analysis Bureau will be monitoring the actual reporting to ensure the school stays within budget controls.

The operating budget was developed soundly, and there have not been any issues with timeliness of required financial reporting. This charter works diligently on providing needed documentation. Ms. Holly Massey is the Business manager and submits very accurate quarterly reports.

School Response:

From the statement given in the report, it is difficult to tell if the school is fiscally responsive in any way, whether audit findings are taken seriously, and whether we have responded and corrected the findings that have been made. In the first three years of operation, there were 8 findings reported during audits (3 in SY2012-13, 3 in SY2013-14, 2 in SY2014-15). Action was taken immediately to correct these, though one will not be resolved until the present school year's audit.

The EVCA had one material finding in four years on the SY2014-15 audit concerning a SY2012-13 transaction that was recommended by our legal counsel and that had not been considered a breach of good accounting during the 2013 and 2014 audits. The transaction has been brought into compliance and will be cleared during the next audit. During our audit exit interview on Nov 21, 2016, the auditor stated that their opinion for SY2015-16 is that our financials and books are materially correct.

The school states EVCA is fully committed to responsible fiscal management and will be responsive to correcting audit findings.

ESTANCIA VALLEY CLASSICAL ACADEMY HAS NOT COMPLIED WITH ALL PROVISIONS OF LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED

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

- Response to (b)(1): In the spring of 2016, the Charter School Division of PED identified that our enrollment procedures were not in compliance with state requirements, although they were initially reviewed and approved by PED personnel in 2012 prior to EVCA holding its first lottery. The discrepancies were that EVCA's enrollment policy did not allow students to enter EVCA after the 40th day nor in 11th or 12th grades due to the rigorous curriculum requirements. EVCA also required parent/guardian attendance at a mandatory meeting prior to enrolling a student at EVCA. Upon receipt of the 2016 notice that EVCA was not in compliance on these enrollment-related issues, EVCA enrollment policies were modified and are now in full compliance with all known statutes and regulations. See Appendix J for our current EVCA Enrollment Policy.
- Response to Governance-Assurances (7): We were in compliance for the vast majority of the first four years. However, due to an unexpected GC member resignation in September 2015, we became out of compliance for 30 days until a fifth GC member was voted onto the GC.

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

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

- Instructional Hours
- ELL service requirements

Instructional Hours

Pursuant to NMSA § 22-8-9 the school must provide a budgetary calendar to the PED that supports the required minimum school directed program time requirements. The budget calendar provided to the PED does support the school directed program time requirements. However, after further review this school budget calendar does not align with the program being implemented at the school. The school budget calendar indicates the school is providing 7 hours of daily instruction for grades K-6 and 8 hours of daily instruction for grades 7-12. A review of the actual program instruction as being implemented by the school and supported by the school calendar and schedule on the school website support daily instruction of 6.5 hours for grades K-6 and 6.75 hours for grades 7-12. The school itself provided to CSD a document that differs from the school budgetary calendar. The school stated that in SY16 the school provided 6.3 hours a day in Elementary and 6.83 hours in Grades 7-12.

The school provides no explanation for the different instructional hours on the budgetary calendar than the calendar provided to CSD. Changes to the budget calendar must be approved by the Secretary.

English Language Learner Requirements

A home language survey that identifies the home language of a student should be in each student file. CSD reviewed 47 student files. 1 out of 47 student files or 2.1% was missing the Home Language Survey. Home Language Surveys must be completed in full to accurately identify the home language of the student. CSD reviewed 46 Home Language Surveys. 3 out of 46 Home Language Surveys or 6.5% were not completed in full. Only one Home Language Survey should be administered to a student. CSD reviewed 46 Home Language Surveys. 5 out of the 46 Home Language Surveys or 11% were not completed in full. This evidence described above indicates the School is noncompliant with ELL implementation requirements.

School Response:

Following the CSD site visit, the Governing Council performed an internal audit of the student files. The EVCA has included the Home Language Survey (HLS) as a routine aspect of student paperwork during registration since the school's inception. A procedural oversight internal to the school appears to have led to a number of missing HLS forms.

However, a high number of HLS forms are incomplete. Our experience is that many parents are confused by the third question on the survey and, consequently, leave it blank because it appears to not apply to them. We have been verbally advised by the CSD reviewers to add a note to the HLS forms indicating that the parents declined to fill out the third question. We have instructed the school administration to confirm this guidance in writing. In the meantime, the administration has already begun contacting the families of students having incomplete HLS forms in an effort to bring those forms into compliance.

Additionally, through this recharter process, the Governing Council has come to the realization that periodic internal audits of student files is an essential aspect of our governance responsibility. We have already begun developing and executing on initial elements of a strategy to ensure that student files are properly maintained. As an illustration of our commitment in this area, in the Spring of 2016 when we discovered a similar circumstance regarding other internal student files, we: (1) took affirmative action to identify the problem and (2) now routinely audit the school's performance in that area. At the CSD's recharter site visit, they proclaimed these student files to be "very good".

Next Step Plans

A senior level next step plan (created within 60 days of the completion of the 11th grade year) is required to be filed in the student's cumulative file. CSD observed no evidence of next step plans filed in the cumulative files. School kept next step plans in a separate location. CSD did a test pull of 2 senior level student cumulative files. 0 out of the 2 files or 0% contained a next step plan.

Next step plans are required to set forth the coursework and classes needed for the grades remaining until high school graduation. CSD reviewed 4 next step plans. 0 of the 4 next step plans or 0% contained coursework and classes needed for the grades remaining until high school graduation. CSD does note that the school keeps separately in the cumulative files of many of the student a monitoring tool that appears to provide a similar function. This monitoring tool, however, was not in all files observed and CSD could find no evidence the tool had been incorporated into the Next Step Plan.

CSD observations as described above indicate school is noncompliant with Next Step requirements.

School Response:

Following the CSD site visit, the Governing Council performed an internal audit of 100% of high school student files. We found numerous anomalies in the Next Step Plan paperwork. The root cause was lack of single point accountability regarding the Next Step Plans. The Governing Council has directed the administration to identify a staff person with responsibility for the Next Step Plans, and to provide periodic reports to the Governing Council regarding their progress. All senior Next Step Plans will be in compliance by Dec 15th, 2016, and all 8th-11th Next Step Plans will be in compliance by the end of this school year

ESTANCIA VALLEY CLASSICAL ACADEMY 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 report from PSFA indicates the school did not provide the E-Occupancy Certificate and has not demonstrated that there are no public facilities available and that the lessor is required to maintain adequacy standards.

School Response:

1. We are housed in a facility that meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility (the EVCA Foundation) is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and

2. The owner of the facility (the EVCA Foundation) is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

The EVCA has occupied leased facilities since it opened in 2012. These facilities are leased from the EVCA Foundation, a nonprofit entity specifically organized for the purpose of providing the facility for the charter school and who is responsible for maintenance of the facilities at no charge to the school or the state. These facts render us compliant with this statute.

Therefore, the EVCA is in compliance with 22-8B-4.2 NMSA 1978.

ESTANCIA VALLEY CLASSICAL ACADEMY HAS REQUESTED TO AMEND ITS ENROLLMENT CAP

The school's renewal application includes one amendment request. This request includes a request to change the enrollment cap of the school. The school's current cap is 575; the school seeks to expand that to 780.

The school states the rationale for the change is:

EVCA has experienced growth each year of operation, beginning with 293 students in grades K-10 and current enrollment is 455 in grades K-12. Our current charter enrollment cap is 575. We are anticipating moving to a new facility as early as August 2017 depending on availability of funding and expect enrollment to surpass 575 before the next charter renewal.

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

The Estancia Valley Classical Academy

Responses to School Renewal Report

Intro

The EVCA is thankful for this opportunity to respond to the 2016 Charter School Renewal Report from the CSD for the EVCA. A quick read through the report seems to paint a bleak picture. One might wonder whether the EVCA has complied with anything or done anything well over the past four years given categorical statements such as *“Estancia Valley Classical Academy has not fulfilled the conditions, standards, and procedures set forth in the charter contract”*, *“Estancia Valley Classical Academy has not achieved, or made progress toward achieving, the student performance standards identified in the charter contract”*, and *“Estancia Valley Classical Academy has not met all generally accepted standards of fiscal management”*.

But those familiar with the school’s day-to-day activities see a very different picture. They see our literacy curriculum producing a high proportion of proficient students (many of our Q1 students are proficient, and some exceed expectations), and our year-over-year results indicate that more of our non-proficient students become proficient each year. They see our math curriculum reach students who were unable to achieve success in their previous public schools. They see a student body that routinely tests higher than the state average on standardized tests.

The Governing Council also sees a different perspective regarding the fiscal, legal, and compliance aspects of the school. Although we have had a few minor issues, we are unreservedly committed to being in compliance, and we have always striven to correct identified issues in as timely a fashion as possible.

Fiscally, we have had only a small number of financial audit findings, with no evidence of fraud; the vast majority of these findings were procedural in nature, were corrected immediately, and were not repeat findings. EVCA has only had one material finding in four years. This finding was levied during the SY2015 audit, but was regarding a transaction recommended by our legal counsel that occurred in 2012 and which had not been considered a breach of good accounting by auditors in either 2013 or 2014. We addressed this finding and in the audit exit interview on Nov 21 for this year, the auditor stated that their opinion for SY2016 is that our financials and books are materially correct.

Regarding legal compliance, we are absolutely committed to having a set of policies and procedures that comply with state and federal statutes and administrative codes. We are proactively involved in working diligently to accomplish this, having created a Policy Committee that has produced nearly 200 draft policy revisions in the past two years in an on-going effort to ensure that the school is in compliance with the applicable regulations. Over the past year, we have increased our own internal audit and oversight activities to bring the school itself into

compliance with those policies. We have made significant progress, but we do have some additional work to do.

Regarding our charter goals, we note that on one key goal related to literacy and math, we sought the PEC's approval, which was granted, before changing this goal. This is precisely the approach that we should have taken regarding a number of our goals. This was a mistake that we acknowledge, that we apologize for, and that will not happen again. We are committed to engaging with the PED and PEC regarding any changes to our execution of the school under the charter. We hasten to note that the core mission of the school has been vigorously pursued since our founding.

For the rest of this document, we will respond to a number of individual items of potential concern identified in the CSD's 2016 Charter School Renewal Report. A number of the items are fair criticisms, identifying issues that we are also concerned with. However, some of the items appear to be incorrect or based on erroneous data.

For simplicity, we present the following table representing our current status with respect to our charter, PED standards, fiscal management, compliance with the law, and facilities.

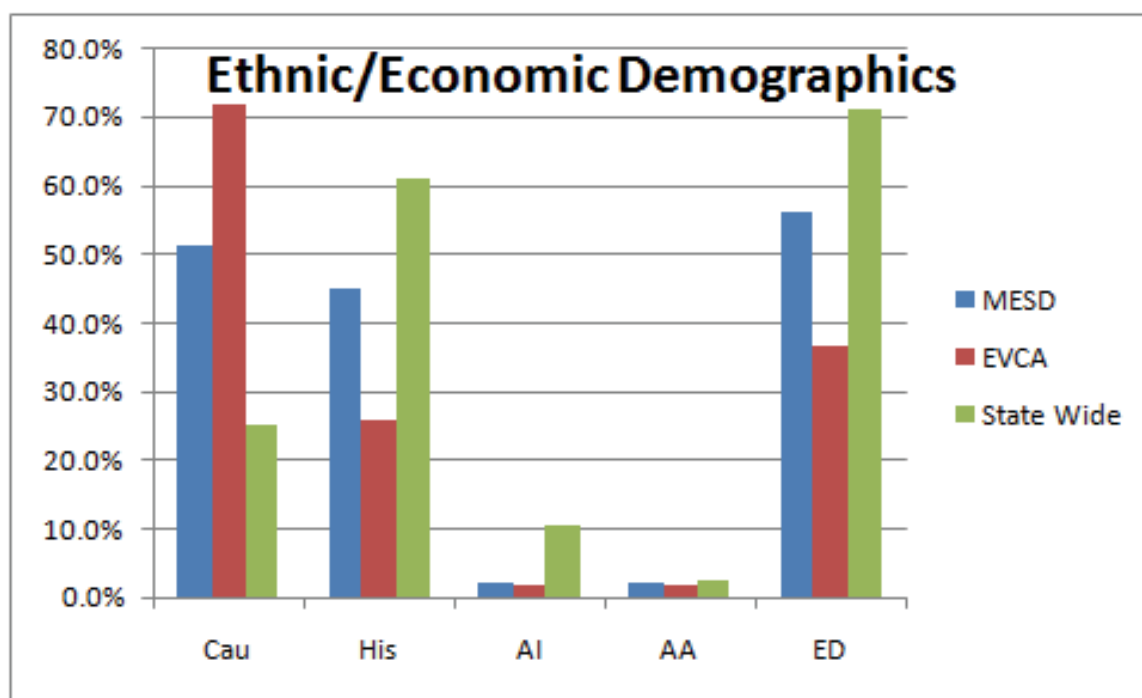
Area	Currently Meeting Expectations	Currently Progressing Toward Expectations	Not Progressing Toward Expectations
Charter Contract Material Terms	X		
Public Education Department's Standards of Excellence	X		
Student Performance Standards in the Charter Contract		X	
Generally Accepted Standards of Fiscal Management	X		
Compliance with all Provisions of Law		X	
Facilities Requirements Laid Out in 22-8B-4.2	X		

Comparative Student Demographics

In the 2016 Charter School Renewal Report, the Estancia Valley Classical Academy was incorrectly compared to the Estancia School District. Despite the similarity of names, our school

is not in the town of Estancia, nor is that the closest school district. The EVCA is located in the heart of the Moriarty-Edgewood School District (MESD). We have therefore provided comparisons of our demographics to those of the MESD.

The following chart compares demographics for the EVCA to those of the MESD. From the charts, it can be seen that the EVCA serves reasonably similar fraction of Caucasian (Cau), Hispanic (His), American Indian (AI), and African American (AA) students as does the MESD. Furthermore, the EVCA makes a concerted overture to all of the students in the area, we cannot selectively enroll students, but allow entry to all who are willing.



Teacher Retention Rates

In the preliminary 2016 Charter School Renewal Report, teacher retention rates for the EVCA are reported incorrectly. After a careful review of EVCA teacher retention data, we submit the following corrections to the information reported in the “Teacher Retention Rate” table.

From SY2013-SY2014, 3 out of 15 teachers did not return: 83% retention

From SY2014-SY2015, 9 out of 25 teachers did not return: 64% retention

From SY2015-SY2016, 4 out of 23 (2 positions RIF-ed) teachers did not return: 83% retention

From SY2016-SY2017, 3 out of 25 teachers did not return: 88% retention

The EVCA has exceeded the PEC’s established teacher retention threshold in 3 out of the 4 years of data available. We believe that our initial lower retention rates were merely due to normal factors involved in the founding of a new school, and is not of long-term concern. The teacher retention rates have stabilized and are now well above the PEC established goal for this metric (80%).

English Language Learner Requirements

Concern: On page 20 of the 2016 Charter School Renewal Report, the CSD notes that *“1 out of 47 student files or 2.1% was missing the Home Language Survey”* and *“3 out of 46 Home Language Surveys or 6.5% were not completed in full.”*

Response: Following the CSD site visit, the Governing Council performed an internal audit of the student files. The EVCA has included the Home Language Survey (HLS) as a routine aspect of student paperwork during registration since the school’s inception. A procedural oversight internal to the school appears to have led to a number of missing HLS forms.

However, a high number of HLS forms are incomplete. Our experience is that many parents are confused by the third question on the survey and, consequently, leave it blank because it appears to not apply to them. We have been verbally advised by the CSD reviewers to add a note to the HLS forms indicating that the parents declined to fill out the third question. We have instructed the school administration to confirm this guidance in writing. In the meantime, the administration has already begun contacting the families of students having incomplete HLS forms in an effort to bring those forms into compliance.

Additionally, through this recharter process, the Governing Council has come to the realization that periodic internal audits of student files is an essential aspect of our governance responsibility. We have already begun developing and executing on initial elements of a strategy to ensure that student files are properly maintained. As an illustration of our commitment in this area, in the Spring of 2016 when we discovered a similar circumstance regarding other internal student files, we: (1) took affirmative action to identify the problem and (2) now routinely audit the school’s performance in that area. At the CSD’s recharter site visit, they proclaimed these student files to be “very good”.

Next Step Plans

Concern: On page 20 of the 2016 Charter School Renewal Report, the CSD notes that *“CSD did a test pull of 2 senior level student cumulative files. 0 out of the 2 files or 0% contained a next step plan.”* and *“CSD reviewed 4 next step plans. 0 of the 4 next step plans or 0% contained coursework and classes needed for the grades remaining until high school graduation.”*

Response: Following the CSD site visit, the Governing Council performed an internal audit of 100% of high school student files. We found numerous anomalies in the Next Step Plan paperwork. The root cause was lack of single point accountability regarding the Next Step Plans. The Governing Council has directed the administration to identify a staff person with responsibility for the Next Step Plans, and to provide periodic reports to the Governing Council regarding their progress. All senior Next Step Plans will be in compliance by Dec 15th, 2016, and all 8th-11th Next Step Plans will be in compliance by the end of this school year.

Standards of Fiscal Management

Concern: The preliminary Renewal Report contains the statement “ESTANCIA VALLEY CLASSICAL ACADEMY HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT”.

Response: From the statement given in the report, it is difficult to tell if the school is fiscally responsive in any way, whether audit findings are taken seriously, and whether we have responded and corrected the findings that have been made. In the first three years of operation, there were 8 findings reported during audits (3 in SY2012-13, 3 in SY2013-14, 2 in SY2014-15). Action was taken immediately to correct these, though one will not be resolved until the present school year’s audit (see below). Appendix A at the end of this document lists these findings and documents the school’s corrective action on each.

The EVCA had one material finding in four years on the SY2014-15 audit concerning a SY2012-13 transaction that was recommended by our legal counsel and that had not been considered a breach of good accounting during the 2013 and 2014 audits. The transaction has been brought into compliance and will be cleared during the next audit. During our audit exit interview on Nov 21, 2016, the auditor stated that their opinion for SY2015-16 is that our financials and books are materially correct.

In conclusion, we would like to emphatically state that the EVCA is fully committed to responsible fiscal management and will be responsive to correcting audit findings.

PSFA Certification of Facility Requirements

Concern: On page 20 of the preliminary Recharter Renewal Report, the CSD notes that “ESTANCIA VALLEY CLASSICAL ACADEMY HAS NOT MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2”.

Response: The EVCA notes that:

1. We are housed in a facility that meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility (the EVCA Foundation) is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and
2. The owner of the facility (the EVCA Foundation) is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

The EVCA has occupied leased facilities since it opened in 2012. These facilities are leased from the EVCA Foundation, a nonprofit entity specifically organized for the purpose of providing the facility for the charter school and who is responsible for maintenance of the facilities at no charge to the school or the state. These facts render us compliant with this statute.

Therefore, the EVCA is in compliance with 22-8B-4.2 NMSA 1978.

Concern: On page 20 of the preliminary Recharter Renewal Report, the CSD notes that *“The PSCOC and PSFA have not confirmed that the school meets the facility requirements.”*

Response: In Appendix D of our recharter application, we included a copy of a letter from the PSFA stating that our facilities meet the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978.

In addition, these facilities are rated with a weighted New Mexico Condition Index (wNMCI) score of 0.50% (compared to the statewide average score of 16.79% -- lower is better) as stated in the PSFA letter dated Oct 3, 2016 and included in Appendix D of our Renewal Application. Further, EVCA plans to lease with purchase option from the EVCA Foundation a new building yet to be constructed in late 2017. We will ensure that we are in compliance with the Public School Lease Purchase Act (Chapter 22, Article 26A NMSA 1978 as amended). The EVCA believes it is, and always has been, in full compliance with with all statutes and regulations regarding leased school facilities.

Fulfilling the Conditions, Standards, and Procedures Set Forth in the Charter Contract

Concern: On page 9, the preliminary 2016 Charter School Renewal Report contains the statement: *“For the reasons stated above, it appears that the school has not fully fulfilled the conditions, standards, and procedures set forth in the charter contract.”*

Response: We would like to address each of the items that the CSD report mentions were not observed, as ***we believe we are fulfilling these aspects of the charter contract.***

Socratic method. The CSD individual doing classroom observations did not notice Socratic methods in use. However, this individual noted in the post-review meeting that he only had the time to observe various classrooms for a short period of time. It is unfortunate that the reviewer did not witness a Socratic discussion in progress, as they happen routinely, though they do not occupy 100% of the instructional time. We note that Phil Gloudemans, one of the CSD staff members present for the review, interviewed many students at the school and noted in the post-visit verbal debrief that the students clearly demonstrated their Socratic training during the interviews. Further, the preliminary Renewal Report on page 4 notes that *“Parents noted that the program focuses on the constitution, reading actual primary documents, using the Socratic method...”*, demonstrating the parents’ attestation to the use of the Socratic method at the school.

Consequently, parents and the CSD reviewers have observed the results of the Socratic methods used in the classroom. It is unfortunate that the other CSD reviewer did not spend adequate time in the classrooms to observe it.

Modern Languages. The preliminary CSD Renewal Report states that the *“CSD did not observe a modern language taught as an elective in the high school”*. Although the

EVCA is not able to provide a dedicated teacher for modern languages on campus, the school offers a variety of modern languages online, including Spanish, German, and French classes, and students have taken each of these.

Instructional Hours. The preliminary CDS Renewal Report states that the EVCA is not providing the instructional hours proposed in the charter. We respectfully disagree. The EVCA's charter specifies *"For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30-minute lunch break is included... instructional hours are 7 hours per day"* and *"the school year will be 175 days with a total number of 1226 (a typographical error for 1225) instructional hours for grades 7-12."* This is precisely the schedule we have followed since our inception: 7 hrs/day x 175 days = 1225 total instructional hours for grades 7-12.

We believe the CSD personnel did not include in their calculations a 15-minute, school-wide instructional time prior to the first class of each day.

The Governing Council investigated the allegations of a difference between the Budget Calendar and Academic Calendar. We found there indeed is an inconsistency between the two. The EVCA's Business Manager has contacted the EVCA's Budget Analyst at the state; we are taking the following steps, as per the Budget Analyst, to correct the difference: (1) a corrected Budget Calendar has been produced, (2) the corrected Budget Calendar was approved by the Governing Council on Nov 27, 2016, and (3) the corrected calendar will be submitted to the Budget Analyst with minutes from the GC meeting to place in the school's file at the state. We appreciate the state bringing this to our attention and will review this more carefully prior to approval of the budget calendar each spring to ensure that instructional hours are reported correctly.

For these reasons, the EVCA is fulfilling these conditions, standards, and procedures set forth in the charter contract (modulo the typographical error of recording $7 * 175$ as being 1226 rather than 1225).

Use of PARCC at the EVCA

Concern: On pg 10 of the preliminary 2016 Recharter Renewal Report, the CSD states that *"the school makes some statements, which are inappropriate and should be addressed. First the school states that the PARCC, 'has been discontinued by the PEC.' This statement is not supported with explanation or evidence. More importantly this ignores the state's laws..."*

Response: First, we would like to note that the EVCA complies with the state law regarding the completion of standardized tests. The PARCC test has been administered every year since its adoption, and the NMSBA was administered every year before that. The EVCA will continue to administer the PARCC or other standardized tests as required.

We recognize that we incorrectly stated that the PARCC has been discontinued. We meant to point out that the PEC decided to not use the PARCC to evaluate charter school goals. Instead,

they have recommended an ensemble of short cycle and end of course assessments. Our original performance goal used only the NMSBA, and has been replaced with an ensemble of assessments. The EVCA worked closely with the CSD to establish this new goal. The NMPEC, EVCA, and CSD discussion is recorded on pages 25-33 of the minutes of the PEC 19 August 2015 meeting, where our original goal was rescinded and the new goal substituted on a 9-0 vote. Therefore, the CSD should not employ the old goal any longer as it is not a part of the original charter. The EVCA Governing Council voted to accept the revised goal on their 3 September 2015 meeting.

School Grading -- Q1 Growth

Concern: On pg. 13 of the preliminary 2016 Recharter Renewal Report, the CSD notes that *“...because the school has received F letter grades in 2 of the 5 letter grade components and the school failed to provide any information on the efforts (and success) in improving the achievement of students in the lowest quartile and graduation rate, CSD is noting that the school has not sufficiently addressed these concerns in the renewal application.”*

Response: We will provide detailed information below on the efforts and successes in improving the achievement of students in the lowest quartile. However, first we would like to point out that the CSD appears to be operating with incorrect data regarding our school. We note that on page 11, under bullet #1, there are two sub-bullets:

Of the **200** Q1 students, 79% were not proficient, and 21% were proficient.

Of the **676** Q3 students, 29% were not proficient, and 71% were proficient.

The EVCA has never had more than **460** students at the school. These data cannot possibly refer to our Q1 and Q3 student populations. We therefore question the accuracy of the report.

Efforts to Improve Q1 Student Performance

Concern: On page 12 of the preliminary Charter School Renewal Report, the CSD notes that *“The school has provided no narrative to explain the efforts it has made to improve the performance of the school’s lowest performing students nor has it provided data to demonstrate the success in improving the performance of the school’s lowest performing students.”*

Response: The Governing Council and EVCA administration have had a number of conversations regarding Q1 student performance over the past four years. The EVCA has asked the PED for the names of the Q1 students for the past three years, so that we could identify gaps and propose remediations to assist those students. We received the requested information for the first time this fall.

Here are three specific case studies of Q1 5th grade students (a key point of transition to the higher level concepts of pre-Algebra) that demonstrate our remediation approaches in math, and the evidence we observe that these approaches are effective:

- “Student V, a Q1 student, had been in a first grade math class the year prior to coming to 5th grade. His beginning of year Singapore test in 5th grade showed a score of 8 on Singapore 4A. In response to the **remediation strategies** that we employed (identifying

skill gaps, providing extra instruction in class, providing extra help with homework), at the end of the school year, he scored a 77 on the Singapore 4B EOC math test. He was able to multiply and divide accurately and showed good skill with fractions.”

- “Student A, a Q1 student, was new to our school and had an IEP. Student A scored a 42 in 4A at the beginning of the year (Singapore). In response to the remediation strategies, A was able to score 83 on Singapore 4B EOC.”
- In this class, 8 students were in Q1 out of 20. Those Q1 students scored an average of 53 on the Singapore 4A math test at the start of the year. At the end of the year, those same students scored an average of 78 on the Singapore 4B end of year test. The 12 non-Q1 students scored 70 at the start and 78 at the end of the year. The remediations resulted in the Q1 students having made dramatic gains over the course of the year.

Here are additional case studies of Q1 students that demonstrate our remediation approaches in math and literacy.

Student A (6th grade)

Student A worked closely with **Student Services** and utilized the **LEXIA tutoring program**. Over the course of one academic year, the reading section of the Gates-MacGinitie test, his improvements are:

Vocabulary: 3.8 to 5.9 (Grade level equivalent)

Comprehension: 3.8 to 7.8 (Grade level equivalent)

Overall improvement: 3.8 to 6.9 (Grade level equivalent)

These test scores show a 3.1 grade equivalent improvement.

Student B

The first semester of 2014-2015 school year, student B had a 15% math average. We implemented **math tutoring** during school hours and he improved to a math average of 50%. For the fall of 2015, student B was in an **intervention math class** and had an average math grade of 93.5%.

His PARCC scores also show significant improvement in both Math and English/Language Arts (ELA). His math score in 2015 was 663 Level 1, and his math score improved in 2016 to 691 Level 1. His ELA score was 729 Level 3 in 2015, and this improved to 735 Level 3 in 2016.

Student C (4th grade)

In first grade, student C was below grade level in math. As a support she received **tutoring from another teacher** and was placed in a **math intervention program** where she worked extensively on **IXL**. She showed an overall improvement of 13% on 3rd grade IXL math skills and is now “on grade level” according to Singapore Math testing.

Student D

Student D started in 2014 with a 60% average in math. This student received intervention with **foundational math instruction** and received **tutoring** and utilized **both IXL and Khan Academy coaching** to strengthen his math foundation. The next year, he earned a 79%

average in math. This year (2016) he had an 87% on his most recent progress report. He was able to progress from PARCC Level 1 to PARCC Level 2.

Student E

In 2014, student E was a year below grade level according to Singapore math placement and had a C average. In 2015 we utilized an **intervention math class** and she gained ground in returning to grade level according to Singapore Math placement and improved to an 81.5% average. This fall semester, she has a 92% average in math and is set to take Algebra 1 next year so that she will be back on track.

Student F

In 2014, student F's math average on her report card was 53%. In the fall of 2015 she was still struggling with an average of 60% in math. For the second semester she was transferred to a **math intervention class** and was able to improve her average to 93% as measured by report card grades for that semester.

Her PARCC scores document this improvement with a jump from Level 1 to Level 2 in both Math and ELA. Her math PARCC improved from 688 in 2015 to 702 in 2016. Her ELA PARCC improved from 687 in 2015 to 711 in 2016.

Efforts to Improve Graduation Rates

Concern: On pg 13 of the preliminary 2016 Charter School Renewal Report, the CSD states that *"The school response does not reflect an understanding of the cohort concept. The cohort is defined by when a student starts 9th grade, but it does not require that the student start at the particular school."*

Response: The school administration understands that the cohort starts in the 9th grade at any PED school. Our data disagree with the data used for the graduation grade calculation.

Concern: On page 12 of the preliminary Charter School Renewal Report, the CSD notes that "In the graduation rate area, the school scored an F" on its most recent school report card.

Response: The Estancia Valley Classical Academy started in 2012 as a K-10th grade school. Therefore, our first graduating class was in May of 2015, and our second was in May of 2016. As we have had only two graduating classes so far, the issue of the graduation aspect of the school grading system has only very recently come to our attention. Prior to this, our concerns and efforts regarding graduation centered around efforts to retain students at our school, which we now understand is not what the PED's graduation metric is measuring.

First, we want to state that the administration and Governing Council of the Estancia Valley Classical Academy are deeply concerned about students, their education, and their future. Intrinsic to this is making a concerted effort to assist high school students in staying in school and graduating in a timely fashion.

Second, now that this issue of graduation has come to our attention, we have begun to invest time into understanding the metric and how it is calculated, to evaluate the school's high school programs, and most importantly to look into the graduation issues and opportunities related to the students themselves.

Third, although we are still working to understand the graduation metric of the school grade, there are some aspects of our overall program that we have instituted for independent reasons that we believe should have a positive influence on the graduation metric. For example, in both the 2014-15 and 2015-16 school years, we greatly expanded our online class options, providing more career-related elective options for high school students. On two occasions (2014, 2016,) we have offered summer school "credit recovery" classes in math, science, and language arts. We plan to continue this offering, as needed, to assist students with completion of required credits for graduation.

Fourth, last year we identified an online college and career guidance service (Naviance) which we believe will provide students with key guidance in selecting careers, identifying paths of study, applying for scholarships, and investigating post-secondary educational options. Regrettably, due to limited funding, we were unable to procure this last year, though increases in student enrollment this year will enable us to do that in the next two months. Unfortunately, because of the short time spans available so far, we cannot yet provide any data related to these.

Finally, we would like to reiterate that the Estancia Valley Classical Academy Governing Board and administration are committed to doing what we can to promote the success of our students. We will continue investigating this issue and working with the PED to understand the state's graduation metrics. Most importantly, as increases in funding due to student growth permit, we will continue expanding our high school student support services. One change that we will make is to identify data that can be gathered to help document and analyze the effectiveness of our attempts in this key area.

Responses Regarding School Goals

Concern: In the preliminary 2016 Charter School Renewal Report on the Estancia Valley Classical Academy, the PED states on page 13 that, "*Estancia Valley Classical Academy has not achieved, or made progress toward achieving, the student performance standards identified in the charter contract.*" This statement warrants a careful response.

General Response: The EVCA respectfully disagrees with the statement that we have not made progress toward achieving our student performance goals. Although we admit our failure to meet a few of the goals stated in our charter, we have made significant progress on a number of them, including the most important goals -- the student performance standards.

We will address specific goals below, but first we would like to note our desire to update and simplify our goals with our recharter. A key contributing factor to our difficulty with our goals is that the consultant hired by the Founders years ago to draft the original charter encouraged the

Founders to include many lofty “stretch goals.” The past four years of experience has shown that a sharp focus on a few key student performance standards is a much stronger approach than having numerous, difficult to measure goals. We now realize that we made an egregious mistake in not engaging with the PED and PEC at once when we realized that the goals in the original charter were problematic.

First, we note that we did approach the PED and PEC to revise one of our goals that was based on a standardized test (NMSBA) that were believed was being phased out in favor of the PARCC. Approaching the PED and PEC to revise the goal was the proper thing to do, and this is what we are committed to do in the future, should the PEC see fit to approve our renewal application.

Second, we believe we have made solid progress toward achieving our goals. The preliminary Renewal Report itself contains much data, in terms of graphs, tables, and numbers, that demonstrate this progress. We realize, however, that the narratives in our EVCA Charter Renewal Application could and should have done a better job of analyzing and highlighting that progress.

Third, some of the data presented in the preliminary Renewal Report are incorrect. In the following sections, we will address each of our goals, noting our mistakes, describing our progress, and correcting the data, as appropriate.

Charter Goals: High Expectations for Academic Achievement

Goal: *“By the end of EVCA’s second year of operation (2013-2014), 90% of parents and/or guardians will ‘Agree or Strongly Agree’ that their child’s school holds high expectations for academic achievement on the annually-required NMPED Quality of Education Survey.”*

Our evaluation: Due to an oversight, we did not address this in the Charter Renewal Application. The school did not meet this goal at the end of EVCA’s second year of operation (2013-2014); we were 2 percentage points short. We believe that an 88% score demonstrates clear, measurable progress toward meeting this goal. In fact, this goal was met at the end of our third and fourth years of operation. The results for “Agree or Strongly Agree” on this question from the last three years of NMPED Quality of Education Surveys are:

2013-14	2014-15	2015-16
88%	96%	98%

Charter Goals: EPSS Goals

Goal: *“By the end of EVCA’s second year of operation (2013-2014), EVCA will have accomplished 100% of the overall goals and targeted goals on the Educational Plan for Student Success (EPSS).”*

Our evaluation: EPSS goals are levied when a school is placed on a School Improvement Plan. Because the EVCA has received school grades of A, A, A, and C, we do not have a School Improvement Plan. Therefore there are 0 overall and targeted goals in EPSS for our school. We have met 100% of those goals.

Charter Goals: Annual Lecture and Discussion Series

Goal: *“By the end of EVCA’s fourth year of operation (2015-2016), 95% of EVCA students in grades 7-12 will participate in an annual lecture and discussion series including notable speakers on important topics.”*

Our Evaluation: Due to limited funding and limited staff, we did not achieve this goal.

Charter Goals: Acceptance into Post-secondary Institutions

Goal: *“By the end of EVCA’s third year of operation (2014-2015), 90% of students who have attended EVCA for two or more years and desire to continue their education will be accepted to post-secondary educational institutions.”*

Our Evaluation: We are perplexed at the CSD’s assessment that we neither met nor made progress toward this goal. *We have fully met this goal.*

The EVCA graduated 9 American students and one foreign student in our third year of operation, SY 2014-15. Of these students from the United States, one entered active duty in the United States Navy, and 8 were accepted to and entered a college or university. In SY 2015-16, the EVCA graduated 7 students. Of these students, one entered active duty in the United States Air Force, and 6 were accepted to a college or university. Please note the table below.

School year	Number of seniors who attended EVCA for two or more years <i>and desire to continue their education</i>	Number of seniors who were accepted to post-secondary institutions	% of seniors who desire to continue their education and were accepted to post-secondary institutions
2014-15 (third year of operation)	8	8	100%
2015-16 (fourth year of operation)	6	6	100%

Charter Goals: Maintaining Consistent Discipline

Goal: *“By the end of the second year of operation (2013-14), 90% of parents and/or guardians will ‘Agree or Strongly Agree’ that EVCA staff maintains consistent discipline which is conducive to learning on the annually-required NMPED Quality of Education Survey.”*

Our Evaluation: The EVCA did not meet this goal, but has made enormous progress toward meeting it. Data that demonstrates this is provided in the renewal application. In particular, in 2016, 88% of parents agreed with the statement above. We are therefore only 2% shy of reaching this goal.

Charter Goals: Civic Literacy

Goal: *“By the end of EVCA’s second year of operation, 90% of the students will demonstrate civic literacy by engaging in school, city, or state democratic processes.”*

Our Evaluation: The EVCA believes we met this goal in the 7-12th grade student populations, but failed to meet it in the K-6th grade populations. This demonstrates progress toward meeting the goal.

Charter Goals: Proficiency in Reading and Math

Goal: *“By the end of EVCA’s third year of operation (2015), 95% of all students assessed will score proficient or higher on the NMSBA Reading and Math sections.”*

Our Evaluation: The EVCA was making progress toward meeting this goal for our first two years of operation. In the third year, a new standardized test was introduced (the PARCC), which prompted us to review our previous goal, which was based on the NMSBA. We began that process in June of 2014, and it was finally approved in August of 2015. Our test results from that third year of operation are difficult to compare to the first two years of operation, as the tests are different and are not baselined against each other.

This goal was rescinded by the PEC in August of 2015.

Charter Goals: Academic Proficiency Ensemble

Goal: *“By the end of the third year, 70% of EVCA students will have achieved proficient or higher on grade-appropriate measures selected from the following set: DIBELS assessment (gr. K-3), Discovery Testing (gr. 3-11), Gates-MacGinitie Reading Tests (gr. 4-8), PED EOC tests (gr. 8-12), and Core Knowledge EOC test.”*

Our Evaluation: For this goal we proposed that by the end of the third year, 2014-15, we would meet 70% proficient or above on this ensemble of tests.

In our renewal application, we initially included the source data, but representatives of the PED requested we include this in graph format. In the preliminary 2016 Charter School Renewal Report, we were asked to include the source data, which are shown below.

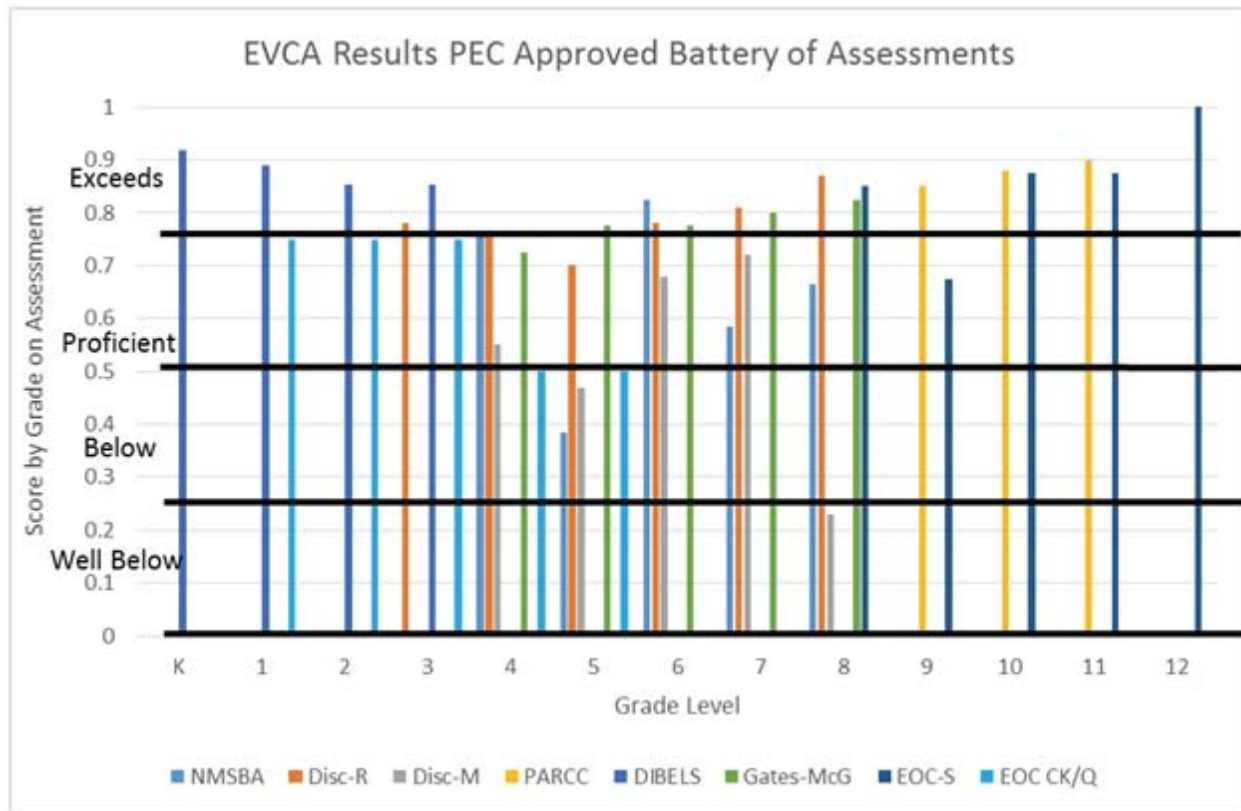
Source Data for our Revised Performance Goal

EVCA Goal Oriented Assessment Program for Academics								
	Assessment Measures by Weight							
GL	DIBELS Tests	Gates-Mac Re	Discovery Testing	EOC (State)	EOC (CK/Quest	GL Avg	# of St's	GL Total Pts
K	3.7 100%					3.7	40	148.0
1	3.5 50%				3.0 50%	3.2	36	115.2
2	3.4 50%				3.0 50%	3.2	35	112.0
3	3.4 33%		2.5 33%		3.0 33%	3.0	38	114.0
4		2.9 33%	2.6 33%		2.0 33%	2.5	48	120.0
5		3.1 33%	2.4 33%		2.0 33%	2.5	43	107.5
6		3.1 50%	2.8 50%			2.9	36	104.4
7		3.2 50%	2.6 50%			2.9	47	136.3
8		3.3 33%	2.5* 33%	3.4 33%		3.1	29	89.9
9			2.7 50%	2.7 50%		2.7	27	72.9
10			3.0 50%	3.5 50%		3.2	14	44.8
11			3.2 50%	3.5 50%		3.3	10	33.0
12				4.0 100%		4.0	7	28.0

GL Avg Pts 3.1
 Total Students 410
 Avg Pts/Student School-Wide 3.0
 EVCA Target Score 688.8
 EVCA Final Score 1226.0

Note that the target score established by the PED of 688.8 was completely eclipsed by the performance of the EVCA's students. We will continue to worked toward even higher scores on these assessments in the future. The EVCA final score is simply the product of the Average School-Wide grade and the number of students. In order to turn this into a 0-100% chart, we use the grade as shown in the chart and divide by 4.0 and multiply the result by 100 to get the percentage score. These are detailed in the chart below.

The graph representation of the results of the individual tests (DIBELS, Gates-MacGinitie, Discovery, and EOC tests) is shown in the "rainbow chart" below. The color of the bars indicate the various tests, separated by grades. The height of the bar indicates the average score (as a fraction, where 1.0 = 100%) for each grade on a particular assessment..



In the sections that follow, we will provide more detail for a number of the tests that factor into our evaluation of this goal.

Discovery Test Results. The following data are obtained directly from the Discovery results from the SYs 2013 through 2016. The third year of school operations corresponds to the 2014-2015 school year, and is highlighted in green. The numbers in the table are the percent of students in each grade that achieved proficient or higher on the ensemble metric.

DISCOVERY READING/LANGUAGE ARTS				DISCOVERY MATHEMATICS			
	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
GRADE				4	48.4	45.2	40
4	67.9	61.9	64	5	71	43.2	30.2
5	83.3	59.4	71.1	6	45.4	60.9	72.2
6	85.3	73.9	60.4	7		62	54.7
7	75.6	82.8	69.6	8	30	13.3	14.3

8	100	73.8	79.3	ALGEBRA I	92.3	34.8	23.5
HS ENG 1	86.9	78.3	85.1	ALGEBRA II	100	71.4	84.2
HS ENG 2	92.3	100	94.7	GEOMETRY	88.2	100	68.2
HS ENG 3			91.7				

The goal reflects a weighted average of all students. In order to ascertain if 70% of our students met the objective, one must multiply the percentage by the number of students, then divide the result by the number of students in order to generate the required information.

DISCOVERY SUBJECT	SCHOOL AVERAGE		
	2013-14	2014-15	2015-16
ELA	83.45	72.95	73.5
MATH	71.8	60.3	56.8

As may be seen, EVCA students exceed the target of 70% proficient in English Language Arts (ELA) for SY 2013 through 2016. EVCA students meet the target of 70% proficient in mathematics for the first year, but fail to meet the target for SY2014-15 and SY2015-16. We attribute this to a large influx of students who manifest marginal mathematics skills and require substantial remediation.

DIBELS Test Data. The DIBELS data from SY2012-13 through SY2015-16 are shown below. The school far exceeds the target of 70% proficient or above, in addition to which the lower quartile (of performance) students are also progressing. Note there are fewer students in the below or well below benchmark quartiles as the school year progresses.

This clearly demonstrates increased progress of all students, although not using the PARCC assessment.

DIBELS Assessment Results
(BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year)



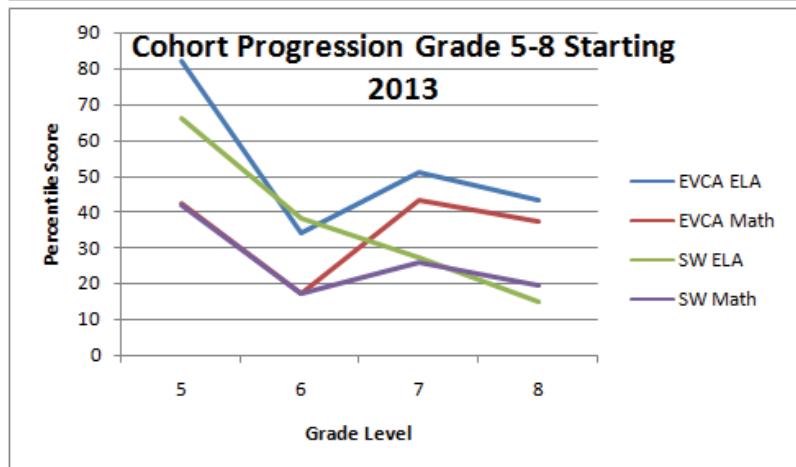
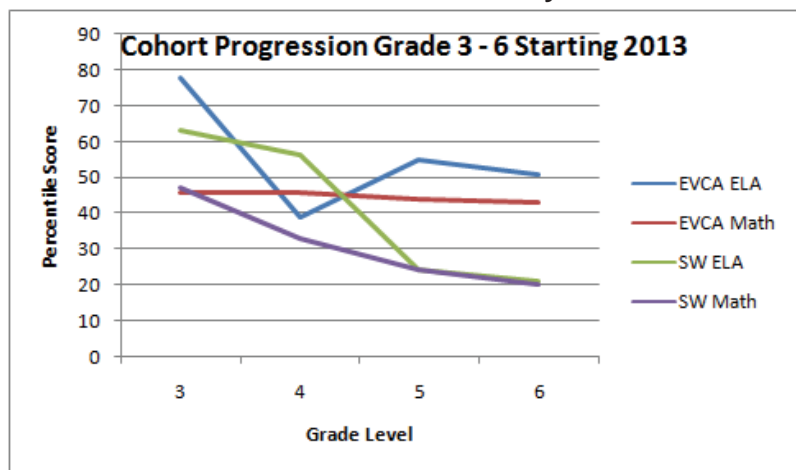
New Mexico SBA Results. The following table is generated from data on the SBA. For some years, the SBA appears to refer to the NMSBA, and for other years It appears to refer to the PARCC. The scores in years three and four for the Statewide percentage proficient show a rather steep drop from the years prior. This would appear to be consistent with changing to a different test.

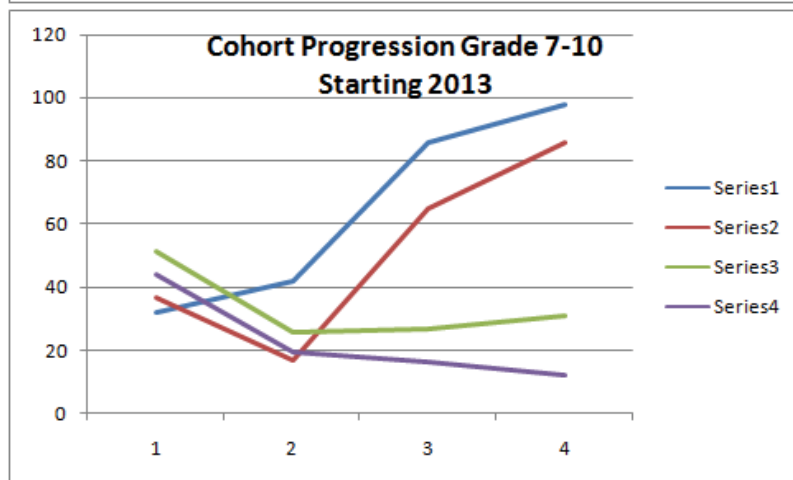
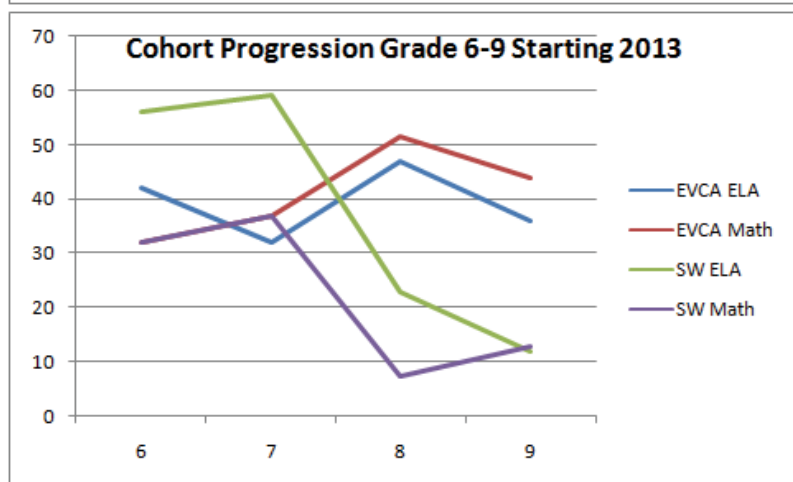
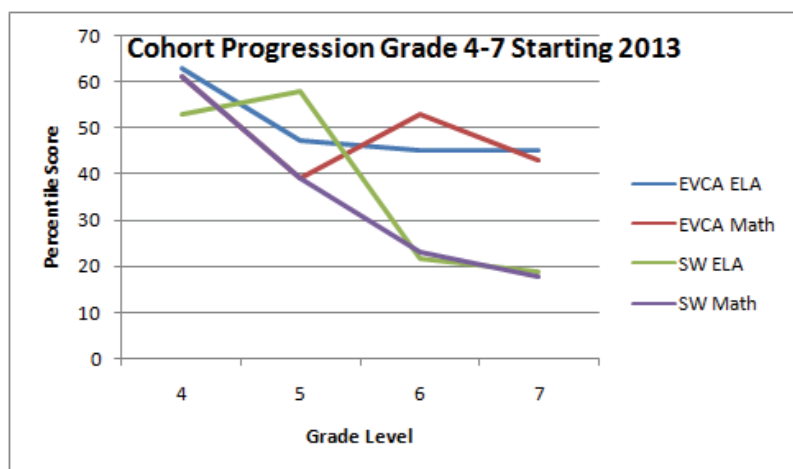
What we have done with these data is to parse them by grade cohorts for each year. This allows us to observe how scores vary from year to year for each student cohort. The charts representing student progression are shown below. Each chart represents a cohort starting in

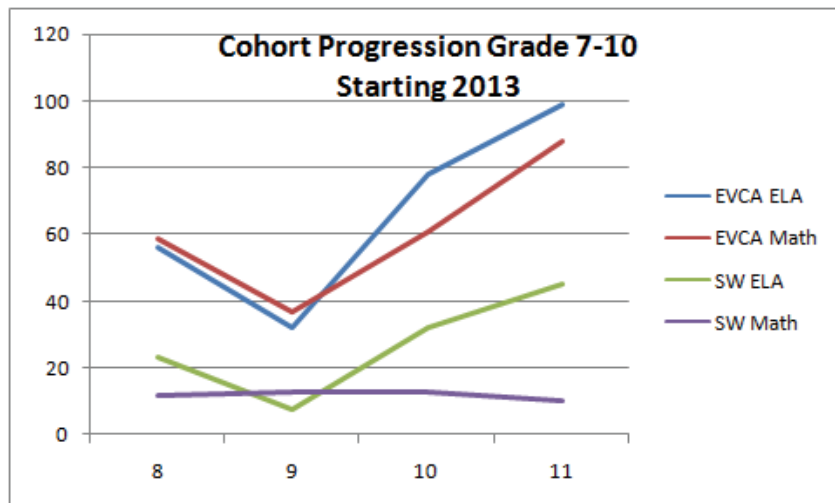
the 2013-2014 School Year. What is notable is that there is an increase in the scores from year 1 to year 2, and then a drop when the PARCC was introduced. However, the EVCA consistently outscores the statewide average by a great deal in the PARCC assessment. In upper grades, the EVCA outscores the statewide average by a great deal.

Analysis: We ascribe the reduction from 2013-14 to 2014-15 to a larger influx of academic casualties entering our school. The increase in the PARCC score for the third year may be due to the way the PARCC was set up for that year; the test may have been more difficult in the second year for the lower grades.

SBA Results by Cohort Years 1 through 4







Core Knowledge End of Course Tests. Here are the raw data from the Core Knowledge End of Course tests for the end of SY2015-16. The numbers in the chart are the average score for the entire grade for the given test.

Grade	Math	LA	Hist/Geog	Sci	Overall	Score
1	88%	89%	74%	78%	83%	3.0
2	75%	82%	77%	84%	80%	3.0
3	66%	81%	62%	73%	71%	3.0
4	62%	70%	59%	64%	64%	2.0
5	55%	75%	54%	65%	62%	2.0

We note that 1st through 3rd graders are meeting the target of 70% proficient or above, whereas the 4th and 5th graders are not.

Summary. Whereas on any individual test, some students may not exhibit proficiency, the ensemble across a number of tests shows that the vast majority of students are demonstrating proficiency, or above. The overall target for the EVCA Goal Oriented Assessment Program for Academics for 2015-16 was 688.8, whereas our actual ensemble score was 1226.

Charter Goals: NWEA Goal

Goal: "Within the first year, 90% of all students will demonstrate the expected minimum rate of academic progress after each of the three administrations of the NWEA (short-cycle assessment given three times per year). The expected rate of progress is determined by the NWEA baseline assessment."

Our Evaluation: It is true that we failed to revise this goal once we lost confidence in it from an academic standpoint and realized that the academic elements of it are covered under other goals. The board acknowledges this mistake and is committed to working more closely with the CSD, PED, and PEC to proactively revise goals if they are found to be flawed.

On page 16 of the preliminary 2016 Charter School Renewal Report, the CSD expressed the following concern: “The school presented no data. Instead, the school stated it did not administer the assessment at any point. The school noted: “Since the writing of this goal, the NWEA has become the object of increased scrutiny and many educators question its validity, for this reason, we have discontinued use of the NWEA assessment tool.” At no point in the charter term did the school request to amend or remove this goal. The school also did not provide equivalent data (growth) from any other source.”

The NWEA covers reading, language usage, and math, which the Discovery and Gates MacGinitie tests both cover. Although we did not present data for the NWEA test in our renewal application, reading, language usage, and math data are presented under another goal *“By the end of EVCA’s third year of operation (2015), 70% of all students assessed will score proficient or higher on the NMSBA Reading and Math sections.”* We also provided data from our academic assessment rubric that used the Discovery, Gates-McGinitie, State EOC tests and Core Knowledge EOC tests. Those results show overall strong academic proficiency.

Charter Goals: NAEP Goal

Goal: *“By the end of Year 3, students in the 4th, 8th, and 12th grades, 90% of students will obtain a score at or above a Proficient Score on the NAEP Civics Question Tool.”*

Our Evaluation: Though we have administered this test each year after our first, the NAEP vendor does not provide results to individual schools -- they will only provide aggregate reports across a variety of groups. We now realize that we made an egregious mistake in not engaging with the PED and PEC at once when we realized that the NAEP vendor would not release to us the results for our school. When we learned that, we should have approached the PED and PEC to revise this goal. The Governing Council acknowledges this mistake and is committed to working more closely with the CSD, PED, and PEC to proactively revise or amend goals that are found to be flawed.

On page 16 of the preliminary 2016 Charter School Renewal Report, the CSD expressed the following concern: “The school presented no data. Instead, the school stated it did not administer the assessment at any point. The school noted: “While the objective of proficiency in Civics is a laudable goal, the NAEP does not disaggregate scores below the national, state or Trial Urban District level of reporting and there is consequently no data available to assess this goal.” At no point in the charter term did

the school request to amend or remove this goal. The school also did not provide equivalent data (growth) from any other source.”

Despite the inability to acquire NAEP results, we can still demonstrate student progress toward the goal of becoming proficient in civics. In addition to the NEAP test, we also administer the NM State and CK/Questar End of Course (EOC) tests, which include New Mexico and US History and US Government elements. The chart below shows the results for testing in these areas for all previous school years which addresses the concern that we did not provide equivalent data from another source.

Course	# Students Failing	# Students Passing	Total	% of Students that Passed
NM History	0	1	1	100%
US Gov	0	9	9	100%
US Hist	2	22	24	92%

Charter Goals: Cohort Graduation Rate

Goal: *“By the end of its fourth year of operation (2016), EVCA will have a 90% cohort graduation rate.”*

Our Evaluation: At the CSD Charter Renewal training on 12 Aug 2016, we understood the instructor’s verbal guidance to use the 12th grade cohort as the basis for answering this question. In fact, we asked for clarification specifically on this point.

Since that time, the Governing Council has reviewed the PED definition of “cohort” and fully understands the definition according to the Graduation Technical Manual. While investigating this issue, we believe that the school administration has inadvertently certified incorrect cohort data, resulting in a flawed cohort graduation rate. The GC has directed the EVCA Executive Director to ensure that the Graduation and cohort review offered by the PED each November/December is approved by the GC before it is accepted or corrected and returned to the PED.

Our calculations for our cohort graduation rate still differ from the PED computations and we will continue to work with the CSD and the PED Assessment, Accountability, and Evaluation Division to clarify how the data is computed to arrive at the final reported rate.

Charter Goals: Virtue

Goal: *“To measure successful training in the virtues - beginning year 1, 98% of the students who receive referrals to the office for behavioral infractions identified in the EVCA Student Handbook will decrease the number of referrals by 5% each year.”*

Our Evaluation: Although we have not fully met this goal, we have made measurable progress. In SY2013-14, the school administration conducted an evaluation of this goal and our student body. The conclusion at that time was that the goal was difficult to evaluate, but that 70% of students in question exhibited the expected 5% reduction in discipline referrals. The Governing Council now understands that when we discovered the difficulty in evaluating this goal, we should have negotiated with the PED and PEC to revise the goal.

On, May 22, 2014, the Assistant Executive Director submitted a report to the EVCA Executive Director pursuant to evaluating the school's success at achieving its charter goal regarding character development. Here is the summary statement from that report (with a couple of proofreading corrections):

The EVCA administration has gathered the data in this document in order to begin to measure "successful training in the virtues" by tracking Discipline Referral (DR) rate and level of infraction by individual EVCA students. The data was obtained from DR records kept from SY2012-13 and SY2013-14. A student does not show up in this data set until their behavior is officially written up on a DR slip that is submitted to the office.

Our hypothesis is that the effectiveness of our character development program can be measured, at least in part, by a negative correlation between time spent as a student at EVCA and (1) number of DR's to the office, and (2) level of severity of infractions. In these data, a negative correlation demonstrates improvement in the observable virtuous behavior of the student, whereas a positive correlation demonstrates regression.

A negative correlation is observed in 7/15 (47%) of Primary grade students in the data set, with four students out of these 13 staying at 1 DR. This leaves 4/15 (27%) showing a positive correlation.

A negative correlation is observed in 11/23 (48%) of Upper level students in the data set, with 6 students maintaining the same number of DR's. This leaves 6/23 (26%) showing a positive correlation.

It does not appear that the "5%/year" decrease in DR's is going to be a helpful measure on an individual student basis. It seems clear that our goal statement will need to be adjusted in order to more meaningfully fit the manner in which the student behavior data actually presents itself. Once the goal is restated, we will be able to evaluate the effectiveness of our character development program. Meanwhile, there is some evidence that the program is effective in that significantly more students showed the expected negative correlation than showed a positive correlation.

Since this initial report, EVCA has continued to track trends in discipline referrals on a school wide basis as means to monitor student character development. These data were submitted this past summer on WebEPSS as evidence of further progress toward achievement of our goal of “successful training in the virtues.”

During the first two years of operation, 2012-14, there were .59 DR (discipline referrals) per student. By SY 15-16, this ratio was down to .39 DR per student. In the current school year, at only 9 DR per month to date, we are on pace for a final ratio of .18 DR per student this school year.

Data in the Table W1 tracks the progress of 4 students who struggled with discipline issues upon entering EVCA. Column 1 denotes each student’s current year at EVCA. The number in the “SY” column denotes how many DR’s that student had that year. “%Red” shows the percent reduction in DR’s for that year. “NA” means that the student did not attend EVCA that year. As examples of the effectiveness of EVCA’s character development program, note that all 4 students showed a reduction in the number of discipline referrals by >5% each year (with one exceptional year for Student D,) and each has shown an eventual decrease to zero DR.

Table W1
(“%Red” is the % Reduction of Referrals for that student)

Current grade level of student	SY12-13	% Red	SY13-14	% Red	SY14-15	% Red	SY15-16	% Red	SY16-17
Student A: 9th	NA		NA		8	63	3	100	0
Student B: 4th	6	66	2	100	0		0		0
Student C: 4th	NA		3	100	0		0		0
Student D: 6th	2	0	2	50	1	100	0		0

It is also noteworthy that very few students are referred to the office for disciplinary reasons, and most of these involve important, but low-level disciplinary issues, along the lines of class disruptions by excessive talking in class, and the like. Even in this, there is a high level of respect shown to authority and there is a strong tendency for students to willingly correct their behavior.

In addition to these discipline report data, EVCA regularly receives comments from parents and visitors regarding the impressive politeness, respectfulness, and citizenship of our students. For example, recently a parent who is new to our school stopped Mr.Thiery and told him that her kindergartener needed to begin to ride the van to and

from day care for the first time that week. Her kindergartener was very nervous about this, so at day care the mother asked if there was an older student who would be willing to be a buddy to her daughter on the transport van. She reported that immediately an EVCA student raised his hand and confidently volunteered to “buddy” with her daughter and escort her to class. The mother added that she had not seen this kind of family-like support between students before.

- Number of referred students with at least 5% reduction in behavioral disciplinary referrals: 7
- Total number of students with a behavioral disciplinary referral in SY14-15: 10
- % of students with a behavioral disciplinary referral who decreased their referrals by 5% each year: 70%

Appendix: Summary of Financial Audit Findings that Have Been Resolved

This appendix contains a list of the audit findings against the EVCA, and documents the actions the school took to address them. We include this list to provide data illustrating the fact that the school takes these audit findings seriously and takes action to address them. In the first three years of operation, there were no repeat findings.

2012-2013

CS 12-02-LL
Expenses
Improperly
Coded, Non-
Compliance and
other matters

School has a new Business Manager that has a greater understanding of how account codes should be assigned. A review was done to try to correct as many of these errors prior to year-end, however, as noted in CS 13-01-LL not all documentation was available at the time. All expenditures have been coded correctly for the 2013-2014 fiscal year.

There has not been a repeat finding.

CS 13-01-LL
Internal Control
Structure, Non-
Compliance and
other matters

No payments will be issued without supporting Purchase Order or equivalent, packing list or verification of receipt and final invoice. All Purchase Orders and payments have all supporting documentation for the 2013-2014 fiscal year.

There has not been a repeat finding.

CS 13-02-LL
PED Budget
reports, Non-
Compliance and
other matters

All BARs to correct function line items will be submitted by May 31st in order to avoid over-expenditure of function level. All BARs were appropriately issued prior to FY ending 2014.

There has not been a repeat finding.

2013-2014

CS 2014-
001-LL
Timely
Deposits
(Non-
Compliance
in

The 2 instances of non-compliance with NMAC 6.20.2.14.C consist of yearbook monies collected and deposited on an untimely basis. Estancia Valley Classical Academy's policy states "Money received and receipted shall be deposited in the bank within 24 hours or one banking day." Management will reiterate the policy, and the fact that it applies to all money received, with current staff. Additionally, procedures currently require a staff member to deposit funds on a daily basis. All deposits have been made

<p>Accordance with the New Mexico State Audit Rule)</p>	<p>within the 24 hour period/one banking day since July 2014.</p> <p>There has not been a repeat finding.</p>
<p>CS 2014-002-LL Financial Statement Preparation- Material Weakness</p>	<p>Bullet Point 1 - The School recorded transactions in the manner that they were advised to record transactions by our attorney and the previous auditor. Now the current auditor is wanting to change this transaction to indicate that the school has given a refundable security deposit to the foundation that was not liquidated by subsequent expenses in accordance with the lease, and to record it on the financials as an asset. This issue may have to be brought to the State Auditor as the school cannot have financials that misclassify assets and therefore preclude proper balance sheet reconciliation.</p> <p>Bullet Point 2 - The current Business Manager who began at the end of February and was not working during the 2013 – 2014 fiscal year was tasked to upload all of the files for the 2013 – 2014 audit onto the share drive for the auditor. In uploading the files she mistakenly uploaded the initial trial balance file to the share drive instead of an updated version that was created subsequently and should have been used as the final trial balance for that fiscal year. The final trial balance did contain the correct salaries and liabilities. Therefore, no journal entry was necessary to correct the books. In the future, updated files will be properly labeled and obsolete files moved out of the audit document folder so that they will not be mistakenly uploaded causing extra work and confusion during the audit.</p> <p>All the reports submitted for the FY15 and FY16 audits were correct.</p> <p>There has not been a repeat finding.</p>
<p>CS 2014-003-LL Foundation Account Reconciliations- Material Weakness</p>	<p>The Foundation is in agreement to the conditions communicated above. In regards to the prior period adjustments that were made, there was a weakness in the timely manner of reconciling out the balance sheet accounts of the Foundation at the time. This was mainly due to the fact that the fiscal period ending June 30, 2013 was the first year of existence. With it being the first year, the Foundation was quickly formed in response to the state laws that prevented Estancia Valley Classical Academy (EVCA) from owning any real property and not being able to sign any commitments that spanned over a year. Once the Foundation was formed and the application for tax exempt status was being prepared, it was a scramble to get board members. All the while this was going on, the process of acquiring the school buildings and getting the land ready for installation was occurring. The Foundation did not have a checking account and all was being reimbursed through EVCA. I believe that all was done properly and all was openly communicated, it was just that these transactions took place</p>

	<p>before a checking account was established (this is mainly why the adjustments had to be made) and no formal books had been formed. During that same time frame, the new Foundation board members began serving on the Foundation were not “up to speed” on past or current events. The new board members had yet to possess any written lease or finance agreements, let alone how they were structured and how they read. At the time, we as the Foundation Board had only one goal in mind and that was to open the school in a timely fashion.</p>
	<p>It wasn't until the Foundation was preparing for the 2014 audit that these omissions were discovered. I came on as Treasurer in January/February 2014, not suspecting that anything was amiss until I started reconciling the balance sheet accounts for the year end reporting and tax return preparation. Because the 2013 audit and tax return had already been prepared by the former Treasurer and because of the materiality of the adjustments that had to be made due to the reconciliation of the balance sheet accounts, I believed that they needed to be made in the prior period.</p> <p>In review with the auditors this will be removed from the Foundation's payables and EVCA's receivables by July 2017.</p>
	<p>The omission of the accrual of the property tax bill was due to the fact that even though the invoice was dated in the 2014 fiscal year, the bill was not received until July of the 2015 fiscal year. I thought since the Foundation reports on a cash basis, I didn't think to accrue the payable, even though for financial statement purposes the Foundation is reported on the modified accrual basis.</p> <p>Since these discoveries and adjustments, it is a normal practice to timely reconcile balance sheet accounts, mainly on a monthly basis. The monthly balance sheet and income statement are presented to Board for review and approval at the monthly board meetings. There is now assurance that all transactions are reported in a timely and complete manner.</p> <p>No ongoing issue with the corrective actions taking place with the preparation of the audit.</p> <p>There has not been a repeat finding</p>

FY 2014-2015

CS 2015-001-LL	The Business Manager along with the finance committee will review
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<p>Excess of Expenditures over Budget (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p>	<p>expenditure line items on a monthly basis. All BARs will be submitted on a monthly basis as required to ensure that expenditure line items do not exceed budget authority.</p> <p>There has not been a repeat finding.</p>
<p>CS 2015-002 LL Internal Control Structure over Payroll (Non-Compliance in Accordance with the New Mexico State Audit Rule and Significant Deficiency)</p>	<p>All payroll deductions are currently under individual review and will be corrected immediately. All employee deductions that were over-deducted will be reimbursed to the employee no later than November 30, 2015. All IRS, ERB, NMPSIA and Legacy deductions will be properly reviewed and reconciled on a monthly basis.</p> <p>Substitutes were reimbursed their ERB deductions upon their next pay period of substituting, December 11, 2015 and January 22, 2016 respectfully.</p> <p>Reconciliation of payroll deductions were completed each month to verify accuracy between deduction reports and the deduction payment submission reports and payments.</p> <p>Verification of retired educator's status with ERB is difficult and is many times not rectified until after the month being reported.</p> <p>There has not been a repeat finding.</p>

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 C

	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	404	100.0	335,694	100.0
Female	188	46.5	164,149	48.9
Male	216	53.5	171,545	51.1
Caucasian	282	69.8	82,116	24.5
African American	2	0.5	7,302	2.2
Hispanic	109	27.0	205,853	61.3
Asian	7	1.7	4,345	1.3
American Indian	4	1.0	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	174	43.1	240,438	71.6
SWD	24	5.9	49,729	14.8
ELL	3	0.7	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	1	0.2	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

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

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

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

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

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

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

School	Overall Grade	School	Overall Grade
Estancia Valley Classical Academy	C		

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	56	44	42	58		
3	LEA Prior	76	24	67	33		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	33	67	35	65	67	33
4	LEA Prior	38	62	26	74	71	29
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	42	59	17	83		
5	LEA Prior	82	18	34	66		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	68	32	32	68		
6	LEA Prior	54	46	32	68		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	51	49	44	56	74	26
7	LEA Prior	67	33	41	59	78	22
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	56	44	59	41		
8	LEA Prior	41	59	17	83		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	32	68	37	63		
9	LEA Prior	86	14	65	35		
10	State Current	32	68	14	87		
10	State Prior	31	69	12	88		
10	LEA Current	78	22	61	39		
10	LEA Prior	88	12	86	14		
11	State Current	45	55			39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	>98	<2			82	18
11	LEA Prior	90	10	20	80	70	30

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	52	48	39	61	72	28
Female	LEA Current	67	33	41	59	76	24
Female	State Current	34	66	20	80	41	59
Male	LEA Current	39	61	37	63	67	33
Male	State Current	22	78	20	80	44	56
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	56	44	44	57	78	22
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	39	61	23	77	58	42
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	45	55	32	68	60	40
Students w Disabilities	LEA Current	16	84	16	84		
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 (%)
Estancia Valley Classical Academy		52	48	39	61	72	28

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	\$317,886	10.5
Central Services	\$64,952	2.2
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$0	0.0
General Administration	\$41,813	1.4
Instruction	\$1,711,431	56.8
Instructional Support Services	\$0	0.0
Operations & Maintenance	\$556,864	18.5
Other Support Services	\$0	0.0
School Administration	\$216,389	7.2
Student Support Services	\$104,330	3.5
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
Douglas Ghormley	5
Harlan Lawson	5
Kim Adams	5
Roger Lenard	5
Theresa Nunneley	5

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

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

All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL
%	%	%	%	%	%	%	%	%

State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
Estancia Valley Classical Academy	50.5	57.8							
Blanks indicate too few students to report (N<10).									
Source: PED Accountability Bureau									

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

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

	Certificate	Status Unknown	Exit Out	Still Enrolled
	Completed coursework but did not pass exit exam	Dropped out or whereabouts unknown	Exited with intent to get GED or vocational credential	Continued high school enrollment past 4th year
	%	%	%	%
State Current	<2	29	6	3
Estancia Valley Classical Academy				
Blanks indicate too few students to report (N<10).				
Source: PED Accountability Bureau				

Teacher Credentials

		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA	
	Low Poverty Schools	2.2	.0	
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 %	
Estancia Valley Classical Academy	26	80.8	19.2	0.0
* 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	191	90	83	98	91	62	83	48	84	82	92
Estancia Valley Classical Academy	191	90	83	98	91	62	83	48	84	82	92
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

NM PED Charter School Division - School Snapshot Report

Estancia Valley Classical Academy

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

General Information

Mailing Address: PO Box 2340, Moriarty, NM 87035

Physical Address: 132 Impala Ct, Moriarty, NM 87035

Phone: (505) 832-2223 Ext: Fax: Website: www.estanciavalleyclassical.com/

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

School District: Moriarty County: Torrance

Administration:

Staff	Year Began	Phone	Email
Tim Thiery, Executive Director		(505) 832-2223	tathiery@theevca.com
Holly Massey, Business Manager		(505) 832-2223	hmassey@theevca.com

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Kim Adams Board		2013		
Doug Ghormley Secretary		2014		
Harlan Lawson Vice President		2012		
Roger X. Lenard President		2012		
Theresa Nunneley Board		2016		

Other:	Email	Notes
Catrina Chavez, Budget Analyst	catrina.chavez@state.nm.us	

Mission: To preserve our Nation's founding principles, Estancia Valley Classical Academy seeks to furnish willing students a rigorous education in the humanities, the sciences, and the arts with such instruction in the virtues as will best develop the mind and character of its pupils.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
	K-12		575		25	

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade		A	A	A	C
2. 3 Year Avg Grade			A	A	A
3. Current Standing		A	A	A	C
4. School Growth		B	B	A	C
5. Highest Performing Students		A	A	A	B
6. Lowest Performing Students		B	F	D	F
7. Opportunity to Learn		B	B	B	A
8. Graduation				na	F
9. Career and College				na	A
10. Reading Proficiency		62.1	69.6	68	62
11. Math Proficiency		46.6	56.37	40	39
12. SAMS		N	N	N	N

NM PED Charter School Division - School Snapshot Report

Estancia Valley Classical Academy

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

13. SAMS Graduation %

14. Bonus Points	0	3.3	2.98	3.74
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Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment			293	343	405
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male			51.5%	49.6%	51.6%
3. % Female			48.5%	50.4%	48.4%
4. % Caucasian			72.0%	71.7%	69.4%
5. % Hispanic			23.9%	23.6%	27.2%
6. % African American			0.3%	0.6%	0.2%
7. % Asian			3.1%	3.5%	2.5%
8. % Native American			0.7%	0.6%	0.7%
9. % Economically Disadvantaged			0.0%	29.4%	37.8%
10. % Title 1 TS			0.0%	0.0%	0.0%
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			4.1%	3.2%	4.7%
15. % ELL			0.0%	3.8%	2.5%



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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).

The EVCA meets expectations. The EVCA maintained an "A" final grade for three consecutive years followed by a "C" grade for 2015-16. The EVCA has a three-year average grade of an "A." There was no average grade for the first year of operations.

Current Standing

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

The EVCA meets expectations. The EVCA's current standing is a "C." The EVCA has strenuously objected to this grade because the assessment used by the state is the PARCC, which has been discontinued by the PEC. We



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note that grades nation-wide on the PARCC are highly variable, and despite PARCC's supporters' apologetics for the test, it is still not baselined. Furthermore, the PARCC scores do not compare with any of the other assessments we use, PSAT, ACT, DIBELS, Discovery, and State or CK/Questar End of Course tests; the results on these assessments are uniformly higher than the PARCC. Indeed, our students performed exceedingly well on the PEC-approved battery of assessments upon which our goals are based, which the PEC used in place of the PARCC due to the PARCC's lack of reliability.

School Growth

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

*The EVCA meets expectations. The EVCA was graded as "B" for the first two years of operations, followed by an "A" then a "C" last year. Due to changes in standardized testing, it has been difficult to maintain a clear set of results, which speak to progress in school growth. We provide results of standardized testing over the past three years in **Appendix E**. Our original objective was to achieve an 80% proficiency rate, which we modified when the PARCC was exchanged for the SBA. When the PARCC was instituted, we petitioned for a change to the goal; subsequently the test objective was lowered to 70%. When the PEC eliminated the PARCC and instituted a requirement for a series of short-cycle assessments, the EVCA generated a series of tests, which was approved by the PEC, the results are discussed under goal #1. In any case, by any objective measure, the EVCA has achieved or exceeded this objective.*

Q3 (Highest Performing 75%) Growth

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

The EVCA meets expectations. The EVCA has maintained an "A" grade for three consecutive years followed by a "B" in 2015-16.

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.

*The EVCA strongly objects to the PED's grading criteria in this area. We have written a very well researched missive contained in **Appendix F**, which conclusively demonstrates that high performing schools are heavily penalized by the progression or value-added measurement scheme for grading. The EVCA recommends that a strict performance-based approach be used for high performing schools. In **Appendix G**, the EVCA has compiled a list of strategies and projects, which we employ to assist struggling students.*

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.

The EVCA meets expectations. The EVCA has maintained a "B" grade for three consecutive years followed by an "A" in 2015-16.

Graduation—as applicable

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

The EVCA has graduated two classes. This year the EVCA was graded as "F" in this category. We stridently



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objected to this grade as the PED is violating its own Graduation Technical Manual rules. First, they did not validate their data with the EVCA GC, indeed, we do not know with whom they communicated regarding the veracity of the graduation data. Second, the definition of a cohort is an ensemble of students who started the 9th grade at a given institution, although they may not complete their graduation at that institution. For the year in question, the EVCA had no 9th grade cohort, as our 2015 graduating class entered EVCA in the 10th grade, so the assessment by the PED was, by definition, erroneous. Third, the PED did not count as graduating, a student that actually did graduate from our school. Fourth, the PED did not verify that a student who left our school and graduated from another school actually did graduate from Hope Connection School. The school to which the student transferred did not keep proper records, and although the student graduated, there was no record of this until we requested further research, which determined that she graduated from the Hope Connection School. Finally, when we performed all the proper analysis, our graduation rate (even though it's improper because we're starting with a 10th grade cohort versus 9th grade) was 69%, which rates a "B", not an "F". We appealed this grade, but the appeal was denied.

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.

The EVCA received 9.0 out of a possible of 15 points in this area for a grade of "A".

Bonus Points

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

The EVCA received 3.7 out of 5 points in this area for 2015-16 and an average of 3.14 points over the last 4 years.



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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.).

EVCA's original charter listed numerous goals on a variety of fronts. On reflection, some of these goals are redundant, some are superficial, while some are still viewed as essential, although more appropriately retained as an internal goal, and not part of our renewal. Some goals were impossible to measure due to lack of disaggregated data from national rankings, some are duplicative of the school report card, and some are anfractuious to measure. Consequently, you will note that almost all of the original goals are to be rescinded within the scope of the new contract. We have found that the plethora of goals is largely a distraction from offering excellent core academics in literacy, math, science, and history. We therefore propose to drastically reduce our goals down to the essentials, retaining only two primary goals, one in mathematics and one in reading.

Student Academic Performance Standard/Goal #1:								
<i>Original goal: By the end of EVCA's third year of operation (2015), 95% of all students assessed will score proficient or higher on the NMSBA Reading and Math sections.</i>								
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):								
NMSBA, for Years 1-3, until it was replaced by PARCC and we applied to revise this goal. (Note: The H3 math score in 2014-15 of 20% proficient or above as listed on the PED website is incorrect. EVCA tested 10 students in 11 th grade and all 10 scored proficient.)								
Data—Percent of Students Proficient and Advanced								
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	
Test Category	Reading	Math	Reading	Math	Reading	Math	Reading	Math
3	78 %	39 %	71 %	58 %	76 %	67 %	56 %	42 %
4	46 %	46 %	63 %	47 %	39 %	28 %	33 %	35 %
5	63 %	56 %	82 %	63 %	82 %	34 %	42 %	17 %
6	47 %	33 %	53 %	58 %	59 %	32 %	68 %	32 %
7	72 %	52 %	61 %	39 %	66 %	38 %	51 %	44 %
8	68 %	63 %	90 %	74 %	42 %	17 %	56 %	59 %
9	N/A	N/A	N/A	N/A	86 %	65 %	32 %	37 %
H2	71 %	47 %	67 %	53 %	>98 %	86 %	78 %	61 %
H3	N/A	N/A	93 %	86 %	90 %	100 %	>98 %	88 %



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

In 2014, the PED adopted the PARCC in lieu of the NMSBA for the statewide assessment. This action invalidated our goal, consequently, the EVCA petitioned the PEC for a modification to this goal; the petition was granted in 2015. Subsequently, the PEC decided not to utilize the PARCC data for charter renewal purposes because of the absence of benchmark data, and the PARCC was replaced with a series of short-cycle assessments. That being said, the PARCC remains an integral part of the NM School Grading system, because proficiency on a standardized test is a State graduation requirement.

Student Academic Performance Standard/Goal #1:

Revised goal, approved Aug 19, 2015: By the end of the third year, 70% of EVCA students will have achieved proficient or higher on grade-appropriate measures selected from the following set: DIBELS assessment (gr. K-3), Discovery Testing (gr. 3-11), Gates-MacGinitie Reading Tests (gr. 4-8), PED EOC tests (gr. 8-12), and Core Knowledge EOC tests.

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

DIBELS assessment (gr. K-3), Discovery Testing (gr. 3-11), Gates-MacGinitie Reading Tests (gr. 4-8), PED EOC tests (gr. 8-12), and Core Knowledge EOC tests.

Data—Average Scores

See discussion and charts below.

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

First, we note that there is a gap in our ability to track student academic data via charter goals. The NMSBA was discontinued after our second year, but our revised charter goal was not approved until our fourth year, leaving us with a gap for our third year.

We show the 2015 PARCC results strictly to show that on most elements, our school exceeds our original goal.

Results of 2015 PARCC Assessment		
Subject Assessed	Goal #1 Objective	Actual Rating 2015
English Language Arts 9th grade	70%	85%
English Language Arts 10th grade	70%	88%
English Language Arts 11th grade	70%	90%
Algebra I	70%	32%
Geometry	70%	76%

As a general depiction of our school's results, EVCA's student academic performance for 2015-16 is shown, in summary, below (more extensive data are available in Appendix E). These data are captured from the results of a battery of tests the PEC approved as a petitioned change when the NMSBA was replaced by the PARCC, which in turn was replaced by PEC direction to use a series of short-cycle assessments. The results are sectioned into quartiles along the vertical axis, with anything above 75% being exceeds proficiency, above 50% meets proficiency, between 25% and 50% below proficiency, and below 25%, far below



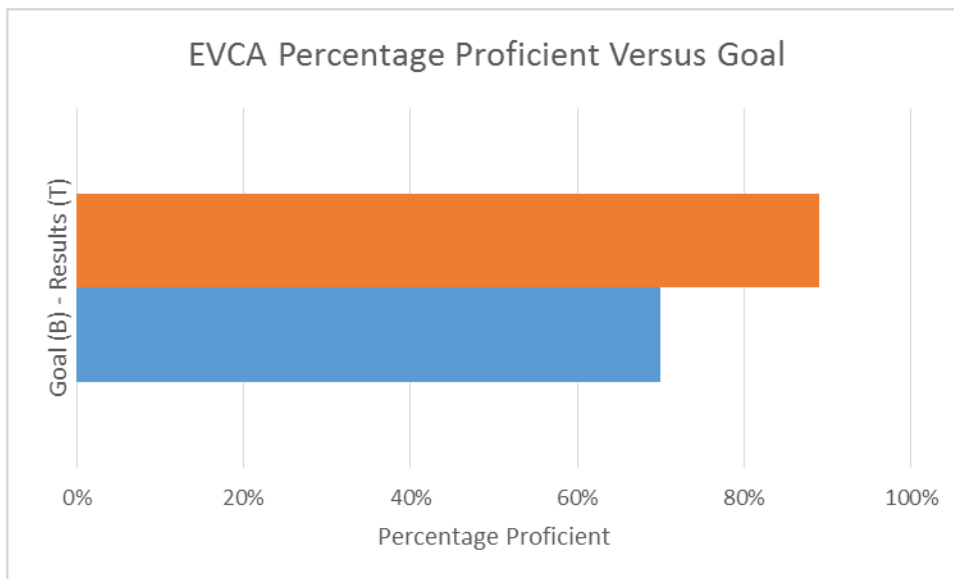
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proficiency. In only one area, 5th grade Discovery Mathematics did the school perform between 25% and 50%. In only one other area, 8th grade Discovery Mathematics, did EVCA score below 25%. The color-coded vertical columns are referenced to the different assessments used. We note a secular decrease in scores from K to about the 5th grade, at which point the diminution in scores is reversed, until in 12th grade with the NM State End of Course test, the seniors scored 100%. In only 35% of the assessments did EVCA score below the Exceeds Category. With respect to the goal objective, of achieving 70% or more, instead of 70% achieving proficiency, fully 89% of EVCA students scored proficient or above on the PEC approved battery of tests.

The overall results are shown in composite in the “EVCA Percentage Proficient Versus Goal” chart, and broken out by assessment type and grade in the “EVCA Results PEC Approved Battery of Assessments” chart.

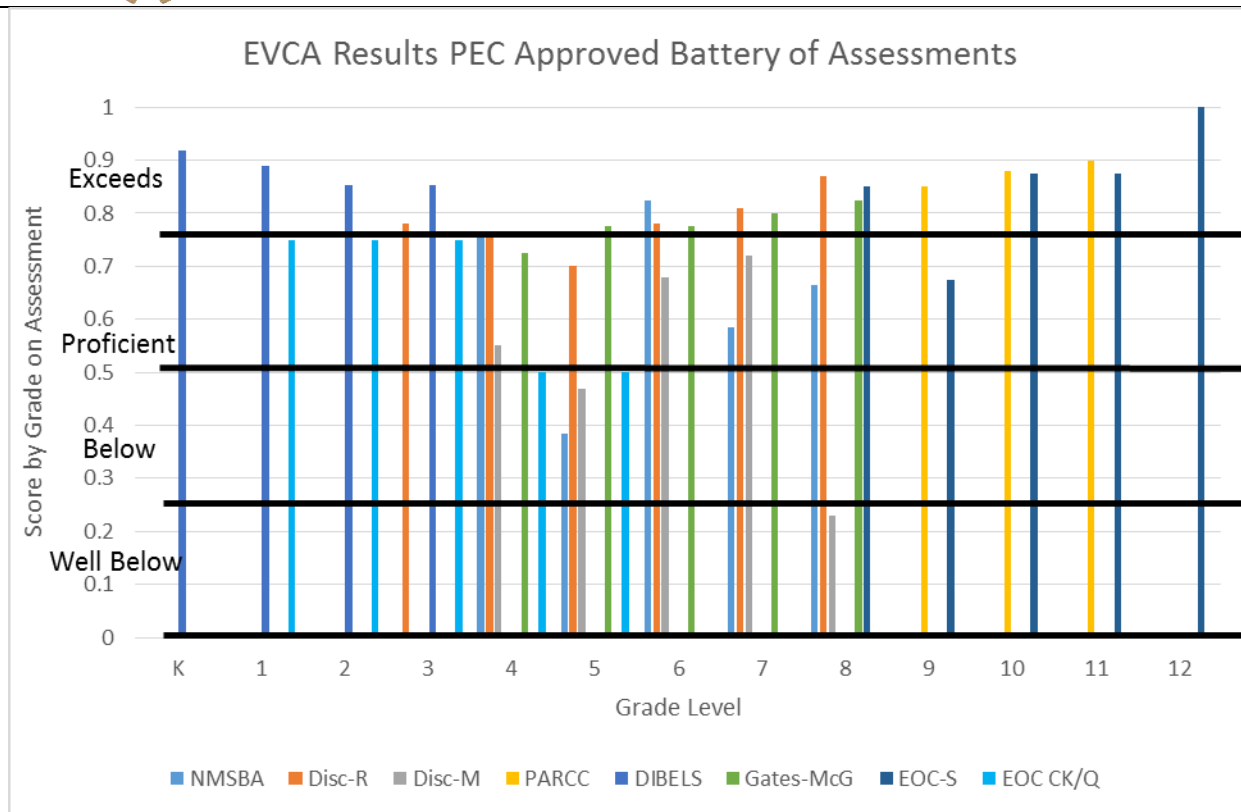




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In the “EVCA Results PEC Approved Battery of Assessments” chart, the low score in 8th grade Discovery-Math is due to the fact that only seven of our lowest performing 8th grade students were examined on this test as the remaining 8th graders were enrolled in Algebra I. As per our charter, we ability group students in math in these grades, which resulted in only lower performing students taking this test. On the state sanctioned end of course exams 19 of the 23 8th graders were proficient or above in Algebra I.

Due to the constantly shifting assessments the EVCA requests this specific goal be rescinded in the renewed charter and replaced with a more specific set of reading and mathematics goals which are delineated in Part C.



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Student Academic Performance Standard/Goal #2:

Within the first year, 90% of all students will demonstrate the expected minimum rate of academic progress after each of the three administrations of the NWEA (short-cycle assessment given three times per year). The expected rate of progress is determined by the NWEA baseline assessment.

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

NWEA not used, therefore, this chart is blank.

EVCA has used the DIBELS, Discovery and Gates-Macginitie short cycle assessments. See the chart of compendium assessments in "EVCA Results PEC Approved Battery of Assessments, above.

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
K-12	Assessment not used	Assessment not used	Assessment not used	Assessment not used

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

Since the writing of this goal, the NWEA has become the object of increased scrutiny and many educators question its validity, for this reason, we have discontinued use of the NWEA assessment tool.

We request elimination of this as a goal in our charter renewal.



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Student Academic Performance Standard/Goal #3:

By the end of Year 3, students in the 4th, 8th, and 12th grades, 90% of students will obtain a score at or above a Proficient Score on the NAEP Civics Question Tool.

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

NAEP Civics Question

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
4	Data not available	Data not available	Data not available	Data not available
8	Data not available	Data not available	Data not available	Data not available
12	Data not available	Data not available	Data not available	Data not available

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

While the objective of proficiency in Civics is a laudable goal, the NAEP does not disaggregate scores below the national, state or Trial Urban District level of reporting and there is consequently no data available to assess this goal.

We therefore request that this goal be eliminated in our new charter.



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

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

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

Student Performance Standard/Goal #1:				
<i>By the end of its fourth year of operation (2016), EVCA will have a 90% cohort graduation rate.</i>				
Measure(s) Used:				
<i>Graduation rate of those students who started 12th grade at EVCA.</i>				
Data—Average Annual Data				
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
12	N/A	N/A	100%	100%
Provide a statement of progress and additional information regarding the above data:				
<i>EVCA initially started with students only in K-10th grades. Our first graduating class was therefore in 2014-15. EVCA has graduated 100% cohort graduation rate with its first two graduating classes for those students who started the 12th grade at EVCA. We received 8.59 out of 17 possible points in 2016 from the PED. EVCA will continue to track our cohort graduation rate, but the GC requests rescission of this goal, as it is duplicative of the extant NMPED school report card in this category.</i>				



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Student Performance Standard/Goal #2:

To measure successful training in the virtues - beginning year 1, 98% of the students who receive referrals to the office for behavioral infractions identified in the EVCA Student Handbook will decrease the number of referrals by 5% each year.

Measure(s) Used:

Disciplinary referrals per student.

Data—Average Annual Data

Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K-12	N/A	N/A	0.59	0.39

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

While EVCA initially kept records on this goal, we discovered that this is not a good measure of virtue. Further, a goal of continual improvement becomes intractable when performance levels are high. We know that virtue and a school culture of good character are key contributors of the EVCA students' academic performance. Our discipline referrals decreased from 0.59 per student in 2014-15 to .39 per student in 2015-16. Additionally, EVCA has expelled only one student, suspended one student in four years for 10 days, had only two instances of marijuana possession, and only 9 students in 2014-15 received out of school suspension and in 2015-16 only 6 students received out of school suspension. However, the GC requests to rescind this goal as part of our renewal process as we have yet to discern a satisfactory method to measure this goal.



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Student Performance Standard/Goal #3:

By the end of year 4, 90% of students who apply to post-secondary institutions will be accepted.

Measure(s) Used:

Percent of graduates applying to post-secondary institutions who are accepted.

Data—Average Annual Data

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
12	N/A	N/A	100%	100%

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

For our first two graduating classes in 2015 and 2016, 100% of graduating applicants have been admitted to college/university. This goal is, at its core, duplicative of our proposed Goals #1 and #2 regarding academic performance. The GC therefore requests to rescind this goal as part of our renewal process.



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Student Performance Standard/Goal #4:

By the end of EVCA's fourth year of operation (2015-2016), 95% of EVCA students in grades 7-12 will participate in an annual lecture and discussion series including notable speakers on important topics.

Measure(s) Used:

Percent of students engaged with notable speakers on important topics.

Data—Average Annual Data

Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K-12	N/A	N/A	N/A	N/A

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

Our students, faculty, parents and community members have been privileged to hear Dr. Larry Arnn, President of Hillsdale College, on two occasions at EVCA events. The commencement speaker in 2016 was Dr. Mike Adams, Professor of Psychology at the University of North Carolina. EVCA has sent four students to Hillsdale College's summer study program, which includes lectures by professors and other nationally notable speakers. Our students have access to the monthly Imprimis newsletter from Hillsdale College, which features keynote speeches in each issue. Many of our families receive the Imprimis mailed directly to their homes. Several of our parents, students, faculty and governing council members have participated in the online Hillsdale College Constitution Class series and also the latest series, "Public Policy from a Constitutional Viewpoint."

The GC requests to rescind this goal as we are still developing a meaningful speaker's program to integrate within our available time without disturbing classroom instruction.



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Student Performance Standard/Goal #5:

By the end of the second year, 90% of students engage in school, city or state democratic processes.

Measure(s) Used:

Percent of students engaged in school, city or state democratic processes.

Data—Average Annual Data

Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K-6	0%	0%	15%	15%
7-12	95% (est)	95% (est)	95% (est)	98%

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

EVCA upper school grades have held class officer elections each year, though no records were kept for the first three years of the percentage of students who voted (we have therefore estimated these). In 2016, a group of EVCA students drafted a Student Government Constitution, which was approved by the GC in August 2016. The Student Government Constitution was ratified by the 7th-12th grade student body in the first two weeks of 2016-17 school year. 98% of students voted in this election. In addition, sixty students visited the Roundhouse over four days during the 2015 Legislative session and another 45 students visited the Roundhouse during the shorter 2016 Legislative session. Students visited with the two Senators and three representatives whose districts contain our students' households. They attended several House and Senate sessions as well as committee hearings. Our students, while at the Roundhouse, met with Governor Martinez and Lt Governor Sanchez to discuss charter schools in general and classical education in particular. The PED also provided informative briefings on education throughout New Mexico and answered students' questions.

In order to focus on core academic progress, the GC requests to rescind this goal as part of our renewal process, although we contemplate retaining it as an internal school objective.



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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:
<i>We stated in the charter application in 2011 that we would utilize the Full Option Science System (FOSS) as our science curriculum.</i>
Measure(s) Used:
<i>Use of FOSS</i>
Data:
<i>We were unable to procure the FOSS kits.</i>
<i>Provide a statement of progress and additional information regarding the above data:</i>
<i>EVCA expected to have a partnering agreement with Sandia Labs for the FOSS kits to reduce costs to the school. As determined later, we learned that charter schools are prioritized behind non-charter schools by Sandia Labs and therefore the kits were not available and costs to purchase the necessary kits were beyond our budget. Therefore, we developed our own science curriculum, which closely resembles the FOSS curriculum. Since our students are performing well above national and state averages on the science portion of standardized tests and other assessments, we believe we are meeting the spirit of the charter and are pleased with the effectiveness of our science curriculum.</i>
<i>The GC requests to rescind this goal as part of our renewal process as the Full Option Science System is not available at reasonable cost given our current budgets.</i>



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Organizational Performance Standard/School Goal #2:

By the end of year two, 90% of parents/guardians Agree/Strongly Agree that the EVCA Staff maintain consistent discipline.

Measure(s) Used:

Percentage of parents agreeing or strongly agreeing that the EVCA staff maintain consistent discipline.

Data:

*% of Parents/Guardians agreeing or strongly agreeing
that the EVCA staff maintain consistent discipline.*

2013-14

2014-15

2015-16

78%

70%

88%

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

We are uncertain as to whether missing a goal by 2% is a material deviation from the goal. We note that it is a substantial improvement from the 2014-2015 school year, and an explanatory discussion follows. We made several dress code changes for the 2014-15 year, this resulted in some of our parents expressing concern that some infractions were not handled consistently, and therefore these parents did not rate EVCA as maintaining consistent discipline. In 2015, the Governing Council and Executive director decided to use the Advisory School Council to develop steps to increase the parental response rate on the Quality of Education survey. As a result of recommendations from the Advisory School Council, by 2015-16, infractions were significantly reduced and parental approval increased by 18%. We expect to observe continued progress in this area, although we will not be carrying forward this goal in the future. We have only had two incidents of students with possession of marijuana on campus in the last four years. In the 2014-2015 school year, the EVCA generated 13 Out of School Suspensions (OSS) involving 9 different students out of a total population of 405 students. In the 2015-2016 school year, the EVCA generated 8 OSS's involving 6 different students out of a total school population of 410 students. Only one student in four years of operations has been suspended for 10 days. During the 2013-2015 school years, the EVCA experienced only .59 Discipline Referrals per student. During the 2015-2016 school year, the EVCA experienced only .39 Discipline Referrals per student. Emphasis on virtue and the Eight Pillars of Character has resulted in significant reductions in disciplinary cases referred to the Executive Director.

In order to focus on core academic progress, the GC requests to rescind this goal as part of our renewal process.



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Organizational Performance Standard/School Goal #3:
<i>EVCA will provide Latin instruction in grade K-6.</i>
Measure(s) Used:
<i>Whether Latin vocabulary is taught in grades K-6.</i>
Data:
<i>Latin vocabulary is taught in grades K-6.</i>
Provide a statement of progress and additional information regarding the above data:
<i>We teach Latin vocabulary in grades K-6, and offer Latin I, II, III for grades 7-12.</i>
<i>The GC requests to rescind this goal as part of our renewal process as this is now a well-ensconced aspect of our curriculum.</i>



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Organizational Performance Standard/School Goal #4:

Both Latin and modern languages will be taught.

Measure(s) Used:

Whether Latin and modern languages are taught.

Data:

We have taught Latin each year, and have also offered on-line classes in Spanish, French, and German, upon request of students.

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

The Latin aspect of this goal is covered under Organizational Performance Standard/School Goal #3 and is duplicative. We have met the modern language aspect of this objective by offering on-line classes in Spanish, French and German.

The GC requests to rescind this goal as part of our renewal process as we are a small school and the need fluctuates based on student interests.



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Organizational Performance Standard/School Goal #5:

On site parental assistance is encouraged in order to assist EVCA in meeting its goal of volunteer involvement equal to 50% of the budgeted teaching hours for grades K-6 and 10% of the budgeted teaching hours for grades 7-12.

Measure(s) Used:

Number of volunteer hours.

Data:

School District Monthly Report Estancia Valley Classical Academy

09/17/2016

Month	Monthly Volunteers	Curriculum Time	Project Time	Total Time
Jan 0166	1	0.0	0.5	0.5
Oct 2014	1	0.0	4.0	4.0
Feb 2015	1	0.0	14.0	14.0
Mar 2015	1	0.0	10.0	10.0
Jul 2015	1	0.0	12.0	12.0
Aug 2015	12	11.0	90.8	101.8
Sep 2015	18	47.0	88.8	135.8
Oct 2015	18	62.0	133.5	195.5
Nov 2015	17	55.0	132.0	187.0
Dec 2015	12	24.0	115.3	139.3
Jan 2016	14	39.0	107.5	146.5
Feb 2016	9	18.0	91.3	109.3
Mar 2016	45	152.8	80.4	233.2
Apr 2016	41	124.0	201.8	325.7
May 2016	33	146.7	107.6	254.3
Totals	76	679.4	1,189.3	1,868.7

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

While EVCA has numerous volunteers that provide many hours of service to the school, we find that simply measuring hours is not an accurate reflection of the value of different volunteer services. Additionally, getting accurate volunteer time reports has been perennially challenging. Originally, we had individuals sign a booklet for hours volunteered. However, this proved to be more than parents were willing to engage in. The GC members, all of whom put in more than 50 hours per month did not use the book. We have since switched to an on-line record-keeping approach called HelpCounter. Our records for 2014-15 show an average of 200 volunteer hours recorded per month. The results entered into HelpCounter are shown above for the 2015-2016 school year. We are collecting more data with this method of record keeping. We have no solid metrics available to ascertain our true progress toward these goals.

The GC requests to rescind this goal as part of our renewal process as there is a natural corrective factor – as EVCA needs additional parental volunteer services, we are naturally induced to make additional requests to parents.



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Organizational Performance Standard/School Goal #6:

The Governing Council members are required to engage actively in all NMPED training as well as voluntarily participate in training regarding school law, governance, and public school finance. Each GC member is expected to obtain a minimum of 24 hours per year of such training.

Measure(s) Used:

Hours of training per year.

Data:

All GC members have attended the 5 hours of annual training required by NM statute, as well as dozens of additional hours per year (though not tracked precisely) in reviewing school law, governance, and public school finance topics.

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

When this goal was originally formulated, it was with a view to a particular training regimen provided at the time by Hillsdale College in Michigan for Governing Council members. That training has proven prohibitively expensive to attend each year. For our first two years, Hillsdale College provided two-weeks of intensive instructional training for our faculty and our Founders and GC members attended many hours of this training. Each GC member is already required by New Mexico statute to attend 5 hours of training. This, in addition to as-needed reviews of PED and PEC guidance documents, laws, statutes, and informative documents from other charter schools, has been more than adequate for our Governing Council to function in an effective manner. All GC members have met the minimum of 5 required hours of annual training each of the last four years by attending trainings provided by the NM Coalition of Charter Schools and the PED.

The GC requests to rescind this goal as part of our renewal process as the existing New Mexico mandated training is sufficient.



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.



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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)	N/A		
1 (12-13)	3	CS 12-02-LL Expenses Improperly Coded, Non-Compliance and other matters	School has a new Business Manager that has a greater understanding of how account codes should be assigned. A review was done to try to correct as many of these errors prior to year-end, however, as noted in CS 13-01-LL not all documentation was available at the time. All expenditures have been coded correctly for the 2013-2014 fiscal year.
		CS 13-01-LL Internal Control Structure, Non-Compliance and other matters	No payments will be issued without supporting Purchase Order or equivalent, packing list or verification of receipt and final invoice. All Purchase Orders and payments have all supporting documentation for the 2013-2014 fiscal year.
		CS 13-02-LL PED Budget reports, Non-Compliance and other matters	All BARs to correct function line items will be submitted by May 31 st in order to avoid over-expenditure of function level. All BARs were appropriately issued prior to FY ending 2014.
2 (13-14)	3	CS 2014-001-LL Timely Deposits (Non-Compliance in Accordance with the New Mexico State Audit Rule)	The 2 instances of non-compliance with NMAC 6.20.2.14.C consist of yearbook monies collected and deposited on an untimely basis. Estancia Valley Classical Academy's policy states "Money received and receipted shall be deposited in the bank within 24 hours or one banking day." Management will reiterate the policy, and the fact that it applies to all money received, with current staff. Additionally, procedures currently require a staff member to deposit funds on a daily basis.



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CS 2014-002-LL
Financial Statement
Preparation- Material
Weakness

Bullet Point 1 - The School recorded transactions in the manner that they were advised to record transactions by our attorney and the previous auditor. Now the current auditor is wanting to change this transaction to indicate that the school has given a refundable security deposit to the foundation that was not liquidated by subsequent expenses in accordance with the lease, and to record it on the financials as an asset. This issue may have to be brought to the State Auditor as the school cannot have financials that misclassify assets and therefore preclude proper balance sheet reconciliation.

Bullet Point 2 - The current Business Manager who began at the end of February and was not working during the 2013 – 2014 fiscal year was tasked to upload all of the files for the 2013 – 2014 audit onto the share drive for the auditor. In uploading the files she mistakenly uploaded the initial trial balance file to the share drive instead of an updated version that was created subsequently and should have been used as the final trial balance for that fiscal year. The final trial balance did contain the correct salaries and liabilities. Therefore, no journal entry was necessary to correct the books. In the future, updated files will be properly labeled and obsolete files moved out of the audit document folder so that they will not be mistakenly uploaded causing extra work and confusion during the audit.



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		<p>CS 2014-003-LL Foundation Account Reconciliations- Material Weakness</p>	<p>The Foundation is in agreement to the conditions communicated above. In regards to the prior period adjustments that were made, there was a weakness in the timely manner of reconciling out the balance sheet accounts of the Foundation at the time. This was mainly due to the fact that the fiscal period ending June 30, 2013 was the first year of existence. The Foundation was quickly formed in response to the state laws that prevented EVCA from owning any real property and not being able to sign any multi-year commitments. Once the Foundation was formed and the application for tax exempt status was being prepared, it was a scramble to get board members. As this was going on, the process of acquiring the school buildings and getting the land ready for installation was occurring. The Foundation did not have a checking account and all was being reimbursed through EVCA. I believe that all was done properly and all was openly communicated, it was just that these transactions took place before a checking account was established (this is mainly why the adjustments had to be made) and no formal books had been formed. During that same time frame, the new Foundation board members began serving on the Foundation were not "up to speed" on past or current events. The new board members had yet to possess any written lease or finance agreements, let alone how they were structured and how they read. At the time, we as the Foundation Board had only one goal in mind and that was to open the school in a timely fashion.</p> <p>As the Foundation was preparing for the 2014 audit, these omissions were discovered. I came on as Treasurer in January/February 2014, not suspecting that anything was amiss until I started reconciling the balance sheet accounts for the year-end reporting and tax return preparation. Because the 2013 audit and tax return had already been prepared by the former Treasurer and because of the materiality of the adjustments that had to be made due to the reconciliation of the balance sheet accounts, I believed that they needed to be made in the prior period.</p> <p>The omission of the accrual of the property tax bill was due to the fact that even though the invoice was dated in the 2014 fiscal year, the bill was not received until July of the 2015 fiscal year. I thought since the Foundation reports on a cash basis, I didn't think to accrue the payable, even though for financial statement purposes the Foundation is reported on the modified accrual basis. Since these discoveries and adjustments, it is a normal practice to timely reconcile balance sheet accounts, mainly on a monthly basis. The monthly balance sheet and income statement are presented to Board for review and approval at the monthly board meetings. There is now assurance that all transactions are reported in a timely and complete manner.</p>
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3 (14-15)	2	CS 2015-001-LL Excess of Expenditures over Budget (Non-Compliance in Accordance with the New Mexico State Audit Rule)	The Business Manager along with the finance committee will review expenditure line items on a monthly basis. All BARs will be submitted on a monthly basis as required to ensure that expenditure line items do not exceed budget authority.
		CS 2015-002- LL Internal Control Structure over Payroll (Non-Compliance in Accordance with the New Mexico State Audit Rule and Significant Deficiency)	All payroll deductions are currently under individual review and will be corrected immediately. All employee deductions that were over-deducted will be reimbursed to the employee no later than November 30, 2015. All IRS, ERB, NMPSIA and Legacy deductions will be properly reviewed and reconciled on a monthly basis. Note: Completed in Payroll #11 11/23/15-12/06/15 Pay Date 12/11/2015

Identify any changes made to fiscal management practices as a result of audit findings.

Changes are identified in school's responses, above, per annual audits.

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	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	



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days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>			
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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	In the spring of 2016, the Charter School Division of PED identified that our enrollment procedures were not in compliance with state requirements, although they were initially reviewed and approved by PED personnel in 2012 prior to EVCA holding its first lottery . The discrepancies were that EVCA's enrollment policy did not allow students to enter EVCA after the 40 th day nor in 11 th or 12 th grades due to the rigorous curriculum requirements. EVCA also required parent/guardian attendance at a mandatory meeting prior to enrolling a student at EVCA. Upon receipt of the 2016 notice that EVCA was not in compliance on these enrollment-related issues, EVCA enrollment policies were modified and are now in full compliance with all known statutes and regulations. See Appendix J for our current EVCA Enrollment Policy.



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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 ESEA relating to English language learner requirements.
- e) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.



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For any "no" answers please provide an explanation.

*Response to (b)(1): In the spring of 2016, the Charter School Division of PED identified that our enrollment procedures were not in compliance with state requirements, although **they were initially reviewed and approved by PED personnel in 2012 prior to EVCA holding its first lottery.** The discrepancies were that EVCA's enrollment policy did not allow students to enter EVCA after the 40th day nor in 11th or 12th grades due to the rigorous curriculum requirements. EVCA also required parent/guardian attendance at a mandatory meeting prior to enrolling a student at EVCA. Upon receipt of the 2016 notice that EVCA was not in compliance on these enrollment-related issues, EVCA enrollment policies were modified and are now in full compliance with all known statutes and regulations. **See Appendix J** for our current EVCA Enrollment Policy.*

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.



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- 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.

Response to Governance-Assurances (7): We were in compliance for the vast majority of the first four years. However, due to an unexpected GC member resignation in September 2015, we became out of compliance for 30 days until a fifth GC member was voted onto the GC.



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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 _____ Charter School and hereby certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to all employees of the _____ 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 _____ 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:



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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 _____ Charter School and certify that: the attached petition in support of the _____ 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 _____ 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



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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.

Our Foundation's current lease contract on the temporary facilities ends in August 2017. The current buildings have an NMCI rating of 0.50% from PSFA. E-occupancy certificates and the PSFA letter are at **Appendix D**.

In order to be in leased-to-own facilities, EVCA contemplates moving to a permanent building in the Edgewood area sometime after August 2017. Our charter was approved for the Moriarty-Edgewood area and our current facilities are in the city limits of Moriarty in Torrance County. Our proposed new location is in Santa Fe County, but remains within the Moriarty-Edgewood School District. The EVCA Foundation will own the new facility and EVCA will enter a lease to own agreement prior to occupying the new building. As soon as we have an address for the new location, EVCA will submit an amendment to reflect the new school location.

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.



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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"/>
Appendix E	EVCA Standardized Test Results	<input checked="" type="checkbox"/>
Appendix F	Impropriety of Value Added Models	<input checked="" type="checkbox"/>
Appendix G	EVCA Intervention Strategies and Projects	<input checked="" type="checkbox"/>
Appendix H	EVCA Executive Director Evaluation form	<input checked="" type="checkbox"/>
Appendix I	EVCA Other Successes and Accomplishments	<input checked="" type="checkbox"/>
Appendix J	EVCA Enrollment Policy	<input checked="" type="checkbox"/>
Appendix K	EVCA Goal Oriented Assessment Program for Academics	<input checked="" 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.

Academic Priorities for the next 5 years

Test results, as well as anecdotal reports from our 2015 graduates of their success in college, indicate that our classical approach to education is solid and rigorous. This is unsurprising to us, as classical education has a history of nearly 2500 years in the West and played a pivotal role in the great societies of Greece, Rome, and even our own country's founding. Therefore, the EVCA will continue to implement our approved research-based and academically-rich curriculum. EVCA faculty will continue to use history as the continuum for examining world events leading up to the present day. Our students will continue to study original source documents related to the founding of our Nation. Students will continue to ponder and discuss heroes and heroines from history and classical literature to discover how integrity and virtue have been essential to their decision-making and success. Teachers and students will continue to conduct in-depth discussions, frequently employing the Socratic Method.

However, there are two key areas that we propose to highlight as particular academic priorities over the next five years:

Our top academic priority for the next five years is to increase overall proficiency of our students in mathematics.

Our second priority will be to continue our high literacy/reading skills achievement, and to increase these scores where possible.

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

Our main strategy to address our academic priorities is to continue in the classical tradition.

To achieve the two proposed academic priorities in literacy and math, the EVCA will:

1. Utilize the measures delineated in Part B, Appendix G, with special emphasis on:
 - a. in-school and after-school tutoring in reading and math,
 - b. continued use of the IXL math and Lexia literacy remediation programs, and
 - c. enhancing our summer school program.
2. Provide training and professional development for faculty in literacy and mathematics instruction.

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

First, the Administration and the Governing Council noted that some of our test scores have decreased over the past few years and began investigating possible causes. A significant factor in this decline was found to be the replacement of the NMSBA by the PARCC. While the PEC has discontinued use of the PARCC for charter renewal, the PED still uses this assessment as its school report-card grading criterion. The synoptic results are enumerated below.

- Increasing math scores on SBA
- Declining math scores on PARCC
- Increasing reading scores on SBA
- Declining reading scores on PARCC

Second, math scores in particular dropped precipitously, which was a reversal of earlier trends with the SBA. EVCA noted low Algebra I scores on the PARCC as well as a slight downward trend in math scores from 1st to 5th grade. This trend seems to reverse itself from grades 6-12. In the 8th grade, low math scores on the Discovery math test is due to our weakest 7 students taking the 8th grade math test as the other 23 8th graders were enrolled in Algebra I. On the End of Course math test, 19 of 23 in Algebra I rated proficient or above.

The GC reviewed the mathematics program and found some implementation inconsistencies and that the Singapore Math program teachers needed further training, which we have prioritized in our budgeting. Additionally, we held a summer school session for students who are less than proficient or are in need of additional instruction. We believe that we should witness a reversal of this trend over the next five years.

Third, the GC's Curriculum Committee reviewed the status of instruction in literacy. Again, we identified a few implementation inconsistencies and rectified them. We believe the continued concentration on RIGGS for reading will improve our reading scores.

Fourth, the EVCA is utilizing the PEC-approved (August 19, 2015) EVCA Goal Oriented Assessment program which utilizes a compendium of assessment tools including DIBELS (to be replaced by I-Station in 2016-17), Discovery, Gates-Macginitie, End of Course (state) and End of Course (CK/Questar). Most of our data demonstrates that our results are impressive and noteworthy. EVCA is proposing (below) a more granular approach, which separates math and literacy while utilizing more well-established assessments. EVCA has implemented several support efforts listed at Part B, Appendix G.

Finally, EVCA is aggressively collecting data regarding the progress of our students, specifically with respect to (1) strategies that are proving to be effective at getting students back on grade level in math, and (2) issues that are blocking student progress in any area.

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?

During a PED site visit by the CSD, it was discovered that some IEP documentation was incomplete and tardy. The Governing Council directed the Executive Director to thoroughly investigate and report on the IEP program status. In response, the Governing Council established a Student Services Committee to continuously monitor the status of IEPs, and we require a monthly report from the Executive Director.

In our original charter application, the school adopted a philosophy of maximum inclusion into classroom learning. This continues to be our guiding principle for special category students.

An in-depth discussion of Q1 as viewed by the PED's School Grade process can be found in Part B, Appendix F. In particular, at EVCA, the majority of students that the PED deems to be in Q1 are actually proficient based on our assessments other than PARCC. Given this, we do not focus tutoring and other interventions on the entirety of Q1, but rather on the students who are most in need. We have already made significant additional strides in the last two years to identify and reach these individuals with additional opportunities for assistance.

Key personnel will receive specialized training to improve maximum efficiency, including:

- Riggs Literacy Program
- Singapore Math Program
- Technical Assistance Program (TAP) training

The "EVCA Student Support Program" below delineates a data-driven approach to assisting students to learn and practice new skills in both academic and behavioral areas, as needed. Students who are underperforming or struggling will have this support, as required, in math, reading and science. The plan below is an initial proposal, subject to oversight by the Governing Council's Student Services Committee and revision as needed.

EVCA Student Support Program

1. Identify students who are underperforming or struggling.
2. Meet with each such student.
3. During the meeting, various data points will be checked, such as:
 - Grades
 - Standardized test scores
 - Discipline referrals
 - Q1 Concerns
 - Attendance
4. An Action Plan will be developed with each student which outlines the support that will be provided, such as:
 - Training on tracking grades in the school's current on-line system.
 - Training on using study periods wisely.

- Training on communicating with teachers from whom they need help and on creating a plan.
- Training on using student planners to track homework, due dates, tests, etc.
- Allocating adult or peer tutoring opportunities.
- Considering possible schedule changes.
- Discussing student attendance.
- Scheduling a parent conference.
- Identifying summer school opportunities.
- Assigning additional on-line exercises in needed subjects.
- Considering additional supports.
- Referring issues to other Student Services teams as needed.

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?

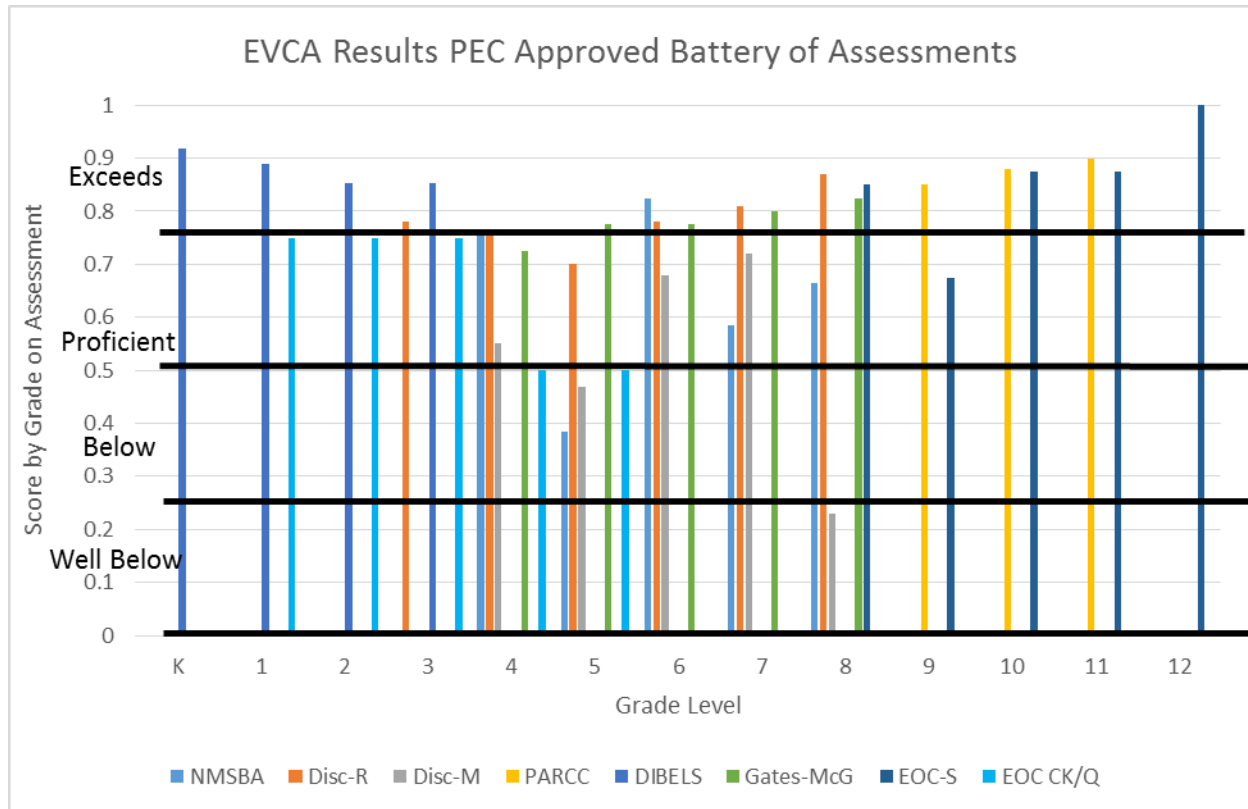
The Governing Council frequently receives performance data from the Executive Director. He provides a Director's Report at each regular monthly meeting and communicates performance data at other times via email. We generally compare our data to other schools both locally and statewide, and to our charter goals. In general, we have been satisfied with our performance data, though we have been concerned that our overall PARCC math scores have been significantly lower than our previous SBA scores, and seem out of step with our school's Discovery test results and End of Course test results. Several members of our GC completed the PARCC practice tests in 2014 and discovered that many questions in the math test did not have enough data to obtain an answer, while other questions did not offer the correct answer as an option. We have not been able to validate whether these issues persist or have been rectified, but that experience, coupled with the incongruous PARCC test math results casts significant doubt on the validity of the PARCC math test. This year we will gather additional data to help us quantify the reasons our students are scoring lower on the PARCC math tests.

Regarding our school report card, EVCA received three "A" grades in a row (2012-13, 2013-14, 2014-15) and for 2015-2016 received a grade of "C." We noted that the graduation data in the latest report card for 2016 (which reflects graduation data for our 2015 graduating class) was incorrect. The correct data yields a score for EVCA in the graduation category of 12.8 out of 17 (which would yield a "B") vs. the original 8.59 (which yields an "F"). We appealed, but our appeal was denied.

Low grades in our Q1 growth in 2013-14 prompted the GC to launch an investigation into how those grades are calculated and investigate what assistance we might provide. This investigation led us to appeal our most recent "F" grade on our Q1 growth based on the fact that most of our students in Q1 are already proficient or better, a situation that is punished by the PED's calculations rather than rewarded (see Part B, Appendix F). Our appeal was denied. We have recommended that high-performing schools with less than 15% of the student body below proficient, should have the growth factors removed so that those schools would be graded only on performance against an established standard.

By using the PEC-approved EVCA Goal Oriented Assessment Program for Academics, EVCA scored a final score of 1226 against a target score of 688.8 (See Part B, Appendix K). The target score was established by using a metric of 70% of students meeting or exceeding proficient levels. Our results using short-cycle and

End of Course assessments nearly doubled the target score, and the fraction of students scoring proficient or above was 89% versus a goal of 70%. This result leads us to question the validity of the PARCC scores, especially the math scores, which were around 38.8 this past year. The Executive Director has directed the 5th grade teachers to conduct a question-by-question analysis on the Discovery Tests to ascertain why the 5th grade scores were lower than expected.



The EVCA GC applauds the PEC decision to remove the PARCC results from consideration for charter renewal. If the PARCC test results do not come more in line with the other established short-cycle and end-of-year assessments results, then the PARCC should be eliminated from the battery of PED approved standard assessment tools.

The EVCA Executive Director is held accountable for school performance generally throughout the year in the regular Governing Council meetings, and in particular in his annual evaluation. See the 2015-16 evaluation form in Appendix H for an example of how our Governing Council guides and evaluates our Executive Director. Input for this evaluation is gathered from the following sources: an anonymous staff survey, a parent survey and from direct observations by GC members. Each GC member independently rates the ED in each area and then the scores are averaged to derive the final rating in each category.

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.

Estancia Valley Classical Academy (EVCA)

The following goals are directly related to our mission, “To preserve our nation’s founding principles, Estancia Valley Classical Academy seeks to furnish willing students a rigorous education in the humanities, the sciences, and the arts, with such instruction in the virtues as will best develop the mind and character of its pupils.”

Literacy goal for next 5 years: By the 2021-2022 school year, 75% of EVCA students will meet or exceed standard as computed with the EVCA Aggregated Literacy Weighting System illustrated below.

Exceeds Standard

The school will surpass the targets of its mission-specific indicators if:
By the 5th year, more than 80% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in literacy/reading according to the EVCA Aggregated Literacy Weighting System.

Meets Standard

The school substantially meets the targets of its mission-specific indicators if:
By the 5th year, between 75-80% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in literacy/reading according to the EVCA Aggregated Literacy Weighting System.

Does Not Meet Standard

The school does not meet the targets of its mission-specific indicators if:
By the 5th year, more than 70% and less than 75% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in literacy/reading according to the EVCA Aggregated Literacy Weighting System.

Falls Far Below Standard

The school falls far below the targets of its mission specific indicators if:
By the 5th year, 70% or less of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in literacy/reading according to the EVCA Aggregated Literacy Weighting System.

EVCA Aggregated Literacy Weighting System						
	Assessment Measures by Weight					Total
GL	I-Station Tests ¹	Gates-Mac Reading Tests ²	Discovery ELA	EOC Literacy (State)	EOC Literacy (CK/Questar) ³	
K	100%					100%
1	50%				50%	100%
2	50%				50%	100%
3	33%		33%		33%	100%
4		33%	33%		33%	100%
5		33%	33%		33%	100%
6		50%	50%			100%
7		50%	50%			100%
8		33%	33%	33%		100%
9			50%	50%		100%
10			50%	50%		100%
11			50%	50%		100%
12				100%		100%

Table Notes

1. I-Station test series replaces DIBELS Tests.
2. Gates-MacGinitie Reading Tests (<http://www.riverpub.com/products/gmrt/index.html>). A pre-test will be given in the Fall and a post-test given in May to assess yearly progress. This is a 55-minute paper and pencil (with online option) test which comes recommended by Access Literacy and Savannah Classical Academy, a sister school serving in the inner city of Savannah, GA.
3. Core Knowledge EOC, published by Questar Assessment, consists of between 35 and 50 multiple choice questions keyed to specific curriculum suggestions in the CK Sequence. Each subject test is designed to be completed by most students in less than an hour. Using Questar's testing material, grade 1-5 students can be tested on Math, LA, History and Geography, and Science

Mathematics goal for next 5 years: By the 2021-2022 school year, 75% of EVCA students will meet or exceed standard as computed with the EVCA Aggregated Math Weighting System illustrated below.

Exceeds Standard

The school will surpass the targets of its mission-specific indicators if:

By the 5th year, more than 80% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient for their grade level in mathematics according to the EVCA Aggregated Math Weighting System.

Meets Standard

The school substantially meets the targets of its mission-specific indicators if:

By the 5th year, between 75-80% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in their grade level in mathematics according to the EVCA Aggregated Math Weighting System.

Does Not Meet Standard

The school does not meet the targets of its mission-specific indicators if:

By the fifth year, more than 70% and less than 75% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in their grade level in mathematics according to the EVCA Aggregated Math Weighting System.

Falls Far Below Standard

The school falls far below the targets of its mission-specific indicators if:

By the 5th year, less than 70% of K-12 students at Estancia Valley Classical Academy will meet or exceed proficient in their grade level in mathematics according to the EVCA Aggregated Math Weighting System.

EVCA Aggregated Mathematics Weighting System					
	Assessment Measures by Weight				Total
GL	Singapore Math ¹	Discovery Math	EOC math (State)	EOC math (CK/Questar) ²	
K	100%				100%
1	50%			50%	100%
2	50%			50%	100%
3	33%	33%		33%	100%
4	33%	33%		33%	100%
5	33%	33%		33%	100%
6	50%	50%			100%
7	50%	50%			100%
8	33%	33%	33%		100%
9		50%	50%		100%
10		50%	50%		100%
11		50%	50%		100%
12			100%		100%

Table Notes:

1. Utilizing the Singapore Post-Test results.
2. Core Knowledge EOC, published by Questar Assessment, consists of between 35 and 50 multiple choice questions keyed to specific curriculum suggestions in the CK Sequence. Each subject test is designed to be completed by most students in less than an hour. Using Questar's testing material, grade 1-5 students can be tested on Math, Literacy, History and Geography, and Science.

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.)

We have confirmed in the first four years of the school that solid literacy and math skills are absolutely essential to student success in our core mission areas of the humanities, the sciences, and the arts. Even our approach of illustrating virtue through examples in history and great literature is predicated upon solid literacy ability in the student. Mathematics skills of logic and reasoning are essential for students to develop rhetoric and argumentation abilities. Certainly, a modern education can hardly be considered “rigorous” unless the great majority of students leave that education proficient in such basic skills as literacy and math.

EVCA’s original charter had a wide range of goals covering a variety of topics. True to the spirit of our mission and our classical philosophy of education, we propose to focus our goals for the next five years on the core academic subjects of literacy and math, believing that success in these unlock a world of opportunity for students in the humanities, the sciences, and the arts.

The EVCA is operating under a PEC-approved (August 19, 2015) Goal Oriented Assessment Program. The Goal Oriented Assessment Program is a fusion of the following literacy and mathematics assessments: DIBELS(changing to I-Station), Discovery Education Assessment, the Gates-Macginitie Reading Test, End of Course (state) and End of Course (Core Knowledge/Questar Assessment) tests. To better track literacy and math separately, we propose to use this same basic system but to generate two scores with it – one for literacy by including literacy elements of assessments, and another for math by including math elements of the assessments. In the Aggregated Math Weighting System, we will add an additional assessment tool.

Since our enrollment numbers are still growing significantly, we are cautious in our Meets Standard goal percentages, which are 5% higher than our present charter academic goal. For example, our enrollment increased from 410 at the end of 2015-16 school year to 455 currently. A great many of these newly enrolled students have gaps in their academic background and require additional support to raise their reading and math skills to current grade level.

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: Estancia Valley Classical Academy (EVCA)

Date submitted: 10/01/2016 Contact Name: Roger X. Lenard E-mail: rxl@theevca.com Phone #: 505-832-2223

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section II, page 4 Section V.B.2.Educational Program, page 55	Total number of students at full enrollment: 575	Total number of students at full enrollment: 780	<i>EVCA has experienced growth each year of operation, beginning with 293 students in grades K-10 and current enrollment is 455 in grades K-12. Our current charter enrollment cap is 575. We are anticipating moving to a new facility as early as August 2017 depending on availability of funding and expect enrollment to surpass 575 before the next charter</i>	10/01/2016

			renewal.	
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Original Signature of Governing Council President or Designee:



Date: 10/01/2016

Printed Name of Governing Council President or Designee: Roger X. Lenard, President, EVCA Governing Council

Public Education Department use only

Director/General Manager approves change: _____

Date: _____

(No further action taken.)

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ DENIED