



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

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

McCurdy Charter School

CSD RECOMMENDATION

CSD recommends renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a three year average letter grade of C, and the school's compliance with facility requirements and contractual requirements.

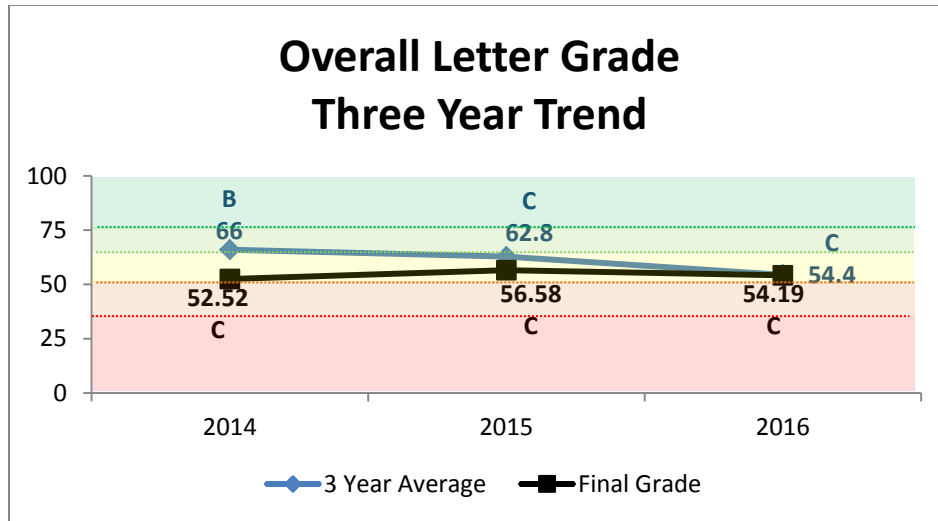
However, because the school has met or made substantial progress toward a majority, but not all, of the school specific goals in the charter contract and other concerns regarding legal compliance, CSD recommends the following conditions of renewal:

- Corrective action requirements including requirements that the school regularly report on the corrective actions identified in the renewal response.
- The school's performance framework include specific academic goals related to:
 - Current Standing/Proficiency
 - Growth of Lowest Performing Students (Q1)
 - School Growth
 - Graduation Rate

SCHOOL SUMMARY

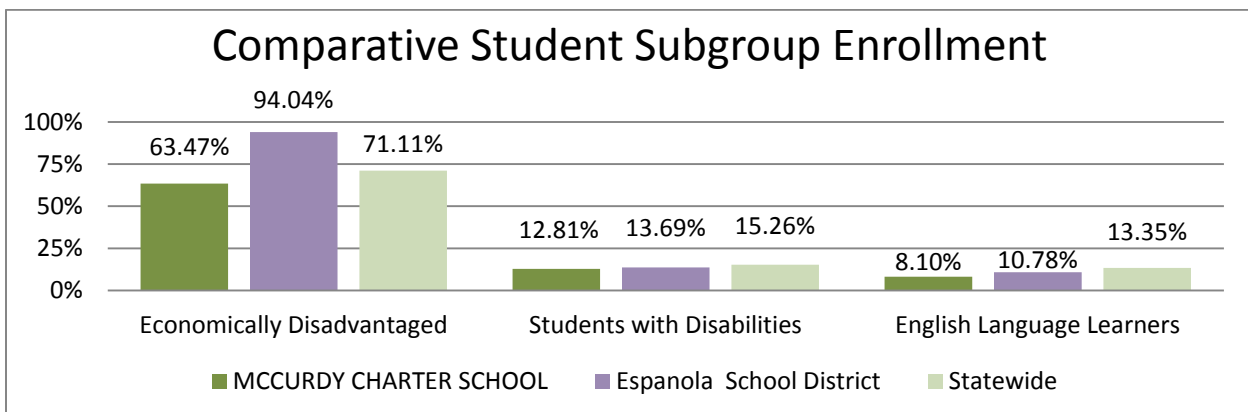
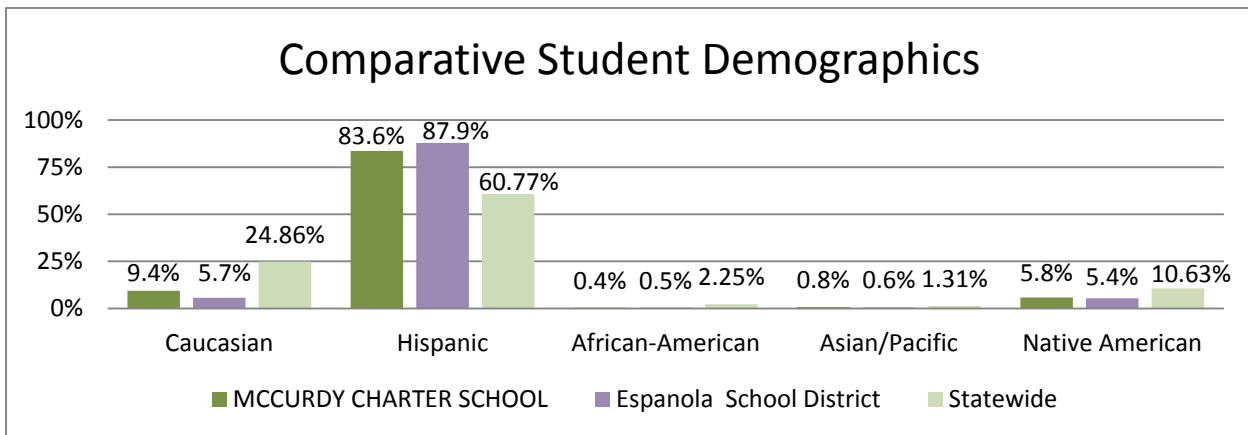
McCurdy Charter School began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school to demonstrate improved student 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 following information provides a snapshot of the school's academic performance over the last three years.

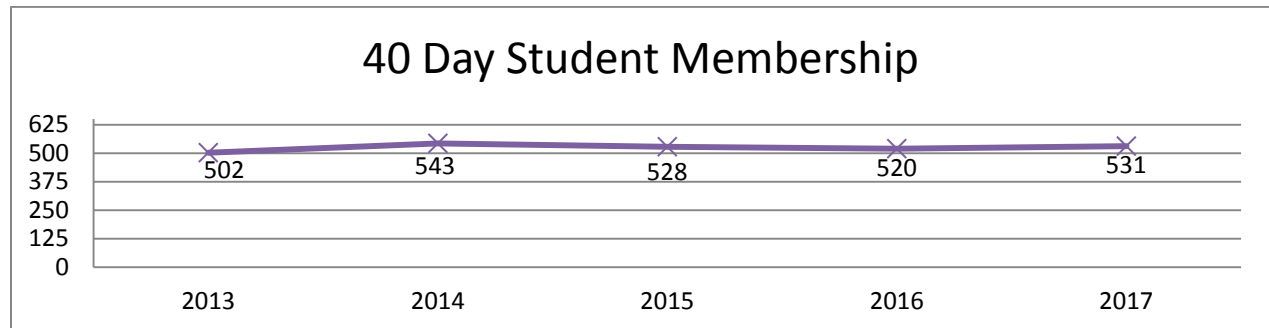


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, PED has provided information about the teacher retention rate over the term of the contract.

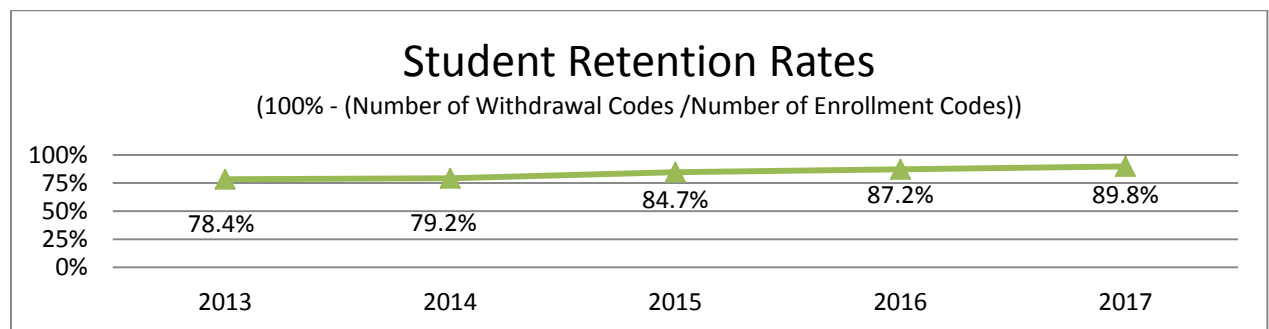
Comparative demographics show the school has slightly higher Caucasian population than the surrounding district and has about the same Native American Population as the surrounding district. The school has a slightly lower Hispanic population than the surrounding district. The school also has a slightly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



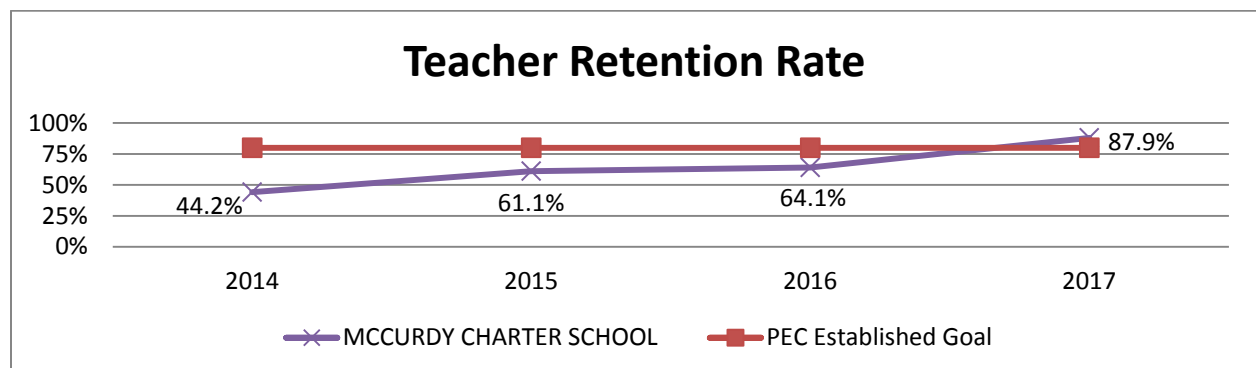
The table below demonstrates the 40 day membership for each of the years in operation. The school's population has remained fairly steady over the term of the charter.



The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at some point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at school point during the year). Any student with a graduate code (WG) was not counted for the purposes of attrition. PED believe this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have steadily increased.



The table below demonstrates teacher retention for the second through fifth years of the charter. Annually, the school's teacher retention rate has been well below the PEC's stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention between the fourth and fifth school years, the rate has increased during the school's term. During the site visit, the school's leadership team identified that it has had a substantial issue in locating teachers, especially special education teachers, with necessary capacity and skills in the Espanola area. The school currently has a maintained the same leadership team since the school opened in 2012.



The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by at one hundred percent of the school's current employees and seventy-seven percent of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

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

During student interviews, eleven students were interviewed. The students expressed that they believe the school's mission is being implemented. Students believe that the school's mission is to teach students how to prepare themselves for college. They stated the mission is being met by providing students the opportunity to take college classes. All of the students expressed gratitude for their teachers and their dedication to the school. One student expressed a concern about the campus. This student stated "what concerns me is about how easy it is to get in to the school. Three people came on to campus yesterday and they were wandering around without a visitor's pass. The campus is not secure enough. Before I came here I was at the Middle School and it was more secure. It feels a little unsafe here." {During PED's interviews with the school's leaders, the school leaders stated that the safety of the campus will greatly improve when they move into their new facility in 2017-18. Also, the school does have security guards at the campus.} Overall, the students like the school and believe the school communicates effectively with them. One student stated that the counselor is always sending emails to my parents and me about different scholarships coming up if there is an opportunity to apply for a scholarship or apply to a college depending on the degree we hope to pursue. A couple of the students would like to see more music classes offered at the campus.

During family interviews, seven parents or guardians were interviewed. These parents expressed that they like the small classes for their students, and felt like everyone in the school community is respectful and that the staff members go out of their way to help students. The parents felt like the school is living its mission because the school's mission is to not only focus on academics but also on community involvement and to provide a well-rounded education which will hopefully result in a well-rounded child. Parents spoke about the school's involvement in several community events. The parents discussed the positive impact these community events have had within the local community.

During teacher interviews, nine teachers were interviewed. The teachers expressed that the school offers a safe environment and rigorous academic program. They also believe that the school has a positive influence in the local community and that the students and staff are dedicated to various service projects. The teachers articulated that their principal absolutely communicates with them on a regular basis. The teachers explained how they use their data to make decisions and reteach and make school goals. Teachers discussed their professional development opportunities and felt the school leaders provide many opportunities for professional development.

RENEWAL STANDARD

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

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted.

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

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

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

ANALYSIS

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

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

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

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

The school is under an original charter, which incorporated the school's application into the charter as material terms. PED's observations during the last two years demonstrate the school is implementing the educational program set forth in the school's charter. Specifically, the observed educational program does demonstrate the implementation of the Core Knowledge curriculum in grades K-8 and the Paideia methodology of Socratic discussion in grades 7-12, both of which are aligned with New Mexico Common Core State Standards. Further, the program does demonstrate teachers and school leaders are being provided the type of professional development and program implementation support anticipated in the charter. Lastly, the observed educational program does provide the number of instructional hours identified in the charter application and contract.

The charter application incorporated the following material terms:

The mission of McCurdy Charter School is to provide a safe learning environment for the students of Northern New Mexico: an environment that recognizes education is rooted in academic excellence and achievement, character development and awareness, and community engagement and leadership.

McCurdy Charter School will promote pre-collegiate expectations for all students, implement strategies to make the high school drop-out rate the lowest in the state, and institute business/financial/operational practices that are credible and transparent.

In an effort to educate the whole child, McCurdy Charter School will provide:

- a healthy approach to diet and exercise through the federally-supported breakfast and lunch programs, health and nutrition education, physical education classes and team sports
- a safe environment with an anti-bullying curriculum such as Second Step by the Committee for Children, and Love and Logic as a methodology for raising and teaching children
- a setting which engages students through academic, extra-curricular and service opportunities.
- a "safety net" of social and emotional learning interlaced with support and services that prepare students to learn about, and address, personal and social challenges of our community; and
- pre-collegiate expectations that serve as a baseline challenge to each and every student to pursue a college education.

The proposed approach to the MCS curriculum is a relatively traditional one, but it is enhanced and guided by specific and aligned Core Knowledge topics for instruction in grades K-8, and the Paideia Principles for engaging adolescent learners for grades 9-12.

Equally important is McCurdy Charter School's commitment to providing a safe and caring school environment using service learning as a means of proactively engaging in the community and using the Second Step Curriculum, Character Counts. curriculum.

The school year for McCurdy Charter School will be 180 (one hundred eighty) full instructional days for the regular school year calendar, exclusive of any release time for in-service training. MCS also proposes that: the school day length for grades K-6 will be 6.5 hours per day, including ½ hour for lunch, which results in 6 hours of instruction per day, and; the school day length for grades 7– 12 will be 7 hours per day, including ½ hour for lunch, which results in 6.5 hours of instruction per day. A 180-day school year for students at the proposed hours will result in 1,080 instructional hours per year for grades K-6 and 1,170 instructional hours per year for grades 7-12.

Each MCS student will receive 90 instructional hours more per year than required by the above state statutes. The increase in hours is consistent with theories on expanded or extended learning and will provide not only more learning time, academic instruction and enrichment for students, but also more time for teachers to plan and collaborate. The additional instructional hours allow more time to build relationships and to complete graduation requirements.

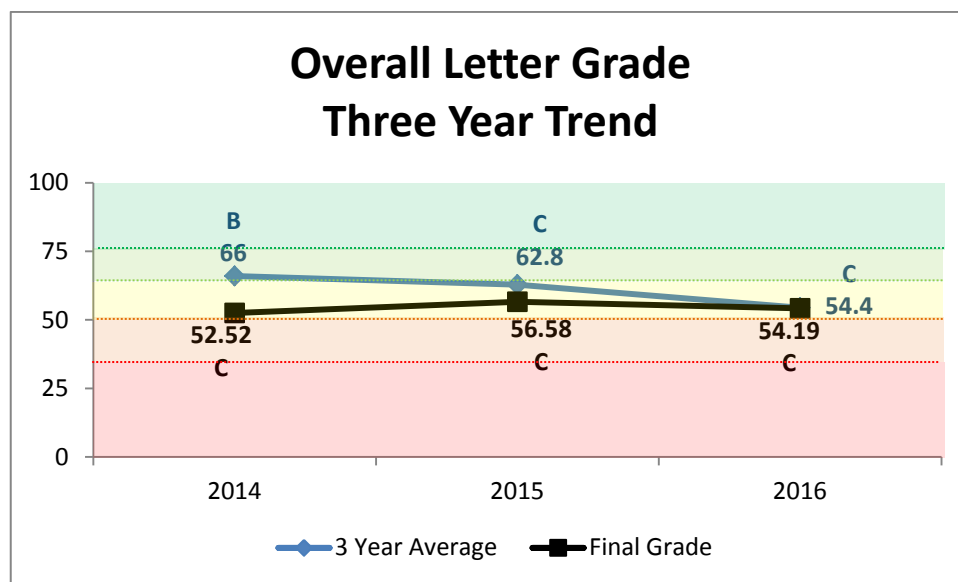
McCurdy Charter School will pursue accreditation through AdvancED, “the world’s largest education community, serving more than 27,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students.

Based on its observations, CSD believes the school is currently in compliance with these terms.

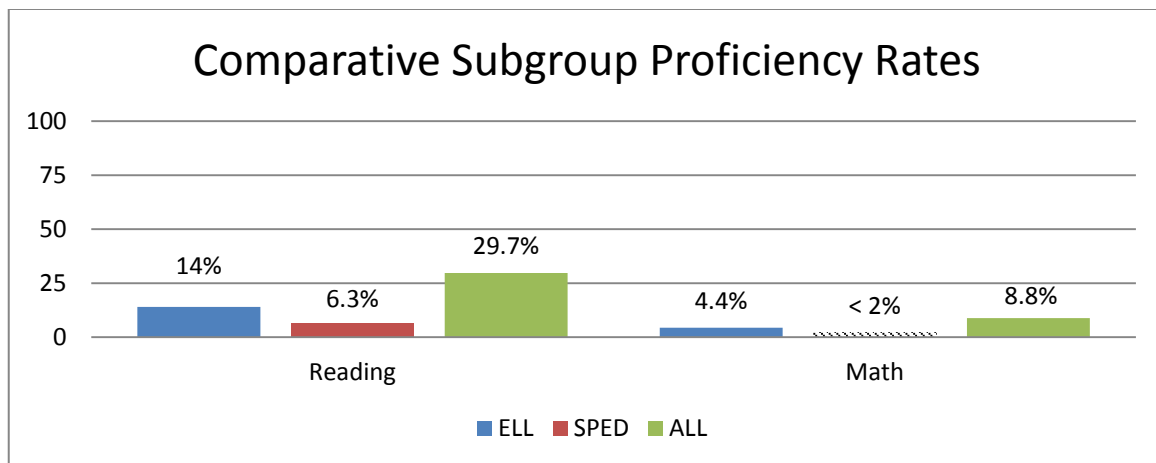
MCCURDY CHARTER SCHOOL HAS ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, THE PUBLIC EDUCATION DEPARTMENT’S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

The state’s letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights 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 C. The current year letter grade is also a C, However, the school should be aware of the consistently falling 3 year average and should take steps to ensure the grade does not continue to decline.



The school’s subgroup performance information is reported below. The percentage of English Language Learners that scored proficient in reading was approximately 15% lower than non-English Language Learners. The percentage of English Language Learners that scored proficient in math was approximately 4% lower than non-English Language Learners. The percentage of students with disabilities that scored proficient in reading was approximately 23% lower than students without disabilities. The percentage of students with disabilities that scored proficient in math was between 6 and 8% lower than students without disabilities. The school scored an “D” for the growth of Q1 (25% Lowest Performing Students). In Reading and Math the lowest performing students gained slightly *more* than 1 years’ worth of growth with positive VAS scores of 0.39 (Reading) and 0.13 (Math).



Overall, MCS was able to maintain a C average over the last three years of its Charter. Of the eight report card indicators included on the School Grade Report Card, McCurdy did not meet the Department’s minimum standard on four indicators: *Current Standing*, *School Growth*, *Student Growth of Lowest Performing Students (Q1)*, and *Graduation*.

In the renewal application the school indicated that in the area of Current Standing, the leadership team is addressing many of the issues that led to an “F” grade in this area. The school leaders believe that connectivity problems have led to lower scores and are optimistic that the new school facility that will open in the fall of 2017 will solve this problem. Also, the school recently implemented Achieve 3000 a program that will help with test preparation skills and the school is focusing on Academic language acquisition and the school will provide additional professional development to support English Language Learners.

In the renewal application the school indicated that in the area of Student Growth, the leadership team is addressing the issue that led to a “D” in this area. Again, the school believes the updated infrastructure to support the technology needs of these tests will help support student success on the assessments. They also spoke about the emphasis on the development of the academic language that is a part of the Common Core curriculum and fluency in digital literacy skills required to perform problem-solving tasks on the computer-based PARCC assessment. The school leaders will provide additional professional development in the Sheltered Instruction Observation Protocol (SIOP) to better assist English Language Learners.

In the Student Growth of Lowest Performing Students (Q1) area the application notes that “MCS Q1 students performed higher than expected when compared to their peers in both 2014 and 2016 in reading and math.

The school further noted that:

The MCS value-added scores reflect a decrease in growth from 2014 to 2015, the first year of PARCC implementation. 2016 scores, however, demonstrate that MCS Q1 students performed higher than expected when compared to their peers and are beginning to close the achievement gap with their higher-performing classmates.

The School Grade Report Card also includes data referred to as “Supplemental Information” that shows how a school contrasts with other schools in the state that are most like it in student characteristics. Schools are ranked by the report card indicators. For the 2016 “Student Growth, Lowest 25%” indicator, McCurdy Charter School received a composite ranking of number 6 of 37 schools in the comparison group.

The school identified steps they are taking to improve this area. The school has identified Students falling below proficiency and these students' score are reviewed individually to verify services if they are English language learners, have an IEP, or other identified special needs. All other students are reviewed for specific academic or behavioral difficulties. If common areas of need emerged, students are grouped at the classroom or grade level to address specific skills or differentiated instruction was employed. Intervention courses are also imbedded into the secondary Master Schedule and tutoring support is provided by certified teachers. The school is fully implementing the SAT process to support all students.

In the Graduation area the application notes that "Over the four years, 98% of the senior classes were successful in graduating." McCurdy Charter School met the Public Education Department's minimum educational standards by earning a Grade of C in 2014 and a grade of B in 2015. However, In 2016, McCurdy Charter School earned an F in the area of graduation.

The Application states:

An analysis of the data of the students that comprise the 2015 cohort reveals that a large portion of students began as sophomores with the school in its opening year of 2012-2013 and withdrew within a period of a few months to one and a half years. During its first year of operation, the school did not have the systems in place to monitor these students and provide interventions. Based on school records, 32% of the 2015 cohort withdrew during this time period.

The school reports that "Going forward, MCS anticipates that the graduation rate beginning with cohort 2017 will increase. A review of the students who began as freshmen with the school in 2013-14 show the majority of these students have remained at McCurdy Charter School and are on schedule to graduate. This is the same situation for the students who began as freshmen in 2014-15.

MCCURDY CHARTER SCHOOL HAS NOT ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, EACH OF THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

In its renewal application the school indicates it did not meet 2 of the 7 goals identified in the charter contract.

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

McCurdy Charter School will know it is achieving its mission through the following goals:

1. After two full, consecutive academic years at MCS, each K-11 student will improve his/her math performance as measured and defined by RIT-scaled growth standards on the NWEA MAP assessments performed in fall, winter, and spring.
2. After two full, consecutive academic years at MCS, each K-11 student will improve his/her reading performance as measured and defined by RIT-scaled growth standards on the NWEA MAP assessments performed in fall, winter, and spring.
3. Quarterly, each student will demonstrate growth in written English proficiency as measured by a locally-generated assessment that will be evaluated by the Six Traits Writing rubric.
4. Each academic year, each student will complete 20 hours of service learning, culminating in an activity or event that reflects what was learned and accomplished.
5. Each semester McCurdy Charter School will use the AdvancED rubric for the five standards (Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, Using Results for Continuous Improvement) to progress towards a highly functional rating in each standard.

6. To improve a student's family involvement, the average attendance by parents and families will increase by 10% per year at MCS-sponsored activities, as documented by attendance records and photographs.

7. To improve community engagement, MCS will recruit three organizations that support community, per semester, to conduct activities such as presentations, classes, workshops or fairs for students, families and the community.

MCS indicated it has met Goal #1. The application states:

Because the longitudinal data trends using individual mid-year scaled RIT scores were analyzed student-by-student, the following statements can be made:

- **98%** of students who attended MCS for a minimum of two full consecutive academic years, demonstrated improvement in their individual winter RIT scaled scores over the four-year period.
- Only 2% did not improve their RIT scaled scores in mathematics.

...

Examining proficiency of students in grade-level cohorts over the four years, MCS has reached the following conclusions in regard to successes:

- The average proficiency of grade-level cohorts was 26% in the first year. After attending MCS for a minimum of two years, the average proficiency of grade-level cohorts increased to 38% in the third year and 51% in the fourth year. The number of students achieving proficiency nearly doubled, having increased by 25% from the first year to the fourth year of attendance at MCS.

- In the first year, an average of 14% of students in the sixth, seventh and eighth grades, were proficient. By the fourth year (2015-16), an average of 59% of the same students were proficient. The number of students achieving proficiency increased by 45%.

- Reviewing the chart (Exhibit 1.2) horizontally from left to right, it is evident that as the school matures, performance with different groups of students at each grade level increases substantially in the third and/or fourth years. The notable exception is at the second grade level which experienced a high level of staff turnover that ultimately affected the educational program.

In the application, the school identifies areas of need and the responses that were taken to address those areas of need. The school identifies, with data, how the school knows the efforts were successful.

McCurdy Charter School substantially met the mathematics goal by demonstrating each student's improvement (upward trend) in standardized RIT scores between winter administrations of the assessment.

MCS indicated it has met Goal #2. The application states:

Because the longitudinal data trends using individual mid-year scaled RIT scores were analyzed student-by-student, the following statements can be made:

- **98%** of the students who attended MCS for two full consecutive academic years, improved their reading performance as measured by winter RIT scaled scores over four years of attendance.
- Only 2% of the cohort did not improve his/her performance in reading.

MCS substantially met the reading goal by demonstrating each student's improvement (upward trend) in standardized RIT scores between administrations of the assessment.

The school also disaggregated the data and discussed areas for improvement in their application. The school disaggregated the data to determine MCS students made substantial progress toward improvement of student reading performance as measured and defined by proficiency levels based on the winter norms. The school

states that the data clearly demonstrate that students who have attended MCS for a minimum of two full, consecutive academic years made substantial gains in the third and fourth years.

MCS identifies that it did not meet Goal #3. In the application, the school states it was not able to gather data to track this goal:

MCS uses the PowerSchool student information system for recording of quarterly grades. Unfortunately, the PowerSchool system has a Language Arts grade category that includes written English proficiency along with reading proficiency; therefore, tracking the written English portion of the quarterly grades to measure 6-Traits writing growth, for purposes of this goal, was not possible because the portion of language arts grades assigned to 6-Traits writing was not standardized. Therefore, MCS did not meet the goal; no quarterly measure of demonstrated growth using the 6-Traits rubric was available for reporting purposes. However, MCS tracked English writing growth through the NWEA MAP Language Usage assessment administered in the fall, winter, and spring. Standardized data from the NWEA MAP Language Usage assessment is provided.

The school argues that while “the data do not address student success with 6 Traits Writing, the data demonstrate that nearly all cohort students improved their skills in language usage.” Specifically, the school provided alternate data, which demonstrates the following:

- **96%** of students who attended MCS for a minimum of two full consecutive academic years, demonstrated improvement in their individual winter RIT scaled scores in language usage over the four-year period.
- **4%** did not improve their RIT scaled scores in language usage.

MCS indicates that it met Goal #4. The school noted that “MCS exceeded this organizational performance goal each year. All students at the elementary level, grades K-6, completed a minimum of 36 hours per year of service learning, 16 hours beyond the target stated in the goal. ”

The school provided data to substantiate that the 20-hour service learning requirement was met for each student in grades K-12 each year, and is documented through lesson plans, club records and attendance records.

MCS indicates that it met Goal #5.

The school provided data to substantiate that the school has given the AdvancED surveys and analyzed the survey results to o progress towards a highly functional rating in each standard. The school notes the outcome was “On June 25, 2015, MCS received AdvancED accreditation by the North Central Association Commission on Accreditation and School Improvement.” The school provided the scores from the evaluation team:

Standards	Score
<i>Standard 1: Purpose and Direction</i>	<i>2.4</i>
<i>Standard 2: Governance and Leadership</i>	<i>3.0</i>
<i>Standard 3: Teaching and Assessing for Learning</i>	<i>2.7</i>
<i>Standard 4: Resources and Support Systems</i>	<i>2.2</i>
<i>Standard 5: Using Results for Continuous Improvement</i>	<i>2.9</i>

The school went on to note that the ratings will serve as the baseline for the next accreditation status review. A “Highly Functional” rating is a score of 4.0.

MCS indicates that it did not meet Goal #6. The application states that the school did not keep exact records of parent attendance because “it was nearly impossible to maintain detailed records for each large event.” The school believes it “met the spirit and intent to increase family involvement, attendance did not increase by 10% each year.” The school provided no evidence to substantiate or support this belief.

MCS indicates it met Goal #7. The application states that the school recruited “more than three organizations and individuals who provided various types of educational support per semester.” The school provided a table showing that in the first year the school partnered with 10 organizations, then 20, then 30, then 38 in year 4.

As demonstrated in the analysis above McCurdy Charter School indicates that it has not achieved 2 of the 7 goals. The school provided evidence to show that it met or made progress toward achieving, the student performance standards identified in 5 of the 7 goals.

For the reasons stated above, it appears that the school has not achieved, or made substantial progress toward achieving, each of the student performance standards identified in the charter contract.

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

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that does not support this assurance.

The information presented in the school’s application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had significant and material weakness findings. The school received a disclaimed audit in fiscal year 2013 and 2014 however, the school received an unmodified/clean opinion in fiscal year 2015 with one significant deficiency noted.

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

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown. The exit interview is expected to occur the last week of November and information will be shared with the Commission as is allowable.

Recently, McCurdy reobtained its Board of Finance designation following a Board of Finance suspension. The school continues to struggle with cash flows as evidenced by the school closing FY16 with an Operational cash position in the red. This is primarily due to a lack of timeliness in requests for reimbursements, requiring the school to loan funds from the Operational fund to cover other fund expenditures. Across all funds the school has a positive cash position. The school has made improvements in the request for reimbursement, and FY17 is the first year the school opened without requesting an advance in SEG since PED suspended the board of Finance. The School Budget and Finance Analysis Bureau Director is, however, strongly concerned that the level two licensed business manager the school employs may be exiting the business. Employment of a level two business official was a condition of returning the Board of Finance. The operating budget was developed soundly, and there have not been any issues with timeliness of required financial reporting.

School Response:

The school indicates that the 2015 audit showing an unmodified/clean opinion demonstrates the school is meeting generally accepted standards of fiscal management.

Through very recent conversations with the current business manager for McCurdy Charter School, it is the administration's understanding that the current business manager will continue to work with McCurdy and is adjusting her company's staffing pattern and training process to accommodate McCurdy's needs. The school's administration has no reason to believe the school will not have access to this very competent level two business manager and her resources.

Since the current contracted business manager began working with the school in November of 2013, the Governance Board has participated in professional development sessions and on-going training by the business manager on the specific finances for McCurdy. This training is beyond the required 5 hours per year for board members.

Regarding the school's cash flow, while the total cash balance for FY16 was in the negative, our reconciled cash balance of \$264,265.01 was sufficient while awaiting our requests for reimbursement. The request for reimbursements received by July 30, 2016 were in the amount of \$597,684.75.

CSD agrees that the school is currently meeting generally accepted standards of fiscal management. However, the school has not met these standards during the entire term of the contract.

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

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

However, during the renewal site visit, PED team members noted concerns with the school protecting students with disabilities and English Learners, Next-Step Plans, and teacher and other staff credentialing requirements

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

- Licensure requirements
- Special education service requirements
- ELL service requirements
- Next Step Plans

Licensure and Background Check Requirements

PED reviewed all staff files. All applicable staff files were reviewed for valid NM licenses. PED noted that the social worker did not have a current NM license. PED noted that the teacher who has been assigned to the gifted program does not have a gifted endorsement. Also, PED noted that a teacher who holds a middle school license but has been assigned as an elementary teacher. PED observed evidence indicating that not all teachers are properly licensed. This evidence indicates that the school has not met the requirements of Title 6 Primary and Secondary Education Chapter 61, School Personnel - Specific Licensure Requirements for Instructors.

School Response:

The contracted social worker has applied for a licensure renewal with verification of this provided to the school in October, 2016. This social worker is contracted through Cooperative Educational Services which typically ensures the licensure of its staff.

The school needs to ensure licensure and record licensure for all staff members including those contracted through an outside organization.

The teacher assigned to the gifted program has a current special education licensure and is enrolled in a planned program of study to attain the gifted endorsement. The requirements for the gifted endorsement should be complete by summer of 2017. This teacher is new to this position this school year.

The school has provided no evidence of plans to service gifted students before summer of 2017.

Teacher having a middle school license is assigned to an elementary (6th grade) classroom is no longer employed by McCurdy. The current teacher of that 6th grade classroom has the appropriate license.

The school has provided no evidence of this new teacher or that this new teacher has secured appropriate licensure.

Special Education Requirements

The PED accessed the 2016-17 40 day STARs Special Education membership report indicating the number of students with disabilities. This report indicates that the school has 68 students with disabilities. During the site visit, the PED team member reviewed 17 IEP files. The PED team member noted 2 overdue evaluations. The PED team member also noted 2 overdue IEPs and the 2016-17 40 day report indicates that the school has 4 overdue IEPs.

PED did see evidence that services or support were being given to the students who had been identified as students with disabilities. The school provided Medicare Service Logs.

School Response:

The two overdue evaluations were already in process at the time of the site visit, with completion scheduled by November 30, 2016.

- Two of the four overdue IEPs were completed by November 17 with the last two scheduled for November 30, 2016.*
- One of the overdue IEPs/evaluations was for a student who transferred to our school and was in need of a 3-year re-evaluation. The records from the preceding school district were difficult to obtain.*

English Language Learner Requirements

During the site visit PED reviewed student files and visited classrooms. During these processes, PED reviewed about 20% of student files. PED staff noted that the documentation of the Home Language Survey (HLS) was placed in each student's file. However, PED noted that some of the student files for transfer students contained a HLS that was given by the school. The school needs to try to secure a copy of the HLS from the students' prior school.

PED did not see evidence of the W-APT tests for 5 students who indicated the presence of another language other than English in their files.

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

However, the monitoring team was unable to provide how services are being provided to ensure students both develop English language skills and have access to grade level content. The team asked teachers and aides in the classrooms how those students were supported. Vague and general answers were given, but there was no observable evidence of specialized ELL supports.

School Response:

The school has processes in place to attempt to secure the Home Language Survey from other schools through numerous contacts with prior schools and a review of STARS reports. It is important to note that many times the STARS information input by previous schools is not complete.

- Regarding the requirement of the W-APT assessment, a complete file review will be conducted by February, 2017.*
- The use of the NMPED Language Usage Survey, with a required implementation date of November 1, 2016, has begun. This document will be kept in the student cumulative files.*
- While some teachers are noting ELL strategies within lesson plans, the administration will institute the requirement that ELL strategies and ELL student identification be noted within all lesson plans. Professional development on ELL strategies will continue with additional support for ELL learners occurring through teacher share-time, collegial coaching, and focused discussion at weekly staff meetings.*

Next Step Plans

PED team members reviewed about 12 Next Step plans. The plans that were reviewed were completed within the last 60 school days of the preceding school year and included the classes for the current school year that students needed to complete for graduation and the students' academic goals. However, the Next Step plans did not include all the required signatures.

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

School Response:

McCurdy Charter School has reviewed all Next Step Plans for required signatures. The school will acquire the required signatures through parent/teacher conferences, providing families the Next Step Plan via regular mail, scheduling evening sessions for parents, and having the Next Step Plan as part of the registration process.

MCCURDY CHARTER SCHOOL HAS MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSFA and PSCOC did confirm that the school has met all facility requirements.

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

McCurdy Charter School

Response to the Charter Schools Division's Preliminary Renewal Analysis

The Governance Board and administration of McCurdy Charter School wish to thank the Charter Schools Division Review Team for its thorough analysis of the Renewal Application and the supporting documentation reviewed during the Site Visit on November 3, 2016.

The Charter Schools Division's (CSD) Preliminary Analysis clearly indicates that McCurdy Charter School is "Meeting Expectations" in regards to the Charter's Material Terms and the Public Education Department's Standards of Excellence as reflected in the school letter grade. This response to the analysis is intended to provide additional information and context for the items marked "Not Meeting Expectations" noted in the Summary table under the ANALYSIS section of the Report. Those items include:

1. Student Performance Standards in the Charter Contract
2. Generally Accepted Standards of Fiscal Management
3. Compliance with all Provisions of Law
4. Facilities Requirement Laid Out in 22-8B-4.2

Each of the four items are addressed individually below. McCurdy Charter School suggests, with supporting evidence, that items 1 and 4 be rated as "Meeting Expectations" rather than "Not Meeting Expectations".

1. Student Performance Standards in the Charter Contract

It is important to note that McCurdy Charter School is still operating under the original charter approved by the Public Education Commission on September 15, 2011, and has not yet negotiated a Charter School Contract and Performance Framework. The original charter contains a total of 7 goals, 4 of which are considered "student performance standards" and 3 of which are "organizational standards". The student performance standards focus on Reading, Math, Language, and Service Learning.

The CSD's analysis states that McCurdy Charter School has not achieved, or made progress toward achieving, each of the student performance standards identified in the Charter Contract. McCurdy Charter School believes that this statement should be corrected to read: "McCurdy Charter School has achieved or made progress toward achieving each of the student performance standards identified in the Charter Contract."

The CSD analysis begins with an incorrect statement: *"In its renewal application the school indicates it did not meet 4 of their 6 goals identified in the charter contract."* This statement should be corrected to: *"In its renewal application the school indicates it did not meet 2 of their 7 goals identified in the charter contract."* This correction is supported by CSD's analysis of each goal in this section of the Renewal Report.

Additionally, at the end of the analysis for this section, CSD correctly states the following conclusions:

As demonstrated in the analysis above, McCurdy Charter School indicates that it has not achieved 2 of its 7 goals. They did make progress toward achieving, the student performance standards identified in these four goals.

For the reasons stated above, it appears that the school has made substantial progress toward achieving, the student performance standards identified in the charter contract.

These concluding statements by the Charter Schools Division are correct. Therefore, McCurdy Charter School argues that the initial statement for this section should read: “McCurdy Charter School has achieved or made progress toward achieving, each of the student performance standards identified in the charter contract.”

The check mark in the Summary table of the ANALYSIS section should be moved from “Not Meeting Expectations” to “Meeting Expectations”.

2. Generally Accepted Standards of Fiscal Management

McCurdy Charter School would like to provide some additional context and two corrections to the information provided by the Charter Schools Division.

The Charter Schools Division states that the school has completed its exit interview for the FY16 audit and should be able to share the information with the Commission. The correct details are that the exit interview is expected to occur the last week of November and information will be shared with the Commission as is allowable.

Also, the Charter Schools Division states that the school received disclaimed audits in fiscal year 2013 and 2014. However, the information received by the school from audit reports published by the State Auditor show that the 2013 audit was disclaimed (unauditable), the 2014 audit was modified, and the 2015 audit was unmodified/clean opinion. This demonstrates the school is meeting generally accepted standards of fiscal management.

The Charter Schools Division also states that the School Budget and Finance Analysis Bureau Director is strongly concerned that the level two licensed business manager the school employs may be exiting the business. Through very recent conversations with the current business manager for McCurdy Charter School, it is the administration’s understanding that the current business manager will continue to work with McCurdy and is adjusting her company’s staffing pattern and training process to accommodate McCurdy’s needs. The school’s administration has no reason to believe the school will not have access to this very competent level two business manager and her resources.

Since the current contracted business manager began working with the school in November of 2013, the Governance Board has participated in professional development sessions and on-going training by the business manager on the specific finances for McCurdy. This training is beyond the required 5 hours per year for board members.

Regarding the school's cash flow, while the total cash balance for FY16 was in the negative, our reconciled cash balance of \$264,265.01 was sufficient while awaiting our requests for reimbursement. The request for reimbursements received by July 30, 2016 were in the amount of \$597,684.75.

McCurdy Charter School is now meeting generally accepted standards of fiscal management.

3. Compliance with all Provisions of Law

McCurdy Charter School appreciates the Charter Schools Division Review Team's thorough review of documentation in relation to all provisions of law. Four items were brought to the school's attention in the areas of licensure, special education, ELL service, and Next Step Plans. The following corrective actions have been taken:

Licensure Requirements:

- Social Worker did not have a current NM license:
The contracted social worker has applied for a licensure renewal with verification of this provided to the school in October, 2016. This social worker is contracted through Cooperative Educational Services which typically ensures the licensure of its staff.
- Teacher of the gifted program does not have the appropriate endorsement:
The teacher assigned to the gifted program has a current special education licensure and is enrolled in a planned program of study to attain the gifted endorsement. The requirements for the gifted endorsement should be complete by summer of 2017. This teacher is new to this position this school year.
- Teacher having a middle school license is assigned to an elementary (6th grade) classroom:
This teacher is no longer employed by McCurdy. The current teacher of that 6th grade classroom has the appropriate license.

Special Education overdue evaluations and IEPs:

- The two overdue evaluations were already in process at the time of the site visit, with completion scheduled by November 30, 2016.
- Two of the four overdue IEPs were completed by November 17 with the last two scheduled for November 30, 2016.
- One of the overdue IEPs/evaluations was for a student who transferred to our school and was in need of a 3-year re-evaluation. The records from the preceding school district were difficult to obtain.

English Language Learner Requirements:

- The school has processes in place to attempt to secure the Home Language Survey from other schools through numerous contacts with prior schools and a review of STARS reports. It is important to note that many times the STARS information input by previous schools is not complete.

- Regarding the requirement of the W-APT assessment, a complete file review will be conducted by February, 2017.
- The use of the NMPED Language Usage Survey, with a required implementation date of November 1, 2016, has begun. This document will be kept in the student cumulative files.
- While some teachers are noting ELL strategies within lesson plans, the administration will institute the requirement that ELL strategies and ELL student identification be noted within all lesson plans. Professional development on ELL strategies will continue with additional support for ELL learners occurring through teacher share-time, collegial coaching, and focused discussion at weekly staff meetings.

Next Step Plans:

- McCurdy Charter School has reviewed all Next Step Plans for required signatures. The school will acquire the required signatures through parent/teacher conferences, providing families the Next Step Plan via regular mail, scheduling evening sessions for parents, and having the Next Step Plan as part of the registration process.

McCurdy Charter School suggests that the school is “Meeting Expectations” regarding Provisions of Law.

4. Facilities Requirement Laid Out in 22-8B-4.2

McCurdy Charter School is providing this response with the intention of correcting the Charter Schools Division’s analysis of the Facilities section. **McCurdy Charter School has complied with the facilities requirements as captured in the most recent communication with PSFA and PEC:**

McCURDY CHARTER SCHOOL

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November 21, 2016

Ms. Denise A. Irion, CFO
Public School Facilities Authority
1312 Basehart, SE - Suite 200
Albuquerque, NM 87106

VIA FIRST-CLASS MAIL AND E-MAIL

dirion@nmppsfa.org

AND

Ms. Pattie Gipson, Chair
New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Gipwillpec7@gmail.com

Re: McCurdy Charter School/Facility Compliance with NMSA 1978 22-8B-4.2

Dear Ms. Irion and Ms. Gipson:

At its November 10, 2016 meeting, the Public School Capital Outlay Committee ("PSCOC") heard the report of the Public School Facilities Authority ("PSFA") regarding certain charter schools which were up for charter renewal this cycle. Ms. Irion presented a report and a chart showing the renewing schools' compliance status vis a vis NMSA 1978 Section 22-8B-4.2, a copy of which is attached for your reference (the "Charter School Facilities statute"). The purpose of this letter is to correct the information presented to PSCOC by PSFA with respect to McCurdy Charter School ("MCS"), as we understand that this information likewise has been distributed to charter authorizers.

The PSFA erroneously listed MCS as a "Charter Failing to Meet Requirements" of the Charter School Facilities statute in its report, and the chart accompanying the report is incorrect relative to MCS. In addition, the chart incorrectly states that no documents had been submitted to PSFA in response to its October 7 request; MCS did submit the requested items to PSFA on October 14, 2016.

A bit of background information is in order. As the PEC is aware, because it was involved in the process, MCS's existing school facilities leased from McCurdy Schools of Northern New Mexico were given a wNMCI score of 77.27% in December 2011, which is well over the statewide average. The PEC gave MCS additional time (to September, 2017) to get into a facility that met wNMCI at a PEC special meeting in April, 2016. MCS has entered into a lease with McCurdy Master Tenant LLC for the rental of certain existing facilities AND the construction of a new school building. That construction is currently

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underway, with an anticipated completion date of May 1, 2017. Until that construction is complete, MCS continues to lease part of its facilities from McCurdy Ministries, and part of the campus from McCurdy Master Tenant LLC. After completion of the new building, MCS's lease with McCurdy Ministries will terminate and MCS will lease the new building and part of the current property from McCurdy Master Tenant LLC under the Lease (together, the "New Property") that MCS has submitted to PSFA. It is that Lease which will be in effect as of May 1, 2017, when the school's renewed charter term will begin.

MCS submits herewith a copy of PSFA's Approval of School Construction (Design Development) and Final Approval of School Construction (Construction Documents) along with communication regarding the anticipated wNMCI for the new property. This demonstrates compliance with Subsections A and C of the Charter School Facilities statute for the renewing charter term.

MCS's Lease Agreement with McCurdy Master Tenant is a "straight" or "standard" lease which satisfies Subsection D.2.a of the Charter School Facilities statute in Paragraph 21, where, in all caps in the middle of page 13, the Lease states: "NOTWITHSTANDING THE FOREGOING, OR ANY OTHER PROVISION OF THIS LEASE, LANDLORD AGREES TO MAINTAIN THE PROPERTY TO ALL APPLICABLE STATE ADEQUACY STANDARDS REQUIRED BY THE NEW MEXICO PUBLIC SCHOOL FACILITIES AUTHORITY ("PSFA") AT NO ADDITIONAL COST TO THE SCHOOL OR THE STATE OF NEW MEXICO." Because the required statutory language is already in the lease contract, and the owner thus is "contractually obligated", no amendment restating this obligation is or should be required in order to demonstrate compliance with this subsection of the Charter School Facilities statute.

With respect to Subsection D.2.b of the Charter School Facilities statute, the School submits herewith the certification of the School's Governance Board Chairperson to demonstrate that no public facilities were available or adequate for the School's program. (This document had not previously been provided to PSFA because the PSFA's instructions were either to submit this document OR lease language/a charter amendment satisfying Subsection D.2.a, and the School submitted its lease containing the required language to satisfy the requirement. The PSFA has now acknowledged that there was a typographical error in its instructions, and that both "Exhibit B" and the required lease language/charter amendment should have been requested.)

We trust that this information addresses any concerns that the PEC and/or PSFA may have with respect to MCS's compliance with the Charter School Facilities statute. If you have questions or require additional information, please advise as soon as possible. We look forward to discussing our application with the PEC at the upcoming PEC meetings in December.

Sincerely,



Janette Archuleta
Director

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Cc: Katie Poulos, CSD Director
Robert Gorrell, PSFA Director
Susan Fox, Esq.
Deborah Bennett, MCS Governance Board Chairperson

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22-8B-4.2. Charter school facilities; standards.

A. The facilities of a charter school that is approved on or after July 1, 2005 and before July 1, 2015 shall meet educational occupancy standards required by applicable New Mexico construction codes.

B. The facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act [Chapter 22, Article 24 NMSA 1978] in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.

C. 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 eighteen 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.

D. 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:

(a) 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

(b) 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.

E. Without the approval of the public school facilities authority pursuant to Section 22-20-1 NMSA 1978, a charter school shall not enter into a lease-purchase agreement.

F. The public school capital outlay council:

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- (1) shall determine whether facilities of a charter school meet the educational occupancy standards pursuant to the requirements of Subsection A of this section or the requirements of Subsections B, C and D of this section, as applicable; and
- (2) upon a determination that specific requirements are not appropriate or reasonable for a charter school, may grant a variance from those requirements for that charter school.

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Following is a copy of the memos which accompanied the initial submission to PSFA of the required documentation which shows compliance with 22-8B-4.2.

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October 20, 2016

Dear Denise,

I have enclosed the signed lease agreement between McCurdy Charter School, Master Tenant, LLC A Delaware Limited Liability Company. The document sent for delivery on October 17 was missing one signature.

Please let me know if you have any questions regarding this.

Sincerely,

Janette Archuleta
Janette Archuleta
Director

CUSTOMER USE ONLY		 EK 934210250 US	
FROM: (PLEASE PRINT) McCurdy Charter School 362 S. McCurd Rd. Española, NM 87532		 PRIORITY ★ MAIL ★ EXPRESS™	
PAYMENT BY ACCOUNT (if applicable) USPS® Corporate Acct. No. _____ Federal Agency Acct. No. or Postal Service™ Acct. No. _____			
DELIVERY OPTIONS (Customer Use Only) <input type="checkbox"/> SIGNATURE REQUIRED Note: The mailer must check the "Signature Required" box if the mailer: 1) Requires the addressee's signature; OR 2) Purchases additional insurance; OR 3) Purchases COD service; OR 4) Purchases Return Receipt service. If the box is not checked, the Postal Service will leave the item in the addressee's mail receptacle or other secure location without attempting to obtain the addressee's signature on delivery. Delivery Options: <input type="checkbox"/> No Saturday Delivery (delivered next business day) <input type="checkbox"/> Sunday/Holiday Delivery Required (additional fee, where available) <input type="checkbox"/> 10:30 AM Delivery Required (additional fee, where available) *Refer to USPS.com or local Post Office™ for availability.		ORIGIN (POSTAL SERVICE USE ONLY) <input checked="" type="checkbox"/> 1-Day <input type="checkbox"/> 2-Day <input type="checkbox"/> Military <input type="checkbox"/> DPO PO ZIP Code: 87567 Scheduled Delivery Date (MM/DD/YYYY): 10/21/16 Date Accepted (MM/DD/YYYY): 10/20/16 Scheduled Delivery Time: <input checked="" type="checkbox"/> 10:30 AM <input type="checkbox"/> 3:00 PM <input type="checkbox"/> 12 NOON Time Accepted: 10:59 AM <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM Weight: _____ Flat Rate: <input checked="" type="checkbox"/> Ins. amt. \$ _____ Postage: \$ 28.95 Insurance Fee: \$ _____ COD Fee: \$ _____ Return Receipt Fee: \$ _____ Live Animal Transportation Fee: \$ _____ Sunday/Holiday Premium Fee: \$ _____ Total Postage & Fees: \$ 28.95 Acceptance Employee Initials: JL	
TO: (PLEASE PRINT) Ms. Denise Irion, CFO Public School Facilities Authority 1312 Basehart, SE-Suite 200 Albuquerque, NM ZIP + 4® (U.S. ADDRESSES ONLY): 87106		DELIVERY (POSTAL SERVICE USE ONLY) Delivery Attempt (MM/DD/YYYY): _____ Time: <input type="checkbox"/> AM <input type="checkbox"/> PM Employee Signature: _____ Delivery Attempt (MM/DD/YYYY): _____ Time: <input type="checkbox"/> AM <input type="checkbox"/> PM Employee Signature: _____	
■ For pickup or USPS Tracking®, visit USPS.com or call 800-222-1811. ■ \$100.00 Insurance Included.			

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October 14, 2016

Ms. Irion,

As per our conversation, enclosed is the documentation regarding McCurdy Charter School's compliance with Subsection D of Section 22-8B-4.2 NMSA 1978. The lease agreement with McCurdy Master Tenant, LLC has been executed, however, the document submitted is lacking one signature. This will be provided to you by Tuesday, October 18, 2016.

Regards,

Janette Archuleta
Janette Archuleta
Director

CUSTOMER USE ONLY		ORIGIN (POSTAL SERVICE USE ONLY)	
FROM: (please print) McCurdy Charter School PO Box 2250 Española, NM 87532		 EK 934212817 US	
PAYMENT BY ACCOUNT (if applicable) USPS® Corporate Acct. No. Federal Agency Acct. No. or Postal Service® Acct. No.		 PRIORITY ★ MAIL ★ EXPRESS™	
DELIVERY OPTIONS (Customer Use Only) <input type="checkbox"/> SIGNATURE REQUIRED (Note: The mailer must check the "Signature Required" box if the mailer: 1) Requires the addressee's signature; OR 2) Purchases additional insurance; OR 3) Purchases COD service; OR 4) Purchases Return Receipt service. If the box is not checked, the Postal Service will leave the item in the addressee's mail receptacle or other secure location without attempting to obtain the addressee's signature on delivery.) Delivery Options <input type="checkbox"/> No Saturday Delivery (delivered next business day) <input type="checkbox"/> Sunday/Holiday Delivery Required (additional fee, where available) <input type="checkbox"/> 10:30 AM Delivery Required (additional fee, where available) *Refer to USPS.com® or local Post Office® for availability.		1-Day <input checked="" type="checkbox"/> 2-Day <input type="checkbox"/> Military <input type="checkbox"/> DPO <input type="checkbox"/> PO ZIP Code: 87567 Scheduled Delivery Date (MM/DD/YY): 10/15/16 Postage: \$ 22.95 Date Accepted (MM/DD/YY): 10/14/16 Scheduled Delivery Time: <input type="checkbox"/> 12:30 AM <input type="checkbox"/> 2:00 PM <input checked="" type="checkbox"/> NOON Insurance Fee: \$ COD Fee: \$ Time Accepted: 10:51 AM 10:30 AM Delivery Fee: \$ Return Receipt Fee: \$ Live Animal Transportation Fee: \$ Weight: 3.2 oz. Sunday/Holiday Premium Fee: \$ Total Postage & Fees: \$ 22.95 Acceptance Employee Initials: [Signature]	
TO: (PLEASE PRINT) Ms. Denise Irion, CFO Public School Facilities Authority 1312 Basenhart, SE suite 200 Albuquerque, NM 87102 ZIP + 4® (U.S. ADDRESSES ONLY): 87102-1312		DELIVERY (POSTAL SERVICE USE ONLY) Delivery Attempt (MM/DD/YY): Time: <input type="checkbox"/> AM <input type="checkbox"/> PM Employee Signature: Delivery Attempt (MM/DD/YY): Time: <input type="checkbox"/> AM <input type="checkbox"/> PM Employee Signature:	

For pickup or USPS Tracking™, visit USPS.com or call 800-222-1811.
\$100.00 insurance included.

McCurdy Charter School requests that the CSD conclusion regarding facilities be adjusted to state that McCurdy Charter School has complied with the facilities requirements and therefore is “Meeting Expectations”.

Additional information has been provided in Appendix D of the charter renewal application, including a summary of the history and status the McCurdy Charter School facilities, dates of Public Education Commission approvals of extensions to its 18-Month Plan of Corrective Actions, and a PSFA letter dated July 27, 2016 announcing approval for construction of the new McCurdy Facility with an anticipated date for completion of April 2017. A copy of Appendix D is provided below for reference:

Appendix D

FACILITY

McCurdy Charter School is located on a site that was previously occupied by a private school established in 1912 in the Española Valley. On October 20 and 21, 2011, PSFA conducted an assessment of the facility; the wNMCI was 77.27% and did not meet the required “better than the average condition of school facilities in New Mexico” rating. In response, the Applicant Group of McCurdy Charter School developed and submitted an 18-Month Plan of Corrective Actions to define what was necessary to meet the wNMCI and to identify the funding streams necessary to carry out the plan.

On June 17, 2012, the Public Education Commission granted authorization to commence full operations of a state chartered charter school with the condition that the charter school demonstrate, within 18 months of occupancy, that it has a plan for achieving the wNMCI.

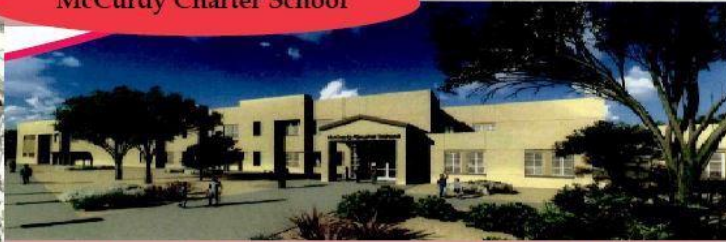
The property and buildings are leased from McCurdy Schools of Northern New Mexico, a 501c3 non-profit organization. However, because of property ownership and financial issues that occurred over a four-year period, several extensions to the 18-Month Plan of Corrective Actions were requested and approved by the Public Education Commission. Extensions were granted by the PEC on September 23, 2013, September 25, 2014, and April 22, 2016.

PSFA announced its final approval for school construction in a letter dated July 27, 2016. Construction will include a new school facility and renovation of two buildings. The financial arrangement between Charter School Development Center, Clearinghouse CFI, and New Mexico Finance Authority closed on August 24, 2016. McCurdy Charter School held a groundbreaking ceremony on September 9, 2016. The ground breaking mantra was “From the ground up, honoring the past and building a future”.

The announcement and invitation follow:

We are Breaking Ground!

McCurdy Charter School



From the ground up, honoring the past and building a future

*The MCS Governance Board, administration, and staff
cordially invite you to the ground breaking ceremony of the new*

McCurdy Charter School

Date: Friday, September 9, 2016

Time: 9:30 a.m.

*Location: 362 S. McCurdy Rd., Espanola, NM 87532
(North of the football field)*

Mission Statement

To Provide a safe learning environment
rooted in:

- *Academic Excellence and Achievement
- *Character Development and Awareness
- *Community Engagement and Leadership

Our School, Our Community, Our Pride

The anticipated date for completion is April of 2017.

The new campus will be 11 acres with a new 38,000 square foot two story building, two existing buildings, and a football field. The existing buildings are a gymnasium with classrooms and another building with a cafeteria, kitchen, two media centers, and business offices. The first floor of the two-story building is designed for grades K-6; the second floor is designed for grades 7-12.

Following are the complete plans for the building and campus:

PSFA letter dated July 27, 2016 announcing approval for construction of the McCurdy Facility:

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director

Rocky Kearney, Deputy Director

1312 Basehart Road, SE, Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

TO: Janette Archuleta, Director of School
McCurdy Charter School

Project No. 107-15

THROUGH: Martica Casias, Planning & Design Manager

DATE: July 27, 2016

RE: **FINAL APPROVAL OF SCHOOL CONSTRUCTION (CD – Construction Documents):** Construction of new school facility and renovation of 2 buildings.

ADEQUACY: Minimum area required for classrooms for 584 students grades K-12 is 19,710 NSF

FUNDING: \$5,928,000.00 private funding

COMMENTS: Your request to approve the above referenced project was received in this office on June 2, 2016. The approved electronic plans and CID Building Permit Application have been uploaded to e-Builder and are available for you to download and print. The contractor should contact the Construction Industries Division to pay outstanding fees in order to obtain a State Building Permit. Your CID tracking number is 2016018662, estimated fees due are \$8,044.80. *Final fees will be based on the copy of the signed contract provided.*

Approval of this project request is limited to \$5,928,000.00 private funding. Please keep in mind that any discrepancies noted during these reviews must be addressed prior to construction. The district is to complete this project in compliance with federal and state laws and regulations relative to the Americans with Disabilities Act (ADA 1990).

APPROVAL: With the stipulation(s) stated above, the plan for the above named project is approved by the Public School Facilities Authority in accordance with Sections 22-20-2 and 22-30-3 and 13-1-40 of the NMSA, 1978. If you have any questions regarding the project plan approval, please contact me at 505-843-6272 ext. 1002.

A handwritten signature in black ink, appearing to read "Tim".

Timothy Rybarczyk
Facilities Specialist
Public School Facilities Authority

Cc: File

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators

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	525	100.0	335,694	100.0
Female	256	48.8	164,149	48.9
Male	269	51.2	171,545	51.1
Caucasian	29	5.5	82,116	24.5
African American	1	0.2	7,302	2.2
Hispanic	460	87.6	205,853	61.3
Asian	6	1.1	4,345	1.3
American Indian	29	5.5	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	347	66.1	240,438	71.6
SWD	63	12.0	49,729	14.8
ELL	61	11.6	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	15	2.9	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
McCurdy Charter School	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	5	95	11	89		
3	LEA Prior	3	98	3	98		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	2	98	2	98	21	80
4	LEA Prior	7	93	5	95	33	67
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	24	76	12	88		
5	LEA Prior	15	85	3	98		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	33	67	17	83		
6	LEA Prior	11	89	2	98		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	14	86	5	96	32	68
7	LEA Prior	14	86	7	93	39	61
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	13	87	16	84		
8	LEA Prior	10	90	7	93		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	18	82	2	98		
9	LEA Prior	19	81	3	97		
10	State Current	32	68	14	87		
10	State Prior	31	69	12	88		
10	LEA Current	28	72	6	94		
10	LEA Prior	11	89	6	94		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	44	56	9	91	25	75
11	LEA Prior	15	85	17	83	20	80

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	20	80	9	91	26	74
Female	LEA Current	23	77	8	92	25	75
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	16	84	10	90	27	73
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	24	76	6	94		
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	21	79	9	91	28	72
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
American Indian	LEA Current	9	91	<2	>98		
Economically Disadvantaged	LEA Current	15	85	5	95	26	74
Economically Disadvantaged	State Current	21	79	15	85	34	66
Students w Disabilities	State Current	7	93	7	93	16	84
Students w Disabilities	LEA Current	<2	>98	<2	>98	6	94
English Language Learners	LEA Current	11	89	4	96	27	73
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 (%)
McCurdy Charter School		20	80	9	91	26	74

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	\$472,241	11.2
Central Services	\$201,123	4.8
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$137,222	3.3
General Administration	\$62,433	1.5
Instruction	\$2,325,234	55.2
Instructional Support Services	\$6,170	0.1
Operations & Maintenance	\$340,777	8.1
Other Support Services	\$0	0.0
School Administration	\$424,248	10.1
Student Support Services	\$229,492	5.4
Student Transportation	\$13,864	0.3

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
Anthony Sena	5
Beulah Sandoval	5
Chris Martinez	5
Deborah Bennett Anderson	5
Nancy O'Bryan	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	Afr	Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL
McCurdy Charter School									

	%	%	%	%	%	%	%	%	%
State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
McCurdy Charter School	67.5			65.7			56.1		55.8
Blanks indicate too few students to report (N<10).									
Source: PED Accountability Bureau									

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. 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	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
McCurdy Charter School	82.4			84.8			82.1		78.7
Blanks indicate too few students to report (N<10).									
Source: PED Accountability Bureau									

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required up to two additional years. 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	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
McCurdy Charter School	90.9			89.1					
Blanks indicate too few students to report (N<10).									
Source: PED Accountability Bureau									

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

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

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

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3
McCurdy Charter School		27		
Blanks indicate too few students to report (N<10).				
Source: PED Accountability Bureau				

College Going and College Credit Accumulation

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

Eligible Students earning a regular high school diploma.

Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.

Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	24			22			12		
LEA Current	Enrolled in state	19			18			10		
Blanks indicate too few students to report (N<10).										
Source: National Student Clearinghouse										

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	3.2
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	NA	NA
NA= Not applicable; LEA did not have schools that qualified as high or low poverty.			
Professional Qualifications	Number of	Highest Degree*	Core Classes Not Taught by Highly Qualified Teachers
McCurdy Charter School		Bachelor's Advanced	

	Teachers	%	%	%
McCurdy Charter School	31	74.2	25.8	6.3
* 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	52	88	44	96	96	73	86	86	96	100	96
McCurdy Charter School	52	88	44	96	96	73	86	86	96	100	96

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

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

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

Statewide Participation 2015

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

* NAEP does not accommodate students with severe disabilities.

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

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

Rounds to zero

IV. Charter School Renewal Application

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

Updated May 2015



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





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

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

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

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

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

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

1 | Page

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

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

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

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

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

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

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

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

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

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

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Instructions: 2016 State Charter Renewal Application Process and Review Stages

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

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

State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exceeds Standard:

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

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

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

Meets Standard:

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

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

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

Does Not Meet Standard:

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

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

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

Falls Far Below Standard:

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

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

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

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

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

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

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

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

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



Part A—School's Summary Data Report

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

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

NM PED Charter School Division - School Snapshot Report

McCurdy Charter School

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

General Information

Mailing Address: PO Box 2250, Espanola, NM 87532

Physical Address: 362 S. McCurdy Rd, Espanola, NM 87532

Phone: (505) 692-6090 Ext: Fax: (505) 692-6095 Website: www.mcsk12nm.org

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

School District: Espanola County: Santa Fe

Administration:

Staff	Year Began	Phone	Email
Janette Archuleta, Director	(505)692-6090 102	(505) 692-9626	jarchuleta@mcsk12nm.org
Shayna Cordova, Information Systems/Registrar	(505)692-6090 108		csandoval@mcsk12nm.org
Deanna Gomez, Business Manager	505-692-6090 103	(505) 927-7988	deanna@deannagomez.biz
Alissa Trujillo, Nutrition and Activities Coordinator	(505)692-6090 115		atrujillo@mcsk12nm.org
Marlene Montoya, Business Manager Assistant	(505)692-6090 103		mmontoya@mcsk12nm.org
Chelamia Quintana, Secondary Principal	(505) 692-6090 105		cquintana@mcsk12nm.org
Kiva Duckworth-Moulton, Elementary Principal	(505) 692-6090 125		kdmouton@mcsk12nm.us
Carrie Vigil, HR Assistant/STARS	(505)692-6090 104		cvigil@mcsk12nm.org

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Deborah Bennett Anderson President		7/2011	7/2017	
Chris Martinez Secretary		7/2011	7/2017	
Nancy O'Bryan Treasurer		10/2011	7/2017	
Beulah Sandoval Board		3/2016	3/2019	
Anthony Sena Vice President		3/2016	3/2019	

Mission: The mission of the McCurdy Charter School is to provide a safe learning environment for the students of northern New Mexico: an environment that recognizes education is rooted in academic excellence and achievement, character development and awareness, and community engagement and leadership.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP Total (40 day)	Teacher	Teacher/Student Ratio:
	K-12		584	31	

Academics

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

NM PED Charter School Division - School Snapshot Report

McCurdy Charter School

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

9. Career and College		C	B	C
10. Reading Proficiency	39.3	35.7	19	30
11. Math Proficiency	21	23.2	85.2	8.8
12. SAMS	N	N	N	N
13. SAMS Graduation %				
14. Bonus Points	1.8	0.5	3.88	5

Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment			502	543	528
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male			54.4%	53.8%	53.6%
3. % Female			45.6%	46.2%	46.4%
4. % Caucasian			4.0%	9.4%	9.1%
5. % Hispanic			91.6%	86.7%	86.9%
6. % African American			0.4%	0.2%	0.4%
7. % Asian			1.0%	0.9%	0.8%
8. % Native American			2.8%	2.6%	2.8%
9. % Economically Disadvantaged			43.4%	82.7%	63.1%
10. % Title 1 TS			0.0%	100.0%	100.0%
11. % Title 1 T			0.0%	0.0%	0.0%
12. %Title 1 S			0.0%	100.0%	100.0%
13. % K-3 Plus			0.0%	0.0%	0.0%
14. % Disabled			6.0%	8.7%	12.1%
15. % ELL			10.2%	19.2%	15.2%



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).

Introduction

McCurdy Charter School (MCS) opened in August of 2012 with an enrollment of 543 students in grades K-12. It is currently the largest of all New Mexico K-12 charter schools and the third largest charter school in the state. Administratively, MCS includes an elementary (K-6) and a secondary (7-12) school located in the Española Valley on an 11-acre campus. Although the school is located in Santa Fe County, over 70% of students enrolled at MCS reside in Rio Arriba County. The Rio Arriba per capita income is \$15,272. Students are drawn from the communities of Española, Dixon, San Pedro, La Mesilla, Arroyo Seco, Santa Cruz, Hernandez, Santa Clara

Pueblo, Ohkay Owingeh, and others.

The McCurdy Charter School educational philosophy integrates academic, character and community elements through the Core Knowledge curriculum in grades K-8 and the Paideia methodology of Socratic discussion in grades 7-12, both of which are aligned with New Mexico Common Core State Standards. The school is known for family involvement and extracurricular activities. Service learning is a treasured part of the McCurdy Charter School curriculum and is a requirement for graduation. Partnerships have been developed with approximately 40 community agencies and individuals who provide various types of educational support. In addition, McCurdy Charter School has one of the largest athletic programs amongst charter schools in New Mexico with students participating in volleyball, football, cross-country, basketball, baseball, softball and track and field.

On June 25, 2015, McCurdy Charter School received accreditation by the North Central Association Commission on Accreditation and School Improvement.

School Grade Report Results

McCurdy Charter School met the Public Education Department's minimum educational standards in each of the three years by earning a Final Grade of C in 2014, 2015 and 2016.

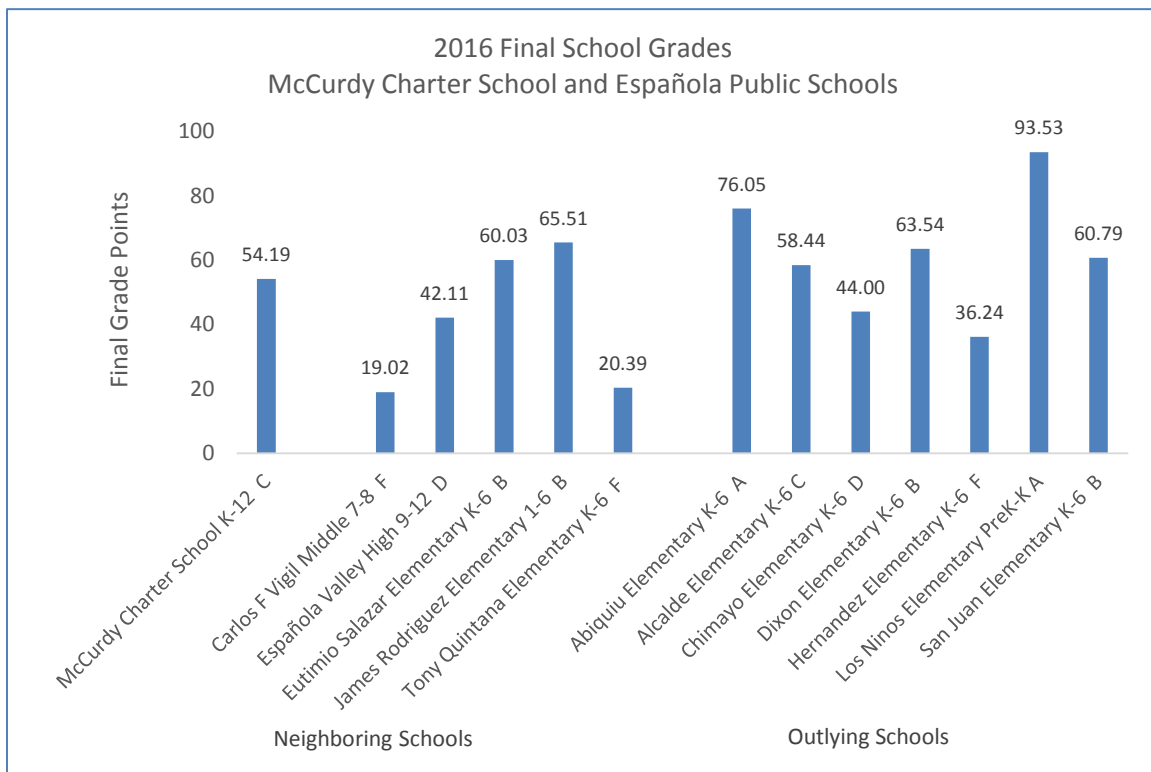
School Grade Reports

	2014		2015		2016	
	Grade	Points	Grade	Points	Grade	Points
Final Grade	C	52.52	C	56.58	C	54.19
Current Standing	F	4.77	D	9.86	D	10.10
School Growth	F	3.29	D	3.42	D	3.64
Student Growth of Highest Performing Students (Q3)	A	9.54	C	4.25	C	3.76
Student Growth of Lowest Performing Students (Q1)	D	6.47	F	4.25	D	6.02
Opportunity to Learn	B	6.44	B	6.84	B	6.43
Graduation	C	11.95	B	14.35	F	10.13
College and Career Readiness	C	9.56	B	9.73	C	9.11
Bonus Points		.50		3.88		5.00

Of the eight indicators included on the School Grade Report Card, four did not meet the Department's

minimum standard and will be addressed in-depth. The four indicators to be addressed are *Current Standing*, *School Growth*, *Student Growth of Lowest Performing Students (Q1)*, and *Graduation*.

To provide an additional perspective based on the School Grade Report Card, the following chart displays McCurdy Charter School's final-grade performance in relation to both neighboring and outlying Española Public Schools.



The majority of MCS students are drawn from the neighboring schools shown on the left side of the chart. The average of final grade points for the five neighboring schools is 41.42; MCS received a final grade of 54.19.

As a school that serves all grade levels, K-12, MCS is unique. The school's culture has been described as family-oriented, proud, and hopeful. The MCS staff knows every student by name and there is a feeling of being a "school family" throughout the hallways. Students look out for one another's welfare and are genuinely interested in doing the "right thing" for their community. This is a reflection of the essence of the school's mission which is to foster a safe learning environment where academic excellence and achievement, character development and awareness, and community engagement and leadership are valued as critical elements in educating the whole student.

Current Standing

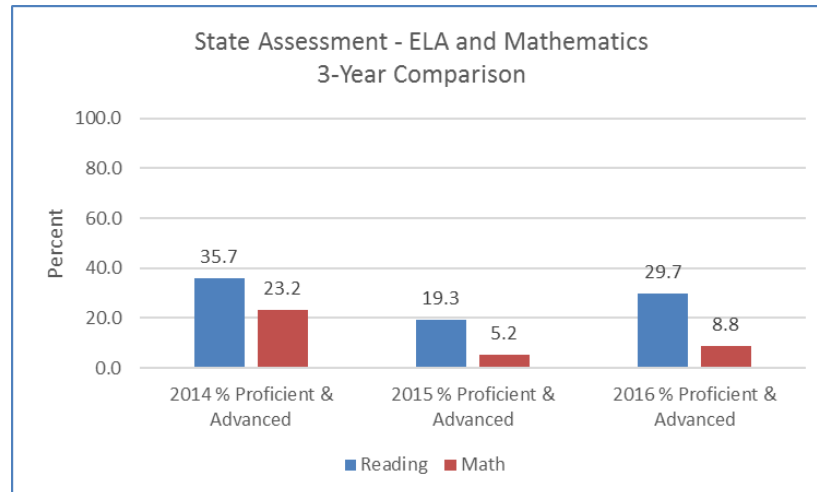
Provide a statement of progress regarding your "Current Standing" over the past three years and offer any

additional information regarding this measure.

The “Current Standing” grade indicator represents single-year performance over a three-year period and answers the following question: “How did students perform in the most recent school year?” The grade for this indicator is based on the number of students testing Proficient and Advanced.

MCS received grades of F in 2014, and D in 2015 and 2016. The charts below display performance on the State Reading and Mathematics Assessments over the three-year period.

Chart CS-1

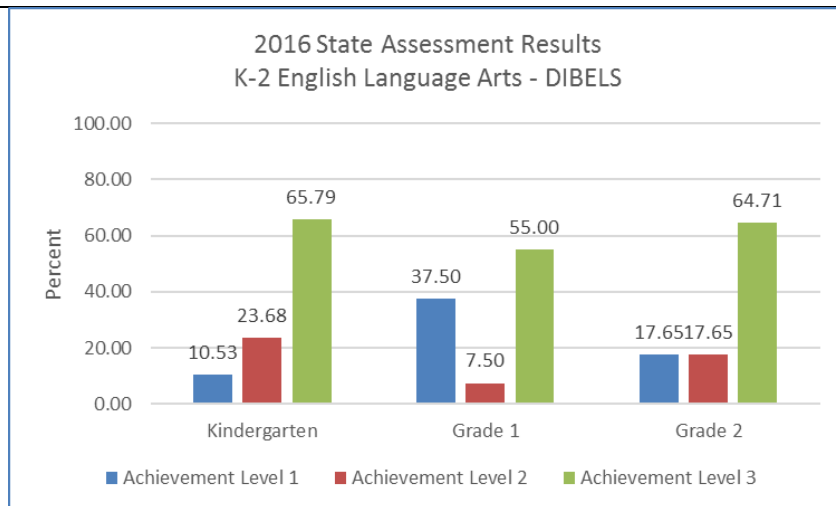


The New Mexico Standards Based Assessment was administered in 2014. In 2015, the Public Education Department added new assessments including SBA Spanish Reading, SBA Science, NCSC ELA and Math, NMAPA Science, PARCC ELA and Math, and DIBELS Reading. With the introduction of the new assessments, “reading” is now synonymous with “English language arts (ELA)”. Not all assessments are administered in every school.

McCurdy Charter School’s State ELA and Mathematics proficiency data include results from the following assessments: 1) PARCC ELA; 2) PARCC Math; and, 3) DIBELS Reading (ELA). Chart CS-1 above, displays proficiency results for 12 grade levels (K-11), two assessments for reading (data is combined), and one assessment for math (PARCC). Although scores decreased in 2015, the first year of the PARCC assessment, there is the beginning of an upward trend in 2016 (+10.4 percent in reading; +3.6 percent in math).

A disaggregation of data, by assessment, is available on the NMPED website for 2016 at <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html> . Following are ELA Kindergarten, first-grade and second-grade results from the DIBELS assessment data:

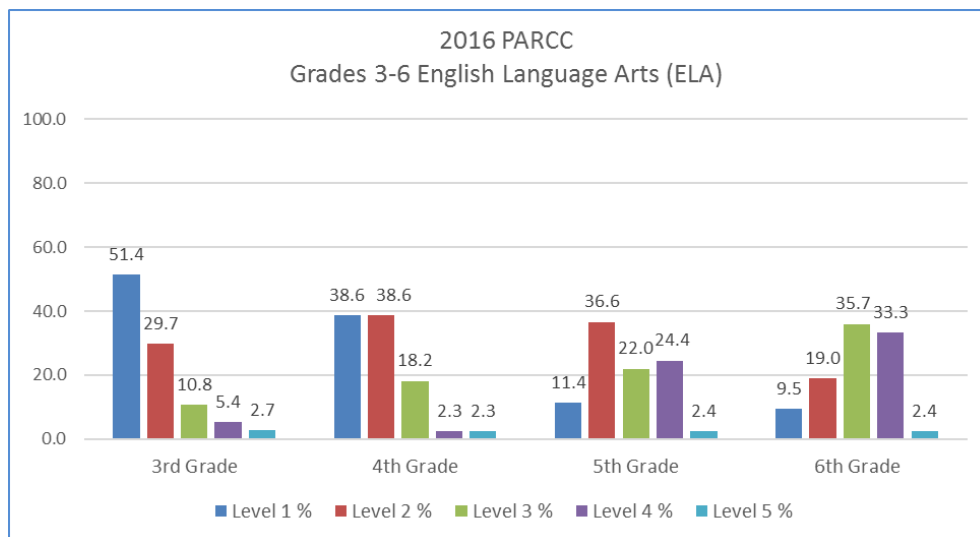
Chart CS-2



In relation to combined results for ELA displayed in Chart CS-1 above, student performance based on DIBELS data alone is notably higher as shown in Chart CS-2. Student proficiency (Level 3) ranges from 55.00 percent to 65.79 percent in grades K-2, averaging 61.8 percent. (*Note: DIBELS Level 3 is also referred to as “Benchmark” or “Core”.*) In contrast, average proficiency in reading shown in Chart CS-1 is 29.7 percent.

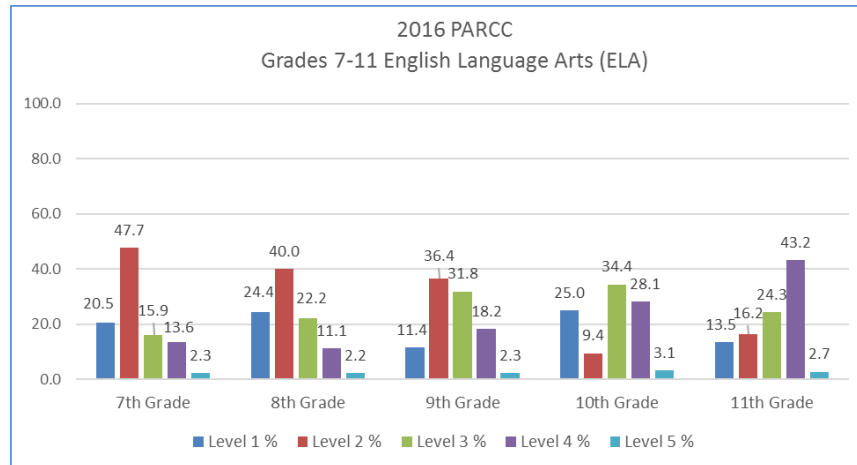
To specifically examine PARCC ELA results, Charts CS-3 and CS-4 display results by grade level for Grades 3-6, and 7-11. PARCC performance levels are as follows: Level 1- Did not yet meet expectations; Level 2 - Partially met expectations; Level 3 - Approached expectations; Level 4 - Met expectations; and, Level 5 – Exceeded expectations.

Chart CS-3



ELA results for elementary students in grades 3-6 demonstrate an increase in Level 4 performance in the higher grades, from 2.3 percent in the 4th grade to 33.3 percent in the 6th grade. While Level 4 performance increases in the higher grades, performance at level 1 significantly decreases.

Chart CS-4



Results for secondary students in grades 7-11 (Chart CS-4) are similar; Level 4 proficiency increases in the higher grades, from 13.6 and 11.1 in the 7th and 8th grades to 43.2 percent in the 11th grade. An overall downward trend is notable for Level 2 performance from the 7th grade to the 11th grade.

The trends shown for ELA performance are an indication that as students move to each new grade level, they are better prepared and more successful in English Language Arts as a result of the MCS instructional program.

To look specifically at PARCC mathematics performance, Charts CS-5 and CS-6 below display results by each grade level for Grades 3-6, and 7-11. Notable are the increases in Level 4 proficiency from grade 5 to 6, from 12.2 to 16.7 percent, and from grade 7 mathematics to Algebra 1, from 4.5 to 15.2 percent. Overall, however, students are struggling to some degree in mathematics at all grade levels based on the PARCC data.

Chart CS-5

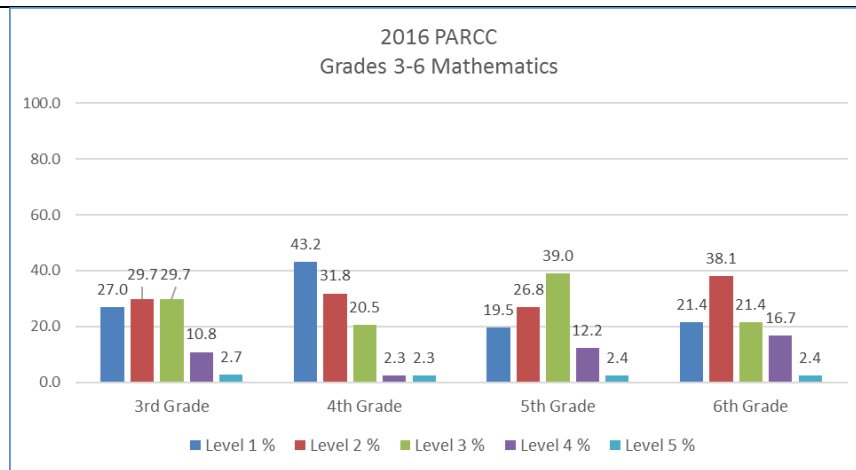
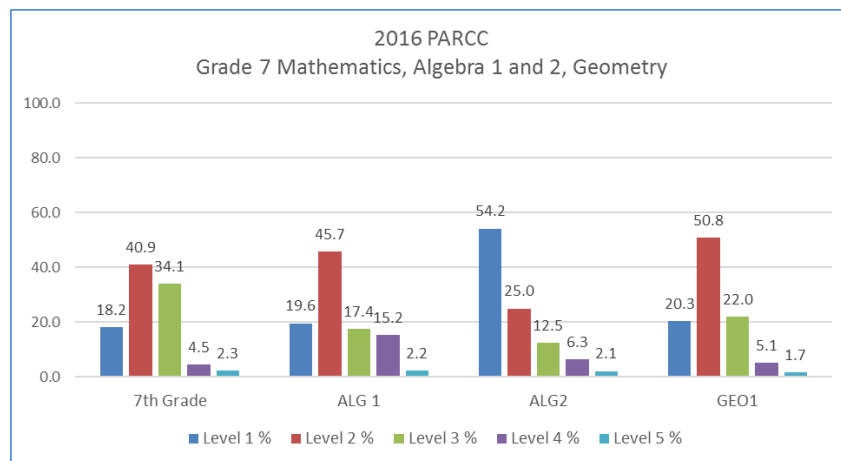


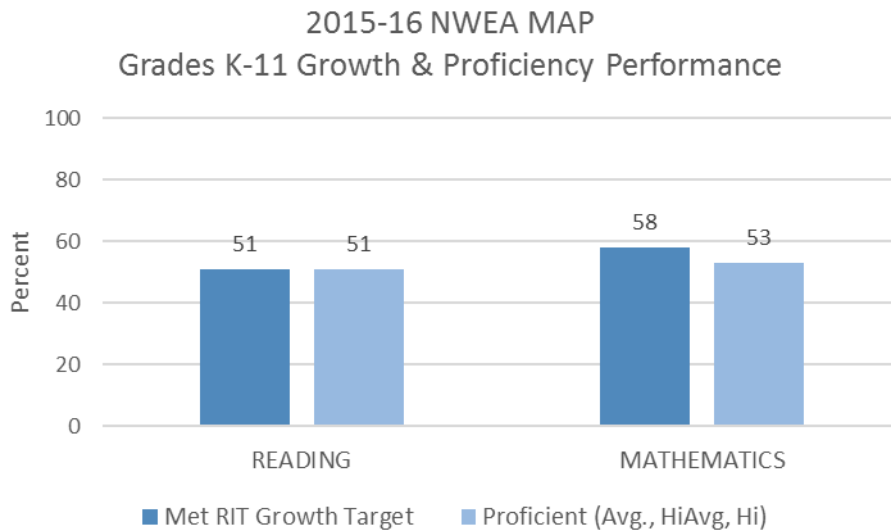
Chart CS-6



To provide additional information on student performance in both reading and mathematics, MCS administers the NWEA MAP assessments in grades K-11. The NWEA MAP assessments are fully aligned to Common Core State Standards as is the PARCC assessment.

Following is a display of growth and proficiency performance of students taking the 2015-16 NWEA MAP Reading and Math assessments. Growth is measured in two ways as displayed on Chart CS-7 below: 1) the percent of students meeting individual growth targets which are set in the fall of each year; and, 2) proficiency by achievement levels including “Low”, “Low Average”, “Average”, “High Average”, and “High”. Students scoring Proficient (“Average” “High Average” and “High”) and students that met their individual growth target from fall to spring are included in the results below.

Chart CS-7



As NWEA MAP assessment data was reviewed, it became apparent that a discrepancy exists between student performance on the PARCC assessment and student performance based on the NWEA MAP assessments. Student performance results on the K-11 NWEA MAP assessments (Chart CS-7) are clearly higher than those on the PARCC assessments (Charts CS-3, CS-4, CS-5, and CS-6). DIBELS performance (Chart CS-2) is more in alignment with that of the NWEA MAP reading assessment (Chart CS-7).

Following is a summary table displaying results for the DIBELS and PARCC. NWEA MAP data are also included for comparison.

Grade Levels	Assessment	Average Proficiency ELA/Reading	Average Proficiency Mathematics
K-2	DIBELS (Level 3)	62.0%	---
K-11	NWEA MAP Short- Cycle Assessment	51.0%	55.5%
3-11	PARCC (Levels 4 & 5)	22.4%	11.4%

Strengths

Strengths are as follows:

- 2016 student proficiency in grades K, 1 and 2 averages 62% based on the DIBELS assessment.
- NWEA MAP Short-cycle assessment data shows an average proficiency of 51% in reading and 55.5% in mathematics.

- The State Assessment 3-year comparison indicates that after a decline in reading proficiency in 2015 when PARCC was first administered, scores increased by 10.4 percent in 2016.
- Level 4 proficiency increased from grade 5 to 6, from 12.2 to 16.7 percent, and from grade 7 mathematics to Algebra 1, from 4.5 to 15.2 percent.

Areas Needing Improvement

Clearly, both reading and mathematics performance need improvement. Mathematics proficiency, as reported on the School Grade Report and displayed in the State Assessment 3-Year Comparison (Chart CS-1), was at 5.2% in 2015 and 8.8% in 2016. An 18% decrease had occurred between 2014 and 2015 from 23.2% to 5.2%. Reading proficiency was at 29.7% in 2016 after experiencing a 16% decrease in 2015.

In contrast to the State Assessment results, however, 2016 NWEA MAP assessment data show an average of 55.5% proficiency in mathematics and 51% in reading. MCS believes that the PARCC results do not accurately represent the skill and performance level of students in mathematics and reading. MCS has determined that the discrepancy between the NWEA MAP and PARCC results has underlying causes related to:

- insufficient student computer experience and skills;
- insufficient internet connectivity (8 megabytes or less);
- unfamiliarity with the academic language required for the PARCC assessment; and,
- the aging school facility with lack of adequate infrastructure to support technology needs.

An informal survey of students indicated that approximately 80% do not have computers at home; their experience is limited to time available at school.

Because of compromised internet connectivity, students are regularly disconnected from the internet as they are working. Students have become accustomed to loading screens, being “thrown off”, and having to move to another computer. Therefore, the full benefit of interventions that rely on internet connectivity and IT support has not been able to be realized. Not only has valuable instructional time been lost, this disruption has been a regular occurrence that has affected the “consistency” factor of standardized testing.

There is also need to focus on the academic language required for the PARCC assessment as well as fluency in skills related to digital literacy (drag-and-drop, multiple select, text highlighting, equation building, etc.). Words such as “synthesize”, “compare/contrast”, “analyze”, “evaluate”, and “define” are considered part of academic language. English Language Learners also need additional support with academic language. Although staff has been trained in the Sheltered Instruction Observation Protocol (SIOP), additional professional development in this area is needed.

Looking back over the charter term, academics, particularly mathematics, emerged as an early priority area. In the first year, there was a need for a comprehensive, well-articulated K-12 Mathematics curriculum aligned to Common Core State Standards. In both reading and mathematics, there was a need for an improved school-

wide data-analysis system and a strong school-wide intervention program for struggling students. At the secondary level, there was a need for the English Department's vertical articulation of expectations and curriculum based on data.

There was also a need to stabilize staffing after MCS experienced an unexpected high rate of teacher turnover from the first to the second year.

Each of these identified needs are discussed more in depth under the MCS charter's academic goals for mathematics and reading.

Changes Made to Address the Identified Needs

Facility needs will soon be remedied with the construction of the new McCurdy Charter School that has been designed with technology needs at the forefront. A ground-breaking ceremony was held on September 9, 2016 with the slogan, "From the ground up, honoring the past and building the future." The new building will be constructed on the current campus, replacing outdated buildings. MCS is also confident that the many barriers experienced by connectivity issues will be resolved when fiber optic cable becomes available to the school in the 2016-17 school year.

Achieve 3000, recently implemented by MCS, has a component for test preparation skills that will be used more frequently than in the past. Academic language acquisition will be a priority in the 2016-17 school year as will additional professional development to support English Language Learners.

The Everyday Mathematics curriculum was purchased in the first year for grades K-5. Professional development provided the K-5 staff with the tools necessary to implement the Everyday Mathematics curriculum effectively. At grades 6-12, a comprehensive, sequential math program was put into place and included new textbooks for General Math, Pre-Algebra, Algebra I, Algebra II, Geometry, Trigonometry/Pre-Calculus, and Calculus.

A school-wide system was established for analysis of short-cycle assessment data by principals and staff. NWEA MAP data is reviewed after each test event (fall, winter, spring). At the elementary level, data for each student is reviewed; struggling students receive appropriate interventions to address root causes of areas needing improvement. At the secondary level, appropriate support staff members join each department for in-depth discussions; specific needs and next steps are identified for action. Data from unit exams and End-of-Course (EOC) exams are also reviewed. When appropriate at both levels, referrals are made to begin the Student Assistance Team (SAT) and Response to Intervention (RTI) processes. For SAT purposes, MCS utilizes DIBELS progress monitoring, NWEA MAP assessments, and STAR Reading and Math; progress monitoring data are reviewed monthly by administration and staff.

Elementary and secondary administrators also review the analyses to determine common student needs that may require adjustments in curriculum or to the secondary Master Schedule. In the 2013-14 school year, the secondary staff modified the Master Schedule for 2014-15 by updating core class offerings based on student needs identified through analysis of student performance on End-of-Course Exams and NWEA MAP results. The review cycle led to additional modifications to the Master Schedule for the 2015-16 school year. Intervention courses were imbedded into the Schedule along with a weekly advisement period. Tutoring support was offered during an eighth period by certified teachers and a fourth section of Geometry was added to provide for identified remediation needs. (Additional adjustments made to the Master Schedule are addressed under the charter Math goal section of the application.) The 7-12 English Department staff engaged in vertical articulation of learning expectations and continually adjusts the curriculum based on student achievement data and standards.

The DIBELS assessment was used to predict and respond to deficits in reading readiness of every student in grades K-3. Targeted interventions and progress monitoring were implemented for those students scoring at the Intensive level. MCS applied for and received Reads to Lead funding in 2014-15 and 2015-16. This program provided a full-time Reading Coach/Interventionist and the K-3 staff received professional development that was both job-imbedded as well as through scheduled workshops. Instructional time for reading also became a primary focus for all grades. Daily blocks of time for core reading instruction and intervention were increased.

Additional computer-based reading programs were implemented including Renaissance STAR Reading, The Accelerated Reading Program, The Wilson Intensive Reading System (K-12, RtI Tier 3), Foundations and Just Words (K-5 RtI Tier 2), and Achieve 3000, which focuses on comprehension and expository text.

A Title I lab assistant was hired. Computer lab times, both structured and open, were made available for intervention and instruction. Portable labs were also utilized by classrooms. All students are now aware of their personal data and grade-level goals. Particularly motivating for secondary students is their understanding of how the goals relate to graduation requirements.

To address the high rate of staff turnover in the first two years, recruitment efforts were expanded, and screening procedures were improved. Teachers experienced improved support from a stable leadership team through a participatory style of leadership which has engaged the staff in decision making. Business office practices were improved to better support staff needs.

Progress Made from the Changes Identified

- MCS has increased levels of student academic proficiency based on NWEA MAP results. (See also, report on Charter Academic Goals 1 [Mathematics] and 2 [Reading].)
- Analysis of short-cycle and summative data is now ongoing and systematized.

- The effectiveness of computer-based interventions has increased in 2016-17.
- Teachers at the critical primary grade levels (K-3) have developed a solid knowledge base for reading instruction and intervention strategies through implementation of the Reads to Lead program.
- “Maintenance of fidelity” to each research-based program’s essential components and design features has increased.
- The Teacher retention rate has increased to 94%. The MCS administration has established a high standard for teaching and support staff.
- MCS will soon have a new facility that will have the necessary infrastructure to support advanced learning technology.
- MCS is establishing itself as a quality educational institution in the Española Valley.

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 “School Growth” indicator answers the following question: In the past three years, did the school as a whole improve student performance more or less than expected?” School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

McCurdy Charter School received a grade of F in 2014 and of D in 2015 and 2016. School points earned were 3.29 in 2014, 3.42 in 2015, and 3.64 in 2016.

Following is a table that displays growth of all students each year using value-added scores.

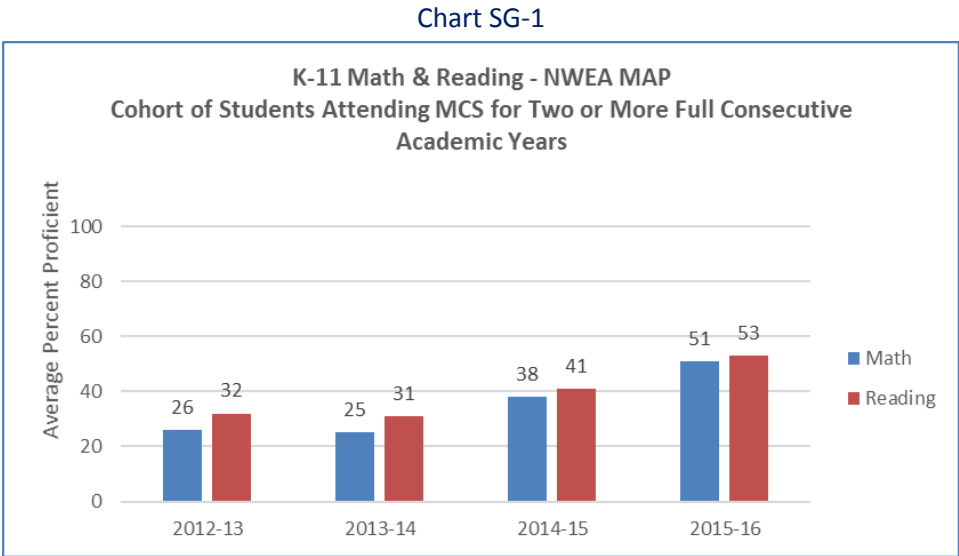
School Growth Scores 3-Year Comparison		
	Reading	Math
2014	0.475	0.268
2015	-0.101	-0.759
2016	0.020	-0.800

Based on State Assessment data for all students (not just those who are proficient), MCS performed better than was expected in 2014. In 2015, with implementation of the PARCC assessment, MCS performed below expectations in both reading and mathematics. In 2016, growth in reading was better than expected and growth in mathematics was below expectations. Growth of all students shows a similar decrease in scores in 2015 as did growth of students who are proficient as shown in the previous “Current Standing” section above. In both cases, growth and proficiency are higher in reading than they are in mathematics.

As discussed in the “Current Standing” section above, scores based on the State Assessments are significantly

lower than those based on the NWEA MAP short-cycle assessments administered by MCS. It has become clear that MCS students do not have sufficient experience and skills with computers and are lacking the academic language that is required to succeed when taking the PARCC assessment. Therefore, MCS believes that the State Assessment data (which combines the DIBELS and the PARCC assessments for ELA scores, and uses the PARCC assessment for mathematics) do not fully reflect the skills and knowledge of all students attending MCS.

For additional information and as a demonstration of school growth based on NWEA MAP data, the following chart displays growth of a cohort of students that enrolled at MCS in 2012-13 and were in attendance for a minimum of two full, consecutive academic years at MCS.



The data represented in Chart SG-1 above are discussed fully under the charter mathematics and reading goal sections (Goals 1 and 2). Although these data do not represent value-added scores, MCS includes this chart to demonstrate that the longer a student is in attendance at MCS, the more growth he/she makes.

NWEA MAP assessments use RIT scores for measuring an individual student’s progress over time. In addition to the data presented above, each K-11 cohort student’s RIT scores were analyzed to determine improvement in mathematics and reading from year to year. MCS concluded that 98% of cohort students demonstrated improvement in mathematics and 98% demonstrated improvement in reading over the four-year period analyzed. This analysis is also discussed fully under the charter mathematics and reading goal sections of this application.

Overall, with the addition of the NWEA MAP assessment data, MCS is demonstrating school growth and is confident that the Report Card grade and points will increase as the school moves forward into a new charter

term if approved.

Strengths

Strengths are as follows:

- In 2014 school growth scores indicated that MCS performed better than was expected.
- Following a decrease in 2015, the school growth score in reading increased from -0.101 to 0.020 in 2016, indicating that, as a school, MCS again performed better than was expected in this area.
- The disconnect between the State Assessment growth scores and the NWEA and DIBELS short cycle assessment scores suggests greater achievement than that which is currently reflected in PARCC.

Areas Needing Improvement

MCS is dedicated to the growth of all students in attendance and strives for academic excellence and achievement. The areas needing improvement previously articulated for single-year performance under the “Current Standing” section, were also areas needing improvement for the school’s growth performance over the past three years.

Although repetitive, a brief summary of areas needing improvement, that affected all students, is presented for this section:

- Updated infrastructure to support the technology needs;
- A solution to compromised internet connectivity that has had a negative impact on the use of computer-based intervention programs for struggling students;
- Development of the academic language that is a part of the Common Core curriculum and fluency in digital literacy skills required to perform problem-solving tasks on the computer-based PARCC assessment;
- Additional professional development in the Sheltered Instruction Observation Protocol (SIOP) to better assist English Language Learners;
- Development of a comprehensive, vertically-articulated K-12 mathematics curriculum to build the basic skills and concepts that underlie more advanced mathematical computations and concepts;
- Vertical articulation of the English Department’s expectations and curriculum based on data;
- An improved school-wide data-analysis system and a strong school-wide intervention program for struggling students; and,
- Stabilized staffing after MCS experienced an unexpected high rate of teacher turnover from the first to the second year.

Each of the identified needs is also discussed in depth under the MCS charter’s academic goals section for mathematics and reading (Goals 1 and 2).

Changes Made to Address the Identified Needs

Action steps taken to address the identified needs are also the same as those addressed in the “Current Standing” section above. For convenience, a brief summary of those steps is presented below.

Construction of a new school facility is currently underway and scheduled for completion in April, 2017. The new facility will provide the infrastructure needed for technology-based instructional programs and interventions. Availability of fiber-optic cable in the 2016-17 school year will solve the compromised connectivity issue that has troubled the school since its opening.

MCS will begin an intensive focus on teaching computer skills along with the academic language that is required to perform problem-solving tasks on the computer-based PARCC assessment. Additional test preparation skills will be taught through Achieve 3000 and other computer-based programs available. Plans will be developed for implementation in the 2016-17 school-year.

MCS implemented the K-5 Everyday Mathematics curriculum and a 6-12 comprehensive, sequential math program; implementation was supported by professional development for staff.

A school-wide system was established for analysis of short-cycle and State assessment data by principals and staff. Struggling students receive teacher-directed interventions to address root causes of areas needing improvement. When appropriate, referrals are made to begin the Student Assistance Team (SAT) and Response to Intervention (RTI) processes. Elementary and secondary administrators also review the analyses to determine common student needs that may require adjustments in curriculum or in the secondary Master Schedule. Examples of such adjustments made are included in the previous sections and in the mathematics and reading goals sections.

The K-3 Reads to Lead program was funded in 2014-15 and 2015-16; funds provided a full-time Reading Coach/Interventionist and professional development. Additional computer-based reading programs were implemented to address identified student needs at all levels.

A Title I lab assistant was hired. Computer lab times, both structured and open, were made available for intervention and instruction. Portable labs were also utilized by classrooms. All students are aware of their personal data and grade-level goals.

To address the high rate of staff turnover in the first two years, recruitment efforts were expanded, screening procedures were improved, teachers became involved in decision making, and business office practices were

improved.

Progress Made from the Changes Identified

NWEA MAP data suggests that MCS has achieved more growth than reflected by the State Assessment data and the resulting value-added scores on the School Grade Report Card. MCS has seen increased levels of proficiency in mathematics and reading each year resulting from an improved school-wide data analysis system and an effective intervention program for students. The Reads to Lead grant provided valuable professional development in reading instruction and specific intervention strategies for struggling readers. The teacher retention rate has increased to 94% which provides stability for the educational program. In addition, MCS will soon have a new facility that will have the necessary infrastructure to support advanced learning technologies.

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 Q3 (Highest Performing 75%) indicator asks the question: “Are the highest performing students in math and reading improving more or less than expected?”

McCurdy Charter School met the Public Education Department’s minimum educational standards for this indicator by earning a Grade of A in 2014 and a grade of C in 2015 and 2016.

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 “Q1 (Lowest Performing 25%) Growth” indicator answers the following question: Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in the school.

MCS received a grade of D in 2014, F in 2015, and D in 2016.

Q1 student growth is displayed as a value-added score (VAS) that accounts for up to three years of data. Prior test scores are used to estimate how they should perform today. A value-added score of zero (0) means that the group is proficient or on grade level and performed about as expected. A value-added score above zero means that the group performed higher than expected. Below zero means that the group performed below expectations.

Following is a table that displays Q1 value-added scores over the three years:

Q1 Value-Added Scores 3-Year Comparison
--

Year	Reading	Math
2014	0.4	0.5
2015	-0.05	-0.32
2016	0.4	0.1

The MCS value-added scores reflect a decrease in growth from 2014 to 2015, the first year of PARCC implementation. 2016 scores, however, demonstrate that MCS Q1 students performed higher than expected when compared to their peers and are beginning to close the achievement gap with their higher-performing classmates.

The School Grade Report Card also includes data referred to as “Supplemental Information” that shows how a school contrasts with other schools in the state that are most like it in student characteristics. Schools are ranked by the report card indicators. For the 2016 “Student Growth, Lowest 25%” indicator, McCurdy Charter School received a composite ranking of number 6 of 37 schools in the comparison group. A review of these rankings over the three-year period demonstrates significant growth in this area. See table below.

Supplemental Information	
Composite Ranking Student Growth, Lowest 25%	
2014	34 of 35
2015	16 of 36
2016	6 of 37

Strengths

Strengths are as follows:

- MCS Q1 students performed higher than expected when compared to their peers in both 2014 and 2016 in reading and math.
- Following a decrease in value added scores in 2015, Q1 student performance increased in 2016.
- Under “Supplementary Information” included on the School State Report Card, McCurdy Charter School received a composite ranking, for the “Student Growth, Lowest 25%” indicator, of 6 out of 37 schools in the comparison group.

Areas Needing Improvement

All areas identified as needing improvement in the previous “Current Standing” and “School Growth” sections above were also areas that affected Q1 student performance. To minimize repetition, the discussions of most

areas already addressed are not included in this section. However, the previously stated needs for an improved school-wide data-analysis system and a strong school-wide intervention program were most critical for struggling students; therefore, they are included to address needs of Q1 student performance.

Changes Made to Address the Identified Needs

As data-analysis became systematized, all student data was reviewed by staff and administrators following each testing event (fall, winter, spring). Students falling below proficiency were reviewed individually to verify services if they were English language learners, had an IEP, or other identified special needs. All other students were reviewed for specific academic or behavioral difficulties. If common areas of need emerged, students were grouped at the classroom or grade level to address specific skills or differentiated instruction was employed. Intervention courses were also imbedded into the secondary Master Schedule and tutoring support was provided by certified teachers.

The SAT process was fully implemented and referrals were made as appropriate. A Tier I referral might lead to classroom core instruction with data-directed differentiation and interventions. A Tier 2 referral might lead to development of an individualized intervention plan with targeted, intensive interventions, or a Section 504 referral. A Tier 3 referral might lead to Special Education eligibility and development of an IEP.

Effective supplemental software programs that assess skills, target needed instruction and practice, and provide progress-monitoring tools for teachers were implemented. The computer based programs included Accelerated Reading and Accelerated Math, Achieve 3000, First in Math (reinforces a range of math proficiencies from addition to complex algebra), Math Facts in a Flash, IXL (problem solving and algorithmic thinking), Foundations and Just Words (K-5 RtI Tier 2), and Wilson Intensive Reading System (K-12, RtI Tier 3).

All intervention activities and programs are directed at remediation of root causes of areas needing improvement.

Progress Made from the Changes Identified

- Q1 students are receiving appropriate data-based interventions designed to address root causes of areas needing improvement.
- Following a decrease in value added scores in 2015, Q1 student performance, as measured by the State Assessments, returned to a “higher than expected growth” rating in 2016.

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.

McCurdy Charter School exceeded the Public Education Department’s minimum educational standards by earning a Grade of B in 2014, 2015, and 2016. The “Opportunity to Learn” indicator measures the degree to which a school is fostering a school environment that facilitates learning.

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 “Graduation” indicator grade is based on the percentage of students graduating in 4, 5, or 6 years and the school’s improvement in its graduation rate over time. McCurdy Charter School met the Public Education Department’s minimum educational standards by earning a Grade of C in 2014 and a grade of B in 2015. In 2016, a Grade of F is reflected for McCurdy Charter School.

Cohort graduation rates are displayed in the table below:

Cohort of 2015 4-Year Rate	Cohort of 2014 5-Year Rate	Cohort of 2013 6-Year Rate
67.5%	82.4%	90.9%

The MCS 4-year rate was impacted by a challenging first year when systems were not in place to monitor and provide interventions for students.

The following table represents the number of students who have graduated from MCS for the 4 years the school has been in operation.

Graduation Year	Anticipated Graduates	Actual Graduates
2012-13	28	28
2013-14	26	25
2014-15	26	26
2015-16	37	36
Totals	117	115

Over the four years, 98% of the senior classes were successful in graduating.

For an additional perspective, MCS informally surveys its graduates to determine the percentage that are attending an institute of higher education. Homes of the graduates are called or siblings who are still at MCS are interviewed. Based on these post-graduation surveys, 85% of MCS 2016 graduates are attending an institute of higher education. 88% of graduates of the class of 2015 are attending an institute of higher education. (*“No responses” are not factored into the results.*)

For the 2015 graduates who went on to attend college, 9 of these are first generation college-going individuals. For the class of 2016 who are attending college, 6 of these are first generation college-going

individuals.

Strengths

- 98% of senior classes were successful in graduating over the last four years.
- 85% of MCS 2016 graduates are attending an institute of higher education.
- 88% of graduates of the class of 2015 are attending an institute of higher education.
- Several of the graduates are first-generation college-attending individuals.

Areas Needing Improvement

An analysis of the data of the students that comprise the 2015 cohort reveals that a large portion of students began as sophomores with the school in its opening year of 2012-2013 and withdrew within a period of a few months to one and a half years. During its first year of operation, the school did not have the systems in place to monitor these students and provide interventions. Based on school records, 32% of the 2015 cohort withdrew during this time period.

2015 Graduation Cohort	
Seven (7) students began in 2012 and withdrew the same year.	14%
Five (5) students began in 2012 and withdrew within 1.5 years.	10%
Four (4) students began in 2013 or later and withdrew within one year.	8%
Total	32%

This was an area that needed improvement.

Changes Made to Address the Identified Needs

Since the school's second year of operation, it has acquired a grant from the Rio Arriba County for a Stay-in-School Coach program, which provides ongoing monitoring of absences and failing grades. The school has developed alternative methods for credit recovery, including online courses such as IDEAL-NM, dual credit courses, and summer school.

The school anticipates that the cohort of 2016 will follow a similar pattern to cohort 2015 as these were students who enrolled as freshmen in the school's opening year of 2012-2013.

Progress Made from the Changes Identified

Going forward, MCS anticipates that the graduation rate beginning with cohort 2017 will increase. A review of the students who began as freshmen with the school in 2013-14 show the majority of these students have

remained at McCurdy Charter School and are on schedule to graduate. This is the same situation for the students who began as freshmen in 2014-15.

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.

McCurdy Charter School met the Public Education Department’s minimum educational standards by earning a Grade of C in 2014, a grade of B in 2015, and a grade of C in 2016. The College and Career Readiness grade is based on the percent of students participating in college preparation or career pathway programs while in high school, and the percent of students meeting expectations when presented with those opportunities.

Bonus Points

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

McCurdy Charter School has developed its capacity and systems in routine practices as required for bonus points. This is reflected in the award of 5.00 bonus points in 2016 for the evidence presented for implementing the Next Step Plans and the Student Assistance Team process.

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

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

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

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

Student Academic Performance Standard/Goal #1: Mathematics

After two full, consecutive academic years at MCS, each K-11 student will improve his/her math performance as measured and defined by RIT-scaled growth standards on the NWEA MAP assessments performed in fall, winter, and spring.

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

NWEA Measures of Academic Progress (MAP) assessment are used to measure 1) improvement in individual RIT scaled scores and 2) growth in proficiency level based on the winter grade-level mean (also referred to as the “middle-of-year status norm” or “norm”).

Presentation of the Data:

In 2011, when the Founders developed the academic goals for the new school, their intent was clearly to make certain that each and every student attending McCurdy Charter School (MCS) would improve his/her performance in mathematics. A cohort of students attending at least two full, consecutive academic years was defined to ensure that each student had enough time in the MCS instructional program and its supportive environment to demonstrate positive growth.

The NWEA MAP assessments were selected for measurement of the goal’s success. The five-year academic goals did not, however, specify which “RIT-scaled growth standard” to use. Several options for measurement are available, including: (1) an increase in standardized RIT scores¹ between administrations of the assessment;

¹ A RIT score represents a point on a continuous scale of learning and is used for measuring an individual student’s progress over time.

(2) meeting or exceeding grade-level RIT norms; (3) meeting or exceeding RIT growth projections; and, (4) attainment of specific proficiency levels (Low, Low-Average, Average, High Average, High).²

MCS measured progress toward meeting the mathematics goal by using both an increase in standardized RIT scores between winter administrations of the assessment and proficiency in relation to grade-level norms. The following questions have been addressed in the analysis:

- After two full, consecutive academic years at MCS, did each student improve his/her Mathematics performance based on an increase (upward trend) in individual standardized RIT scores between mid-year (winter) administrations of the assessment?
- After two full, consecutive academic years at MCS, what percent of students achieved proficiency in relation to grade-level winter norms?"

Data Collection and Analysis Process:

The NWEA MAP mathematics assessment was administered in the fall, winter and spring of each year. However, with the challenges of opening a new school with a K-12 enrollment of 543 students, some difficulties were encountered with the administration of the fall 2012 NWEA MAP assessment. The data was incomplete. Therefore, to achieve consistency for longitudinal analysis, middle-of-year (winter) scaled RIT scores were utilized throughout the four-year period of data analysis. Winter data also proved to be the most reliable data point due to the demands of administering State assessments in the spring with limited availability of computers and compromised internet connectivity in the area (8 megabytes or less). This has been an ongoing challenge. Fiber optic cable will be available in the 2016-17 school year.

A cohort of students with the following characteristics was identified:

- attended MCS for a minimum of two full, consecutive academic years;
- had scores for a minimum of three testing events; and,
- enrolled at MCS in 2012-13.

Although MCS administers the NWEA MAP assessment three times each year and data for all students K-12 are analyzed after each test event, this specific cohort of students was identified for purposes of study in relation to the three academic goals (mathematics, reading, and language) included in the charter. Data were analyzed to determine both overall *improvement* and *proficiency growth* in relation to winter normed grade-level means.

² MCS recognizes that currently, School/PEC-negotiated performance indicators using the NWEA MAP assessment specify the use of "projected RIT scores" and "proficiency level" for measurement with fall to spring as the timeframe. As MCS looks forward to a new charter term under a negotiated contract, it intends to use the "projected RIT scores" and "proficiency levels" for measurement.

Assessment of Each Student's Improvement in Mathematics Performance

Data were first disaggregated on a student-by-student level to assess overall improvement in mathematics performance resulting from a minimum of two full, consecutive academic years of attendance at MCS. Each student's winter RIT scores were displayed by year and an individual line chart showing his/her longitudinal performance trend was included. Grades K–11 students were assessed in this manner in alignment with the goal. Charts were identified by the grade level in which students started in 2012-13 and ended in 2015-16. For example, in Exhibit 1.1 below, students began at the 4th grade level and ended at the 7th grade level.

Exhibit 1.1 Winter RIT Scores for Students Entering MCS at the 4th Grade Level in School Year 2012-13

MATHEMATICS - 4th Grade to 7th Grade					
ID #	Winter 13	Winter 14	Winter 15	Winter 16	Growth
	210	216	225	236	
	209	206	221	228	
	187	202	211	201	
	205	215	220	219	
	212	233	224	245	
	199	219	222	235	
	203	215	225	239	
	198	193	203	219	
	207	219	225	232	
	202	220	222	227	
	190	209	213	221	
	210	220	222	226	
	189	193	211	219	
	201	195	212	223	
	196	212	219	227	
	197	216	209	225	
	197	197	216	211	
	194	193	215	228	
	211	205	219	221	
	216	221	235	247	
	211	212	220	230	
	182	187	205	214	
	194	189	196	205	
	188	204	204	210	
	187	200	208	220	
	198	196	208	223	
	190	209	212	220	
	192	190	202	208	

All grade-level charts are available in the data section of the McCurdy Charter School NMPED WebEPSS files.

An analysis of the data displayed in Exhibit 1.1 follows under the “Statement of Progress” below.

Proficiency Growth in Relation to Winter Grade-Level Norms:

MCS also addressed mathematics proficiency based on the winter grade-level norms for each of the four years. Following is a table (Exhibit 1.2) that displays the percent of students who met or exceeded the winter grade-level norms.³ Data may be viewed horizontally by grade level showing achievement of different groups of students at a grade level each year or diagonally by cohorts as they progress from grade level to grade level over the four-year period. The table uses color to facilitate following grade-level cohorts diagonally.

Exhibit 1.2				
Average Scores - Mathematics				
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	42%			
1	29%	48%		
2	35%	38%	28%	
3	26%	26%	38%	40%
4	25%	39%	14%	43%
5	32%	21%	45%	43%
6	16%	21%	18%	57%
7	17%	13%	37%	39%
8	9%	11%	36%	64%
9	25%*	10%	72%	79%
10		25%*	57%	47%
11			31%*	50%
Average Proficiency by Year	26%	25%	38%	51%

**NWEA does not provide 12th grade norms; therefore, the 9th grade cohort displays three years of progress rather than four.*

Statement of progress and additional information regarding the mathematics data in Exhibits 1.1 and 1.2 above:

Successes

Each student's Improvement in Mathematics performance (see Exhibit 1.1 above):

³ Grade-Level Norms may be found in the 2011 NWEA Measures of Academic Progress Normative Data and in the 2015 NWEA Measures of Academic Progress Normative Data. (2011 norms were used from 2011-2014.)

Because the longitudinal data trends using individual mid-year scaled RIT scores were analyzed student-by-student, the following statements can be made:

- **98%** of students who attended MCS for a minimum of two full consecutive academic years, demonstrated improvement in their individual winter RIT scaled scores over the four-year period.
- Only 2% did not improve their RIT scaled scores in mathematics.

McCurdy Charter School substantially met the mathematics goal by demonstrating each student's improvement (upward trend) in standardized RIT scores between winter administrations of the assessment.

Proficiency by Grade-Level Cohorts (See Exhibit 1.2 above):

Examining proficiency of students in grade-level cohorts over the four years, MCS has reached the following conclusions in regard to successes:

- The average proficiency of grade-level cohorts was 26% in the first year. After attending MCS for a minimum of two years, the average proficiency of grade-level cohorts increased to 38% in the third year and 51% in the fourth year. The number of students achieving proficiency nearly doubled, having increased by 25% from the first year to the fourth year of attendance at MCS.
- In the first year, an average of 14% of students in the sixth, seventh and eighth grades, were proficient. By the fourth year (2015-16), an average of 59% of the same students were proficient. The number of students achieving proficiency increased by 45%.
- Reviewing the chart (Exhibit 1.2) horizontally from left to right, it is evident that as the school matures, performance with different groups of students at each grade level increases substantially in the third and/or fourth years. The notable exception is at the second grade level which experienced a high level of staff turnover that ultimately affected the educational program.

It is clear that students who have attended MCS for a minimum of two full, consecutive academic years, made substantial gains in mathematics over the four-years.

Areas Needing Improvement

It was clear from analysis of the first-year data that incoming students were struggling in the area of mathematics, particularly those students entering in the 6th, 7th, and 8th grades.

Among the needs were the following:

- There was a need for an updated comprehensive K-12 Mathematics curriculum aligned to Common Core State Standards. Because of budget constraints, MCS opened using curriculum and textbooks that were available from the former McCurdy School which closed at the end of 2011-12. Although

the Everyday Mathematics curriculum was purchased in the first year for grades K-5, none of the teachers hired in the first year were familiar with the curriculum.

- There was a need for an improved school-wide data-analysis system.
- There was a need for a strong school-wide intervention program that included additional instructional resources, tutoring and special education.
- There was a need to stabilize staffing. MCS experienced an unexpected high rate of teacher turnover from the first to the second year, including in the area of special education for all grade levels. It is believed that this was the result of a quick start-up for the first year in which approximately 35 teaching positions were filled within a two-and-a-half-month period. The turnover impacted the school's educational program and provided a challenge with professional development for the first two years.
- Based on daily attendance records and observations showing tardiness and a high rate of absenteeism, MCS determined there was a need for a support system for regular student attendance.

Response to the Needs:

Action steps taken to support increased mathematics performance included the following:

- Professional development provided the K-5 staff with the tools necessary to implement the Everyday Mathematics curriculum effectively. At grades 6-12, a comprehensive, sequential math program was put into place and included new textbooks for General Math, Pre-Algebra, Algebra I, Algebra II, Geometry, Trigonometry/Pre-Calculus, and Calculus.
- A school-wide system was established for analysis of short-cycle assessment data by principals and staff. NWEA MAP data is reviewed after each test event (fall, winter, spring). Data is projected or copies are distributed for group analysis. A plus/delta activity is conducted and results are recorded to facilitate discussion. At the secondary level, appropriate support staff members join each department for in-depth discussions; specific needs and next steps are identified for action. At the elementary level, data for each student is reviewed; struggling students receive appropriate interventions to address root causes of areas needing improvement. If appropriate at both levels, referrals are made to begin the Student Assistance Team (SAT) and Response to Intervention (RTI) processes. Progress monitoring data using other assessments are reviewed monthly. Elementary and secondary administrators also review the analyses to determine common student needs that may require adjustments in curriculum or the Master Schedule.
- In response to needs for a strong school-wide intervention program,
 - In the 2013-14 school year, the secondary staff modified the Master Schedule for 2014-15 by updating core class offerings based on:
 - student needs revealed through analysis of student performance on End-of-Course Exams and NWEA MAP results;

- NMPED updates to assessment and graduation requirements.
- The secondary staff then met in departments during the second semester of 2014-15 to address NWEA MAP data with regard to the Master Schedule. Feedback was gathered and organized in order to revise the Master Schedule for the 2015-16 school year to include opportunities designed to address student needs revealed in the NWEA MAP data. The revised secondary Master Schedule offered:
 - a combination of block and regular scheduling;
 - Intervention courses imbedded into the Schedule;
 - addition of an advisement period weekly;
 - an eighth period offering that included tutoring support by certified teachers;
 - a fourth section of Geometry to provide for remediation needs identified as a result of an analysis of student performance in the existing three sections of Geometry. This adjustment occurs yearly based upon the number of students requiring interventions.
- Additional intervention programs and activities:
 - K-12 computer-based interventions were initiated through the use of iPads and/or computer lab opportunities. Programs included *First in Math* (reinforces a range of math proficiencies from addition to complex algebra), *Math Facts in a Flash*, *IXL* (problem solving and algorithmic thinking), and Accelerated Math (Renaissance Learning).
 - Computer lab times, both structured and open, were made available for intervention and instruction. Portable labs were also utilized by classrooms.
 - Seventh to twelfth grade students were provided with access to intervention math sections in addition to the required math sections.
 - Two sections of math interventions were added to the Master Schedule to address specific needs of students in pre-algebra and algebra; and,
 - Two sections were added to the Special Education teacher's schedule to support math as well as reading.
 - Beginning the 2012-13 school year, Math teachers offered tutoring opportunities to all students in grades seven through twelve before, after, and during school.
 - 7-12 NWEA MAP RIT goals were posted and students were made aware of their grade-level goals and how they relate to graduation requirements. Students were commonly heard discussing assessment/graduation goals. Their familiarity with assessment/graduation expectations increased greatly between 2014 and present.
 - K-6 students were made aware of their individual goals and proficiency norms; students have goals sheets and data binders.
 - Ongoing professional development was provided for intervention programs. Contracts with selected vendors (software and textbook publishers) provided

opportunities for supporting staff (and ultimately students) with training and ongoing support.

- A Title I lab assistant and the special education teacher provided additional support for interventions.
- In response to the high rate of staff turn-over:
 - Recruitment efforts were expanded to include postings on the school website, in the local newspaper (Rio Grande Sun), Craig's List, local colleges, and recently an online newspaper (Valley Daily Post). Openings were also posted with New Mexico Regional Education Application Placement (NMREAP), New Mexico's national online recruitment service for educators.
 - Screening procedures were improved through more thorough reference checks, reviews of applicants' former performance ratings, and added membership on interview panels to include staff members pertinent to an applicant's potential assignment.
 - Teachers experienced improved support from a stable leadership team through a participatory style of leadership which has engaged the staff in decision making.
 - Business office practices were improved to better support staff needs.
 - Access to updated technology was improved; additional equipment was acquired to support both teachers and students.
 - New student materials were acquired (secondary mathematics, language arts, science, social studies, electives; elementary mathematics consumables, science kits, handwriting, language arts; intervention programs for K-12: Achieve 3000, Accelerated Math, Wilson Reading Program, and more).
- In response to the need for a student attendance support system, MCS acquired a grant from the Rio Arriba County for a Stay-in-School Coach program, which provides ongoing monitoring of absences and failing grades. The coach also intervenes by providing counseling and developing intervention plans for families of students.

Successes Realized Through the Improvement Efforts:

Successes realized through improvement efforts included the following:

- MCS has increased levels of student proficiency based on NWEA MAP results as noted in the analysis of mathematics data displayed above.
- The Teacher retention rate has increased to 94%.
- Analysis of short-cycle and summative data is now ongoing and systematized.
- MCS has increased the effectiveness of computer-based interventions.
- The MCS administration has established a high standard for teaching and support staff.
- MCS is establishing itself as a quality educational institution in the Española Valley.

Student Academic Performance Standard/Goal #2: Reading

After two full, consecutive academic years at MCS, each K-11 student will improve his/her reading performance as measured and defined by RIT-scaled growth standards on the NWEA MAP assessments performed in fall, winter, and spring.

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

NWEA Measures of Academic Progress (MAP) assessment are used to measure 1) improvement in individual standardized RIT scaled scores and 2) growth in proficiency level based on the winter grade-level mean (also referred to as the “middle-of-year status norm” or “norm”).

Presentation of the Data:

As with mathematics, the intent of the Founders and Governance Board was to ensure that each student would improve his/her performance in reading. The data analysis process described above for mathematics was also used for reading data. The analysis focuses on answering the following questions:

- After two full, consecutive academic years at MCS, did each student improve his/her reading performance based on an increase (upward trend) in individual standardized RIT scores between mid-year (winter) administrations of the assessment?
- After two full, consecutive academic years at MCS, what percent of students achieved proficiency in relation to reading winter grade-level norms?

Data Collection and Analysis Process:

The NWEA MAP reading assessment was administered in the fall, winter and spring of each year. Because fall 2012 reading data was incomplete (as described under the mathematics goal above), consistency for longitudinal data analysis was achieved by using middle-of-year (winter) standardized scaled RIT scores.

As with mathematics, the cohort of students identified for the reading goal exhibits the following characteristics:

- attended MCS for a minimum of two full, consecutive academic years;
- had scores for a minimum of three testing events; and,
- enrolled at MCS in 2012-13.

Data were analyzed to determine both overall *improvement* and *performance growth* in relation to Winter normed grade-level means.

Assessment of Each Student's Improvement in Reading Performance:

Student-by-student disaggregation of data was utilized to assess improvement in reading performance over four years of attendance at MCS. Each student's winter RIT scores were displayed by year and the display included an individual line chart showing his/her longitudinal performance trend. Charts were identified by the grade level in which students started in 2012-13 and ended in 2015-16. For example, in Exhibit 2.1 below, students began at the 3rd grade level and ended at the 6th grade level.

Exhibit 2.1 Winter RIT Scores for Students Entering MCS at the 3rd Grade Level in School Year 2012-13

READING - 3rd Grade to 6th Grade					
ID #	Winter 13	Winter 14	Winter 15	Winter 16	Growth
	194	196	185	211	
	210	203	213	223	
	215	218	225	227	
	198	188	204	226	
	188	207	213	225	
	200	207	213	233	
	217	221	222	229	
	206	199	209	219	
	170	202	201	210	
	189	206	209	218	
	185	201	207	218	
	184	183	199	215	
	189	211	214	224	
	180	193	202	209	
	174	201	203	214	
	185	195	190	211	
	209	205	208	222	
	206	207	226	225	
	200	210	213	230	
	164	170	no score	209	
	203	208	217	223	
	157	165	177	204	
	174	189	172	203	

All grade-level charts are available in the data section of the McCurdy Charter School NMPED WebEPSS files.

An analysis of the data displayed in Exhibit 2.1 follows under the "Statement of Progress" below.

Proficiency Growth in Relation to Winter Grade-Level Norms:

In addition to data for each individual student as shown above in Exhibit 2.1, MCS has provided a view of the cohort's reading proficiency for each of the four years. Following is a table (Exhibit 2.2) that displays the percent of students who met or exceeded winter grade-level norms. Reading data may be reviewed horizontally by grade level showing achievement of different groups of students at a grade level each year.

Data may also be reviewed diagonally by grade-level cohorts as they progress from grade level to grade level over the four-year period.

Exhibit 2.2				
Average Scores - Reading				
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	42%			
1	33%	60%		
2	30%	38%	40%	
3	43%	35%	48%	52%
4	36%	39%	41%	33%
5	29%	32%	41%	52%
6	29%	29%	57%	65%
7	35%	16%	33%	57%
8	33%	22%	32%	46%
9	7%*	23%	44%	44%
10		13%*	48%	61%
11			27%*	67%
Average Proficiency by Year	32%	31%	41%	53%

**NWEA does not provide 12th Grade norms; therefore, the 9th grade cohort displays three years of progress rather than four.*

Statement of progress and additional information regarding the reading data in Exhibits 2.1 and 2.2 above:

Successes

Each student's Improvement in Reading performance (see Exhibit 2.1 above):

Because the longitudinal data trends using individual mid-year scaled RIT scores were analyzed student-by-student, the following statements can be made:

- **98%** of the students who attended MCS for two full consecutive academic years, improved their reading performance as measured by winter RIT scaled scores over four years of attendance.
- Only 2% of the cohort did not improve his/her performance in reading.

MCS substantially met the reading goal by demonstrating each student's improvement (upward trend) in standardized RIT scores between administrations of the assessment.

Proficiency by Grade-Level Cohorts (See Exhibit 2.2 above):

Examining proficiency of students in grade-level cohorts over the four years, MCS has reached the following conclusions in regard to successes:

- The average student proficiency was 32% in the first year. After attending MCS for a minimum of two years, the average proficiency increased to 41% in the third year and 53% in the fourth year. The number of students achieving proficiency has increased by 21% from the first year to the fourth year of attendance at MCS.
- In the first year, 7% of students in the ninth grade were proficient. By the third year (2014-15), an average of 27% of these students were proficient at the 11th grade level. Grade-level norms are not available for twelfth grade students.
- Reading the chart (Exhibit 2.2) horizontally from left to right, it is evident that as the school matures, performance with different groups of students at each grade level increases substantially in the third and fourth years.
- Overall, MCS made substantial progress toward improvement of student reading performance as measured and defined by proficiency levels based on the winter norms. The data clearly demonstrate that students who have attended MCS for a minimum of two full, consecutive academic years made substantial gains in the third and fourth years.

Areas Needing Improvement

Following are areas needing improvement previously identified in the mathematics goal section. Because they were needs that affected all academic performance, including reading, they are repeated here.

- There was a need for an improved school-wide data-analysis system.
- There was a need for a strong school-wide intervention program that included additional instructional resources, tutoring and special education.
- There was a need to stabilize staffing. MCS experienced an unexpected high rate of teacher turnover from the first to the second year, including in the area of special education for all grade levels. It is believed that this was the result of a quick start-up for the first year in which approximately 35 teaching positions were filled within a two-and-a-half-month period. The turnover impacted the school's educational program and provided a challenge with professional development for the first two years.
- Based on daily attendance records and observations showing tardiness and a high rate of absenteeism, MCS determined there was a need for a support system for regular student attendance.

Needs specific to an increase in reading achievement were the following:

- A need was identified for reading-specific interventions based on the Dynamic Indicators of Early Learning Skills (DIBELS assessment) in grades K-3.
- There was a need for identification of computer-based and teacher-directed intervention programs.
- There was a need for continued professional development in reading instruction and strategies for English Language Learners (ELL).
- There was a need at the secondary level for the English Department's vertical articulation of expectations and curriculum based on data.

Response to the Needs:

Action steps taken to support increased academic performance, including reading, were the following:

- A school-wide system was established for analysis of short-cycle assessment data by principals and staff. NWEA MAP data is reviewed after each test event (fall, winter, spring). Data is projected or copies are distributed for group analysis. A plus/delta activity is conducted and results are recorded to facilitate discussion. At the secondary level, other appropriate staff members join each department for in-depth discussions; specific needs and next steps are identified for action. At the elementary level, data for each student is reviewed; struggling students receive appropriate interventions to address root causes of areas needing improvement. If appropriate at both levels, referrals are made to begin the Student Assistance Team (SAT) and Response to Intervention (RTI) processes. Progress monitoring data using other assessments are reviewed monthly. Elementary and secondary administrators also review the analyses to determine common student needs that may require adjustments in curriculum or the Master Schedule.
- In response to needs for a strong school-wide intervention program,
 - In the 2013-14 school year, the secondary staff modified the Master Schedule for 2014-15 by updating core class offerings based on:
 - student needs revealed through analysis of student performance on End-of-Course (EOC) Exams and NWEA MAP results;
 - NMPED updates to assessment and graduation requirements.
 - The secondary staff then met in departments during the second semester of 2014-15 to address NWEA MAP data with regard to the Master Schedule. Feedback was gathered and organized in order to revise the Master Schedule for the 2015-16 school year to include opportunities designed to address student needs revealed in the NWEA MAP data. The revised secondary Master Schedule offered:
 - a combination of block and regular scheduling;
 - Intervention courses imbedded into the Schedule;
 - addition of an advisement period weekly;
 - an eighth period offering that included tutoring support by certified teachers;

- Additional intervention programs and activities:
 - K-12 computer-based interventions were initiated through the use of iPads and/or computer lab opportunities.
 - Computer lab times, both structured and open, were made available for intervention and instruction. Portable labs were also utilized by classrooms.
 - Two sections to support reading and math intervention were added to the secondary Special Education teacher's schedule.
 - Beginning the 2012-13 school year, teachers offered tutoring opportunities to all students in grades seven through twelve before, after, and during school.
 - 7-12 NWEA MAP RIT goals were posted and students were made aware of their grade-level goals and how they relate to graduation requirements.
 - K-6 students were made aware of their individual goals and proficiency norms; students have goals sheets and data binders.
 - Ongoing professional development was provided for intervention programs. Contracts with selected vendors (software and textbook publishers) provided opportunities for supporting staff (and ultimately students) with training and ongoing support.
 - A Title I lab assistant and the special education teacher provided additional support for interventions.
- In response to the high rate of staff turn-over:
 - Recruitment efforts were expanded to include postings on the school website, in the local newspaper (Rio Grande Sun), Craig's List, local colleges, and recently an online newspaper (Valley Daily Post). Openings were also posted with New Mexico Regional Education Application Placement (NMREAP), New Mexico's national online recruitment service for educators.
 - Screening procedures were improved through more thorough reference checks, reviews of applicants' former performance ratings, and added membership on interview panels to include staff members pertinent to an applicant's potential assignment.
 - Teachers experienced improved support from a stable leadership team through a participatory style of leadership which has engaged the staff in decision making.
 - Business office practices were improved to better support staff needs.
 - Access to updated technology was improved; additional equipment was acquired to support both teachers and students.
 - New student materials were acquired (secondary mathematics, language arts, science, social studies, electives; elementary mathematics consumables, science kits, handwriting, language arts; intervention programs for K-12: Achieve 3000, Accelerated Math, Wilson Reading Program, and more).
- In response to the need for a student attendance support system, MCS acquired a grant from the Rio Arriba County for a Stay-in-School Coach program, which provides ongoing monitoring of absences and

failing grades. The coach also intervenes by providing counseling and developing intervention plans for families of students.

Action steps taken, specific to reading performance, were the following:

- The DIBELS assessment was used to predict and respond to deficits in reading readiness of every student in grades K-3. Targeted intervention and progress monitoring were implemented for those students scoring at the Intensive level.
- To address the need for computer-based and teacher-directed intervention programs:
 - STAR Reading was implemented for instant feedback on reading levels of students, grades 1-6. Kindergarten implemented STAR Reading beginning in the 2016-17 school year.
 - Accelerated Reading was implemented in grades 1-6, which emphasizes reading within a student's proximal level of development with comprehension. This program also supports Q4 students as they can progress at their individual rate.
 - English in a Flash provided (targeted instruction for Q1 and ELL students).
 - The Wilson Intensive Reading System (K-12, RtI Tier 3), Foundations and Just Words (K-5 RtI Tier 2) were implemented. These are intensive programs that accelerate the reading development of struggling students.
 - Achieve 3000, which focuses on comprehension and expository text, was implemented in grades 3-12.
- To provide additional instructional support to K-3 students and teachers, MCS applied for and received Reads to Lead funding. The program was awarded for 2014-15 and 2015-16. A full-time Reading Coach was funded in the first year. In the second year, the role of the Reading Coach position was expanded to include intervention responsibilities; therefore, the position became .5 FTE Reading Coach/.5 FTE Reading Interventionist. The K-3 staff received professional development that was both job-imbedded as well as through scheduled workshops. Among the many topics presented, were "Using Data to Drive Instruction," and "Acceleration of Learning through Intensive Intervention".
- For grades K-12, instructional time for reading became a primary focus. Daily blocks of time for core reading instruction and intervention were increased.
- Staff received professional development on the Sheltered English Observation Protocol (SIOP) model to provide support to English Language Learners.
- The 7-12 English Department staff engages in vertical articulation of learning expectations and continuously adjusts the curriculum based on student achievement data and standards (Academic vocabulary, practice on PARCC strategies, and cross curricular writing standards).
- Through Achieve 3000, students in grades 3-12 read non-fiction text at individual reading levels.

Successes Realized Through the Improvement Efforts:

- MCS has improved reading performance and proficiency based on NWEA MAP results as noted in the analysis of reading data displayed above.
- Analysis of short-cycle and summative data is now ongoing and systematized.
- MCS has increased the effectiveness of computer-based and teacher-directed interventions. This is reflected by greater use of portable labs, an increase in time in the lab, increased discussions by teachers about intervention strategies, and lesson plans.
- Teachers at the critical primary grade levels (K-3) have developed an increased knowledge base for reading instruction and intervention strategies through implementation of the Reads to Lead program.
- MCS has also experienced an increase in “maintenance of fidelity” to each research-based reading program’s essential components and design features.
- School-wide reading goals were established to motivate students. For example, K-6 created a challenge – if the school reached 50 million words read (as measured by Accelerated Reader) there would be a “reward.” They reached the goal and students enjoyed throwing cream pies at the principal at the end of the year!
- The Teacher retention rate has increased to 94%.

Student Academic Performance Standard/Goal #3: English/Language Usage

Quarterly, each student will demonstrate growth in written English proficiency as measured by a locally-generated assessment that will be evaluated by the Six Traits Writing rubric.

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

Measurement: Six Traits Writing rubric.

Presentation of the Data

MCS staff participated in professional development workshops for the implementation of Six Traits Writing in grades K-12. Based on the training, the staff chose to use the Education Northwest’s *Grades K-2 Traits Rubric* and the *6+1 Traits Condensed 5-Point 3-12 Writer’s Rubric* for evaluation of written English proficiency. Classroom teachers generated prompts and evaluated the writing using the grade-appropriate rubric.

Six Traits Writing has been implemented in grades K-12; students receive ongoing feedback based on the rubrics and an evaluation at the quarterly grading period. MCS uses the PowerSchool student information system for recording of quarterly grades. Unfortunately, the PowerSchool system has a Language Arts grade

category that includes written English proficiency along with reading proficiency; therefore, tracking the written English portion of the quarterly grades to measure 6-Traits writing growth, for purposes of this goal, was not possible because the portion of language arts grades assigned to 6-Traits writing was not standardized. Therefore, MCS did not meet the goal; no quarterly measure of demonstrated growth using the 6-Traits rubric was available for reporting purposes. However, MCS tracked English writing growth through the NWEA MAP Language Usage assessment administered in the fall, winter, and spring. Standardized data from the NWEA MAP Language Usage assessment is provided.

Education Northwest has correlated 6 Traits Writing to Common Core Standards. The NWEA MAP Language Usage assessment is also based on Common Core Standards and assesses written English proficiency through the following areas: 1) Plan; 2) Organize; 3) Develop; and, 4) Edit for Grammar and Mechanics. These components correlate to the Six Traits of Writing.

English Writing Correlation	
NWEA MAP Language Usage	Six Traits of Writing
Plan	Ideas (main message)
Organize	Organization
Develop	Voice, Word Choice, Sentence Fluency
Edit for Grammar and Mechanics	Conventions (mechanical correctness)

Education Northwest states that the 6-traits can provide all students of any grade level with a solid grasp of high-quality writing and support achievement of the expectations described in the CCSS writing standards.⁴

NWEA MAP data is provided as a summative measure of growth. For consistency, the same cohort of students identified for mathematics and reading was selected for Language Usage. Data reflect the improvement and proficiency growth and are available for students in grades 3 through 11.

Data Collection and Analysis Process:

As discussed under the mathematics and reading sections above, consistency for longitudinal analysis was achieved by using middle-of-year (winter) scaled RIT scores for the four years of test analysis. Data was analyzed to determine both *improvement* and *growth* in relation to normed grade-level means.

⁴ <http://educationnorthwest.org/resource/crosswalk-between-61-traits-and-ccss-english-language-arts-standards-writing-and-language>

Measuring Overall Improvement in Language Usage:

Using Language Usage scores available, data was disaggregated for a student-by-student analysis over the four years of attendance at MCS. Each student's winter RIT scores were displayed by year accompanied by a line chart utilizing longitudinal winter RIT scores to show his/her performance trend. Charts were identified by the grade level in which students started in 2012-13 and ended in 2015-16. In Exhibit 3.1 below, students began at the 3rd grade level and ended at the 6th grade level.

Exhibit 3.1

LANGUAGE USAGE 3rd Grade to 6th Grade					
ID #	Winter 13	Winter 14	Winter 15	Winter 16	Growth
	189	201	208	205	
	208	213	213	220	
	218	219	220	229	
	196	193	213	214	
	190	214	218	226	
	200	205	215	225	
	214	219	219	228	
	198	208	203	215	
	185	194	199	214	
	198	213	214	227	
	210	216	194	224	
	186	201	187	211	
	196	210	217	217	
	184	204	200	198	
	166	187	193	199	
	189	197	197	204	
	197	204	216	217	
	213	217	222	227	
	203	213	222	222	
	164	174	no score	200	
	202	211	221	226	
	no score	168	181	204	
	179	191	194	208	

All grade-level charts are available in the data section of the McCurdy Charter School NMPED WebEPSS files.

An analysis of the data presented in Exhibit 3.1 is included under the "Statement of Progress" below.

Proficiency Growth in Relation to Winter Grade-Level Norms:

Language usage proficiency is also addressed based on the winter grade-level norms for each of the four years. Following is a table (Exhibit 3.2) that displays the percent of students who met or exceeded the winter grade-

level norms. Data may be viewed horizontally by grade level showing achievement of different groups of students at a grade level each year or diagonally by grade-level cohorts as they progress from grade level to grade level over the four-year period.

Exhibit 3.2				
Average Scores – Language Usage				
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	---			
1	---	---		
2	---	---	---	
3	50%	52%	---	---
4	46%	52%	45%	---
5	32%	39%	55%	57%
6	28%	33%	36%	65%
7	28%	17%	33%	50%
8	25%	17%	24%	50%
9	7%*	17%	33%	27%
10		20%*	32%	56%
11			27%*	67%
Average Proficiency by Year	31%	31%	36%	53%

**NWEA does not provide 12th grade norms; therefore, the 9th grade cohort displays three years of progress rather than four.*

Statement of progress and additional information regarding the Language Usage data above:

Each student's Improvement in language usage performance (see Exhibit 3.1 above):

Because the longitudinal data trends using individual mid-year scaled RIT scores were analyzed student-by-student, the following statements can be made:

- **96%** of students who attended MCS for a minimum of two full consecutive academic years, demonstrated improvement in their individual winter RIT scaled scores in language usage over the four-year period.
- 4% did not improve their RIT scaled scores in language usage.

Although the data do not address student success with 6 Traits Writing, the data demonstrate that nearly all cohort students improved their skills in language usage.

Proficiency by Grade-Level Cohorts (See Exhibit 3.2 above):

Examining proficiency of students in grade-level cohorts over the four years, MCS has reached the following conclusions:

- The average proficiency of grade-level cohorts was 31% in the first year. After attending MCS for a minimum of two years, the average proficiency of grade-level cohorts increased to 36% in the third year and 53% in the fourth year. The number of students achieving proficiency increased by 22% from the first year to the fourth year of attendance at MCS.
- In the first year, 7% of students in the 9th grade achieved proficiency. By the third year (2014-15), an average of 27% of these students were proficient. Grade-level means are not available for 12th grade students.
- Reviewing the chart (Exhibit 3.2) horizontally from left to right, it is evident that as the school matures, performance with different groups of students at each grade level increases substantially in the third and/or fourth years.

As with student performance in both reading and mathematics, it is clear that performance in language usage by students who have attended MCS for a minimum of two full, consecutive academic years increased substantially over the four-years.

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

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

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

Student Performance Standard/Goal #2:				
<u>Not Applicable</u>				
Measure(s) Used:				
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

<i>Provide a statement of progress and additional information regarding the above data:</i>				

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:
Each academic year, each student will complete 20 hours of service learning, culminating in an activity or event that reflects what was learned and accomplished.
Measure(s) Used:
Record Sheets (Each student has an ongoing recording sheet in their cumulative folder that records activities and community service projects per semester), lesson plans, club records and attendance records.
Data:

MCS students participated in both classroom and schoolwide service learning activities each year.

The following table, Organizational Exhibit 1.1, provides a summary of participation in classroom or section service learning activities for the elementary and secondary levels:

Organizational Exhibit 1.1 Student Service Learning Participation & Number of Hours				
Grade Level	Year 1 School Year 2012-13	Year 2 School Year 2013-14	Year 3 School Year 2014-15	Year 4 School Year 2015-16
K-6	1 hour per week per teacher of service learning/volunteer activities = 36 hours	1 hour per week per teacher of service learning/volunteer activities = 36 hours	1 hour per week per teacher of service learning/volunteer activities = 36 hours	1 hour per week of service learning/volunteer activities = 36 + hours.
7-12	School wide activities listed below 2 sections of service learning in Master Schedule	School wide activities listed below 2 sections of service learning in Master Schedule 2 sections of JROTC	School wide activities listed below 2 sections of service learning in Master Schedule 2 sections of Civil Air Patrol in Master Schedule 2 sections of JROTC	School wide activities listed below 2 sections of service learning in Master Schedule 4 sections of Civil Air Patrol in Master Schedule 2 sections of JROTC

Organizational Exhibit 1.2 provides a list of school-wide, class, and grade-level service learning activities in which students participated over the four-year period:

Organizational Exhibit 1.2 School-Wide, Class, and Grade-Level Service Learning Activities				
	Year 1 School Year 2012-13	Year 2 School Year 2013-14	Year 3 School Year 2014-15	Year 4 School Year 2015-16
Operation Christmas Child	✓	✓	✓	✓
Jump Rope for Heart	✓	✓	✓	✓
Box Tops/Labels for Education	✓	✓	✓	✓
Fundraising for Heifer International (provides access to livestock which	✓	✓	✓	✓

delivers both an additional food source and diversified income those in areas with a long history of poverty).				
Ronald McDonald House (Pop Tabs)	✓	✓	✓	✓
Earth's Birthday Project - (Environmentally-responsible hands-on Science activities)	✓	✓	✓	✓
Animal Shelter (Collecting and creating items such as toys, blankets, towels, food)	✓	✓		✓
Breast Cancer Awareness	✓	✓		
Writing cards for Blue Star Mothers		✓	✓	
Glasses for Health in Harmony (an organization that provides medical services in Borneo)	✓	✓	✓	✓
St. Elizabeth's Shelter (collecting household items)			✓	✓
Soldier Snacks	✓	✓	✓	
Soup Kitchen (collecting food items)	✓	✓	✓	✓
Cents for Seniors				✓
Restorative Justice				✓
Big Buddies	✓	✓	✓	✓
High School Students Tutoring Elementary Students	✓	✓	✓	✓
Walk Against Drugs	✓	✓	✓	✓
Campus Clean-Up	✓	✓	✓	✓
Dig Pink Volleyball Game (Cancer Awareness)	✓	✓	✓	✓
Gala (serving/bussing)	✓	✓	✓	✓
UNICEF	✓	✓	✓	
Caroling	✓	✓	✓	✓
Easter baskets for Shelter	✓	✓		
Egypt Performance	✓			
Planting Bulbs	✓			
Valentines for Volunteers	✓	✓		✓
Health in Harmony	✓	✓	✓	✓
Thriller Flash Mob		✓		
Stone Soup Performance		✓		
Nursing Home Letters		✓		
Reading Buddies		✓	✓	✓
History Performance		✓		
Veteran's Day Program			✓	✓
<i>Provide a statement of progress and additional information regarding the above data:</i>				

The 20-hour service learning requirement was met for each student in grades K-12 each year, and is documented through lesson plans, club records and attendance records.

Community engagement and leadership are being fostered through a service-learning approach at McCurdy Charter School. Service learning components are integrated into the K-12 curriculum and are a required unit for graduation from MCS.

MCS exceeded this organizational performance goal each year. All students at the elementary level, grades K-6, completed a minimum of 36 hours per year of service learning, 16 hours beyond the target stated in the goal. All students at the secondary level completed an estimated minimum of 20 hours or more in service learning experiences. Hours completed included both classroom and schoolwide experiences. Each service learning experience culminated in an activity or event that reflected what was learned and accomplished.

Organizational Performance Standard/School Goal #2:

Each semester McCurdy Charter School will use the AdvancED rubric for the five standards (Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, Using Results for Continuous Improvement) to progress towards a highly functional rating in each standard.

Measure(s) Used:

AdvancED Surveys are used to monitor the progress of each of the five standards between the 5-year Accreditation External Review Visits.

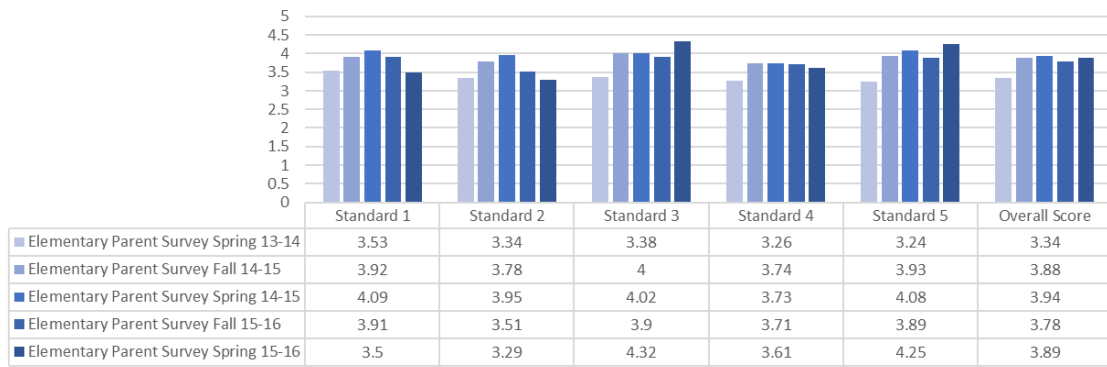
“Highly Functional Rating” refers to the highest rating on a four-point scale used to evaluate each of the 5 standards at the time of the Accreditation External Review Visit that occurs every 5 years.

Data:

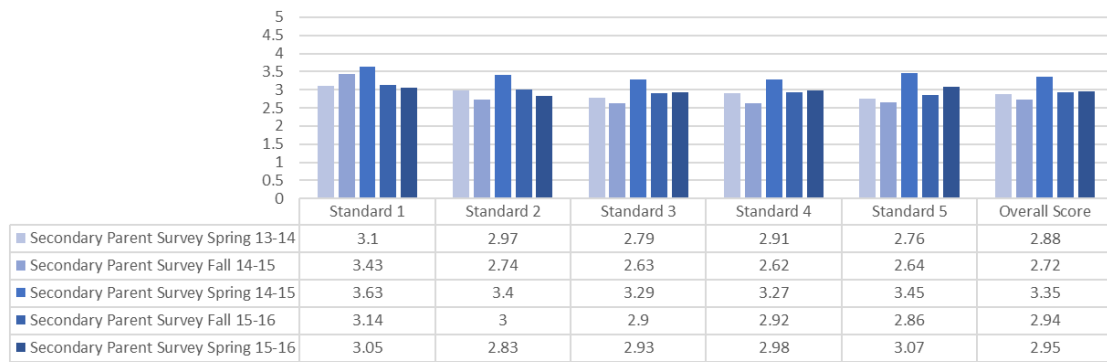
The AdvancED rubric’s five standards noted in the survey results below are:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

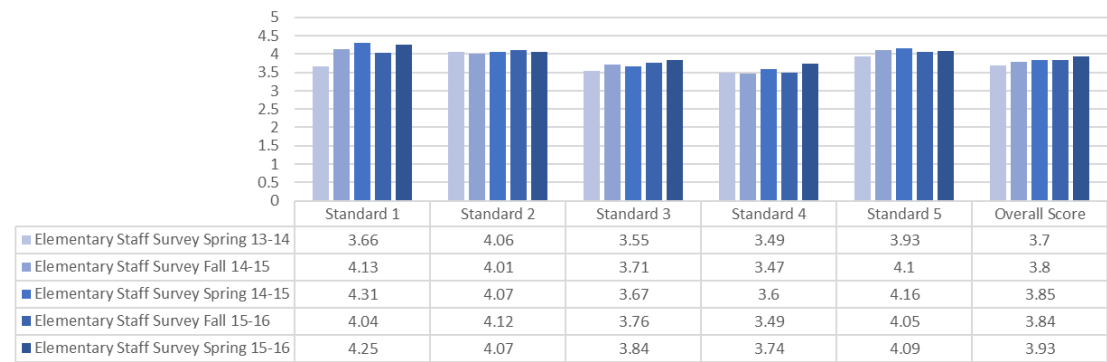
Elementary Parent Survey



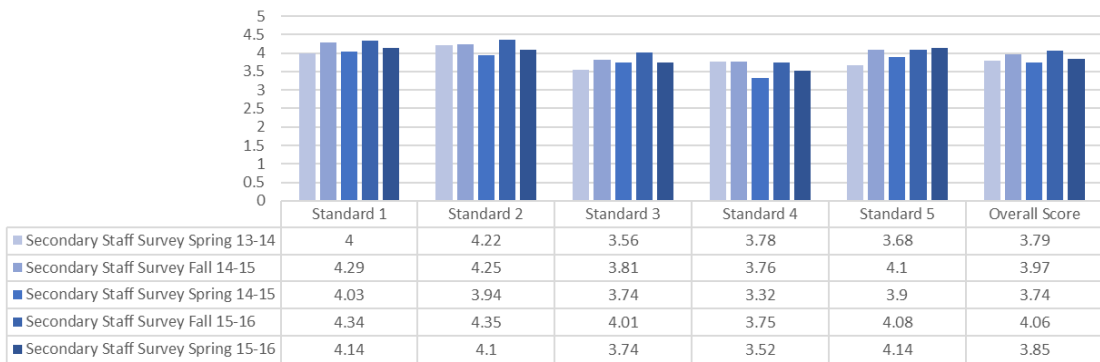
Secondary Parent Survey



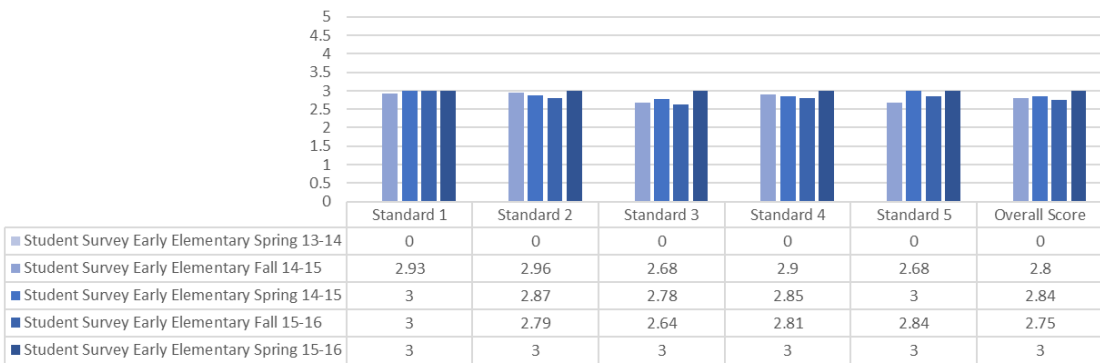
Elementary Staff Survey



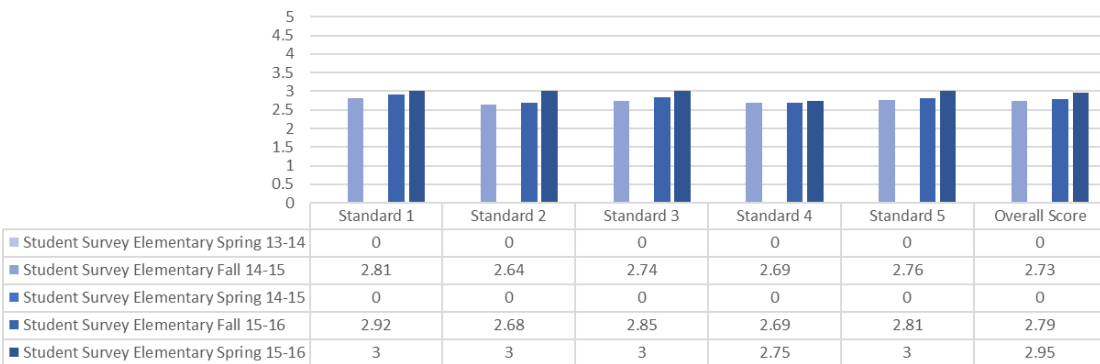
Secondary Staff Survey

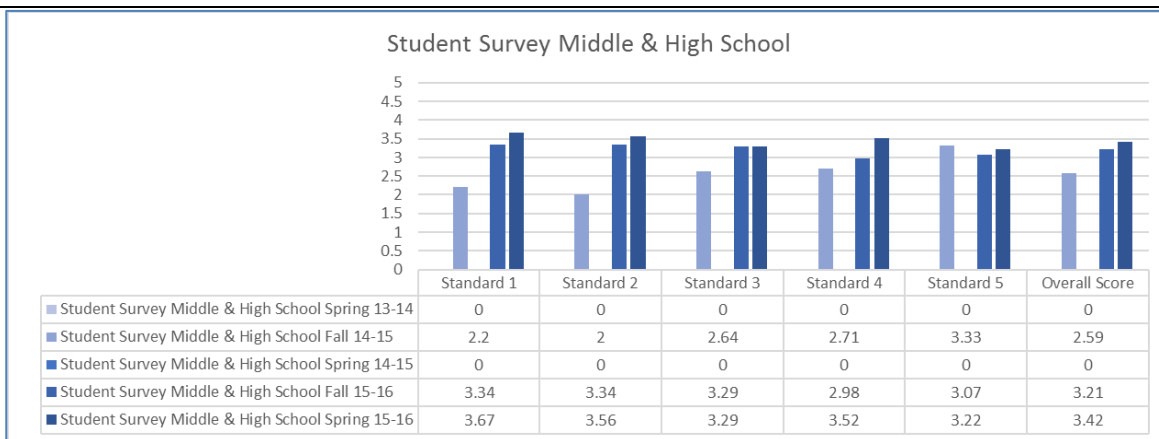


Student Survey Early Elementary



Student Survey Elementary





Note: Some results for student surveys are missing. Other activities, including state testing, were a priority at the time of the survey administrations; therefore, they were not administered to the elementary, middle and high school student groups.

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

McCurdy Charter School met this organizational goal.

On June 25, 2015, MCS received AdvancED accreditation by the North Central Association Commission on Accreditation and School Improvement.

Accreditation status is reviewed at 5-year intervals. Following an External Review, the school receives a report with ratings for each of five standards based on a 4-point scale with “Highly Functional” as the highest rating. The five standards are: Purpose and Direction; Governance and Leadership; Teaching and Assessing for Learning; Resources and Support Systems; and, Using Results for Continuous Improvement.

The Report of the External Review Team for McCurdy Charter School rated the five standards as follows:

Standards	Score
Standard 1: Purpose and Direction	2.4
Standard 2: Governance and Leadership	3.0
Standard 3: Teaching and Assessing for Learning	2.7
Standard 4: Resources and Support Systems	2.2
Standard 5: Using Results for Continuous Improvement	2.9

These ratings will serve as the baseline for the next accreditation status review. A “Highly Functional” rating is a score of 4.0.

MCS administers the AdvancED surveys each semester as a way of monitoring the school’s progress towards meeting the accreditation standards between the 5-year External Reviews. Responses to the surveys are based on a 5-point scale, not to be confused with the 4-point scale used by the External Reviewers for accreditation purposes.

MCS administered the AdvancED surveys each semester beginning in the Spring of the 2013-14 school year. Separate surveys were completed by elementary parents, secondary parents, elementary staff, secondary staff, early elementary students, middle school students, and high school students. Results of the surveys administered each semester between the Spring of 2013-14 through the Spring of 2015-16 are shown in the summary reports above. The survey results are shared with staff, parents, the Academic Oversight Committee, and the Governance Board.

Detailed results are reviewed each semester followed by discussions that result in strategies for improvement. Consistently, the three areas identified as in need of improvement are technology opportunities, the school environment, and resources for struggling students. In response to improvement of technology opportunities, resources have been allocated to secure additional technology equipment and to improve the connectivity for the school. Additional laptops for students and staff were acquired and internet connectivity was increased from 8 megabytes to 14 megabytes to date, with the expectation of 100 megabytes in the fall of 2016. The challenge of the school environment has been met by the acquisition of the necessary funding to build a new 38,000 square foot school building which will house 584 students and slated to be completed by spring 2017. The resources for struggling students has been addressed by implementing tutoring programs and intervention programs such as *First in Math*, *Achieve 3000*, *Math Facts in a Flash*, *IXL*, *Accelerated Math and Reading*, *Wilson Intensive Reading System*, *Foundations*, and *Just Words*.

MCS will continue to be engaged in continuous improvement through analysis of the AdvancED survey results to progress towards a highly functional rating in each standard. When the accreditation status is scheduled for review in 2020, MCS expects to have made significant progress toward a highly functional rating in each standard.

Organizational Performance Standard/School Goal #3:

To improve a student’s family involvement, the average attendance by parents and families will increase by

10% per year at MCS sponsored activities, as documented by attendance records and photographs.

Measure(s) Used:

Attendance Records; calendared events; photographs are included as Attachment 1.

Presentation of the Data:

FAMILY INVOLVEMENT EVENTS	Estimated Number of Attendees			
	2012-13	2013-14	2014-15	2015-16
Open House	500	375	375	375
Teacher-and-Parent Meetings	101	112	100	90
School Advisory Committee Meetings	5	66	22	21
AVID Parent Meetings		30	30	45
Dual Credit Recruitment Meetings		100	120	130
Fall Athletics (football, volleyball) -August through November games	4,150	4,150	4,150	4,150
Homecoming Events (week long)	175	175	175	175
Senior Night Meetings	60	60	60	60
Elementary Basketball Games - September through November	400	400	400	400
Red Ribbon Day celebration		20		
Parent/Teacher Conferences	623	625	630	630
Family Literacy Night				120
Volleyball Game (Pink for Breast Cancer)	200	200	200	200
Golf Tournament	32	32	32	32
Fall Festival	600	600	600	600
STEM - Electric Car Challenge		15	15	15
Red Ribbon Week			4	4
Veteran's Day Program			35	35
School Thanksgiving Meal	170	174	175	182
Alumni Basketball Game	10	10	10	10
Winter Athletics (Basketball) – December through March	4,000	4,000	4,000	4,000
National Dance Institute (NDI) Performance for Families	60	60	60	60
Winter Program	325	300	300	300
STEM - Math Counts Competition			14	14
STEM - Future City Competition			5	7
McCurdy Gala	70	70	70	70

Jump Rope for Heart Event	6	10	8	7
Spring Athletics (Baseball, Softball, Track & Field) – March through May events	1,600	1,600	1,600	1,600
School Advisory Committee (SAC) Meeting		4		4
Parent/Teacher Conferences	530	530	530	530
AVID Parent Night				80
SAC Boot Camp Workshops for Parents				40
Family Math Night			120	125
Book Fair		25	25	25
STEM - RoboRave		10	10	10
End of Year Art Show	60			60
National Dance Institute (NDI) Performance for Families	100	100	100	100
Spring Fling	12	16	15	15
Marble Park Expo		30	30	30
First Grade Play			25	
Graduation	350	350	350	350
Scholarship/Awards Assembly		30	35	35
Awards Ceremony		200	220	250
Athletic Banquet	200	240	275	325
Field Day	10	10	10	10
ESTIMATED TOTAL	14,349	14,729	14,935	15,321
Estimated Percent Increase in Number of Attendees from Year to Year		2.65%	1.40%	2.60%

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

Family attendance at MCS sponsored activities has averaged nearly 15,000 in each of the four years of operation. The bar was set high during the opening year with approximately 14,349 in attendance. Numbers are estimates as it was nearly impossible to maintain detailed records for each large event. However, photographs displayed in Attachment 1 are indicative of the high family turnout experienced by MCS each year. Although MCS met the spirit and intent to increase family involvement, attendance did not increase by 10% each year.

Organizational Performance Standard/School Goal #4:

To improve community engagement, MCS will recruit three organizations that support community, per semester, to conduct activities such as presentations, classes, workshops or fairs for students, families and the community.

Measure(s) Used:

Records of Community Engagement - Administrative Team Calendar

Data:

Data—Names of Organizations Recruited by Year				
Groups / Activities	Year 1 School Year 2012-2013	Year 2 School Year 2013-2014	Year 3 School Year 2014-2015	Year 4 School Year 2015-2016
Recruited for Fall Semester	1. NMHU Nutrition; 2. Scholastic Book Fair; 3. Northern New Mexico College (NNMC); 4. Cipriano Vigil;	1. NMHU Nutrition; 2. NNMC; 3. Cipriano Vigil; 4. Zumba (New); 5. FASFA evening (New);	1. NMHU Nutrition; 2. Indiana Bones, storyteller (New); 3. Geraldine Fiskus (New); 4. ENLACE partnership (New);	1. NMHU Nutrition; 2. Methodist Pumpkin Patch (New);
Recruited for Spring Semester	5. Bandelier National Monument; 6. Mobile Dairy; 7. Forest Service	6. Scholastic Book Fair; 7. Folk Art Museum (New); 8. Joan Logghe (New); 9. Mars Rover Speaker (New);	5. Scholastic Book Fair; 6. Folk Art Museum; 7. Close Up in DC (New); 8. Science on Wheels (New); 9. Santa Fe Clay (New); 10. Boys and Girls State (New);	3. Scholastic Book Fair; 4. ZIA Credit Union (New); 5. Bradbury Museum (New); 6. Espanola Fire Department (New); 7. RAC Stop (New); 8. Boys and Girls State;
Recruited for Both Spring and Fall Semesters	8. National Dance Institute; 9. Project Cariño; 10. University /	11. National Dance Institute; 12. Project Cariño; 13. Dual Credit	11. National Dance Institute; 12. Project Cariño; 13. College	9. National Dance Institute; 10. Washington Federal Bank (New); 11. Project Cariño;

	Recruiter Visits.	Sign-Up (fall and spring) – NNMC and UNMLA (New); 14. University /College recruiter visits; 15. Teen Court participation (New); 16. STEM Challenge Participation and Award (New); 17. Job Fair at NNMC and EVHS (New); 18. COMPASS Exam at NNMC (New).	recruitment by NMSU/UNM/ NMHU/NNMC/ASC; 14. Wildlife Center Partnership (New); 15. STEM participation in Math COUNTS/ Electric Car Challenge/ Science Bowl/Fuel Cell Challenge (New); 16. EVEETA- (Espanola Valley Environmental Education Teacher Academy) (New).	12. Dual Credit Enrollment (300% increase in enrollment); 13. College Recruitment presentations by NMSU/UNM/ NMHU/NNMC/AS C/NMTECH; 14. Scholarship Presentations by: LANL Employee, LANL Foundation (New); 15. AVID Presentations by career representatives (New); 16. Wildlife Center Partnership; 17. STEM participation in: Friday Academy at NNMC/ Challenge/Future City/ Science Bowl/Fuel Cell Challenge/ RoboRave; 18. EVEETA- (Espanola Valley Environmental Education Teacher Academy).	
Total Added	10	+ 10	+ 10	+8	
GRAND TOTAL	10	20	30	38	

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

McCurdy Charter School exceeded the targets of this goal by recruiting more than three organizations and individuals who provided various types of educational support per semester.

The table above displays the number of organizations recruited for the fall semester, the spring semester, and for both the fall and spring semesters. A total of ten new organizations and individuals were recruited in each of the first three years and eight were recruited in the fourth year, bringing the total to 38 organizations, 14 more than required by the goal. Educational support activities included storytelling, informational presentations, classes, workshops, and competitions.

Note: Additional ongoing community agency partnerships such as Rio Arriba County, Northern New Mexico College, UNM Los Alamos, LANL Community Outreach Program, and Walk Against Drugs, are not counted for this goal. The overall total of community partnerships exceeds forty (40).

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.

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1. 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.

2. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	2	CS 12-01-PP Travel & Per Diem, Non Compliance An employee was underpaid for travel. CS12-02-PP Internal Control Structure-Non Compliance The school is not following procedures for proper procurement	McCurdy will create a Travel Policy for Mileage, housing, and meals. McCurdy will meet with all Administrative and Business Staff to review policies.

1 (12-13)	11-Disclaimer on Audit – UNAUDITED FOR FY – PED TOOK OVER BOARD OF FINANCE AND PLACED A CONTRACTOR TO ACT AS BUSINESS MANAGER FOR THE SCHOOL	CS2012-02-PP Internal Control Structure (Significant Deficiency) School un-auditable -multiple issues identified.	Management and Governing Council will review policies and procedures to ensure that financial policies are being properly followed.
		CS2013-01-PP Bank Accounts and Bank Reconciliation (Significant Deficiency) Not able to obtain sufficient evidence to test the bank balance.	The School will monitor and reconcile banks in a timely matter. Finance Committee will ensure compliance.
		CS2013-06-PP NMSPiA Payments (Significant Deficiency) Lack of internal controls and reconciliation of payments.	The school will reconcile NMSPiA Deductions with the bill on a monthly basis.
		CS2013-08-PP Payroll (Significant Deficiency)	School will review journal entries, payroll taxes on a monthly basis.
		CS 2013-02-PP Procurement Code and Related Contract with Vendor (Compliance – State Audit Rule)	School will designate a procurement agent who will be held accountable for maintaining records and ensuring policies are implemented and followed.
		CS2013-03-PP Employment Contracts (Non-compliance in Accordance with State Audit Rule)	Governance will review their policies and procedures manual regarding employment contracts and make sure to be in compliance with state mandates.
		CS2013-04-PP Budget Reports and Cash Report (Non-Compliance – State Audit Rule)	The school will monitor compliance with required PED Deadlines.
		CS2013-05-PP 941, ERB, and RHC Contributions (Non-Compliance – State Audit Rule)	Compliance with required reporting and deadlines will be monitored by Director and Finance Committee.
		CS2013-07-PP RHC Contributions, Federal and State Withholding and Bank Overdraft Penalties (Non-Compliance – State Audit Rule)	Compliance with required reporting and deadlines will be monitored by Director and Finance Committee.
		CS2013-09-PP Budgetary Conditions (Non-Compliance -State Audit Rule)	On a quarterly basis the Director and Finance Committee will review the budget and ensure funds are not over-expended.
		CS2013-10-PP Petty Cash (Non-Compliance – State Audit Rule)	Governing Board will limit the amount of cash needed. Petty cash will be reconciled on a monthly basis. Director and Finance Committee will oversee compliance.

2 (13-14)	7- Modified Opinion	CS2013-02-PP Procurement (Non-Compliance)	MCS has new financial department, including Director and Clerks. Governing Council has reviewed and approved updated policies and staff has been training in the policies. The School will continue to work on ensuring that procedures and internal controls are followed.
		2014-001 Journal Entry Process (Significant Deficiency)	MCS has new financial department. Procedures have been implemented for proper documentation and review of Journal Entries.
		2014-003 Non-compliance with cash deposit requirements.	MCS has new financial department, including Director and Clerks. Governing Council has reviewed and approved updated policies and staff has been training in the policies. The School will continue to work on ensuring that procedures and internal controls are followed.
		2014-004 Controls over cash disbursements cycle (Significant Deficiency)	MCS has new financial department, including Director and Clerks. Governing Council has reviewed and approved updated policies and staff has been training in the policies. The School will continue to work on ensuring that procedures and internal controls are followed.
		2014-005 Controls over Payroll Disbursements Cycle (Significant Deficiency)	MCS has new financial department, including Director and Clerks. Governing Council has reviewed and approved updated policies and staff has been training in the policies. The School will continue to work on ensuring that procedures and internal controls are followed. The Human Resource department has new staffing and procedures have been developed on communicating payroll changes.
		2014-006 Compliance with Pledged Collateral Requirements (Significant Deficiency)	The bank was recently bought out by another bank and the school found out that the bank account was not properly collateralized. The school worked with the bank to get into compliance with state requirements. (June 2015)
		2014-007 Expenditures in Excess of Budgeted Amounts (Non Compliance)	Procedures are being implemented to monitor the budget on a monthly basis.

3 (14-15)	3-Unmodified Opinion	2014-003 Cash Deposit Requirements (Non Compliance – State Audit Rule)	The school has a policy for 24-hour rule. The School Director and Finance Director will continue to reinforce training and policy.
		2014-006 Compliance with Pledged Collateral Requirements (Significant Deficiency)	During prior year audit (FY14) it came to the attention of the school that the account was not in compliance and the school immediately started working with the bank to convert the account to state requirements.
		2014-007 Expenditures in Excess of Budgeted Amounts (Non Compliance)	The school will continue to monitor budget on a routine basis. Prior year work made it difficult to monitor sufficiently.

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

During the FY2013 Audit the school received a disclaimer for their financial audit. The Public Education Department took over the Board of Finance and provided an Accountant for the school to correct the issues that had occurred.

After the Unmodified Audit of FY15, Board of Finance authority was returned to the McCurdy Charter School Board by Public Education Department Secretary Hanna Skandera on February 12, 2016. A copy of the letter of notification is included in Appendix A.

The school continues to improve and refine processes and training.

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.
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Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

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

- ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - ☒ 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.
- ☒ **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.
- ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

<i>For any "no" answers please provide an explanation.</i>

Employees—Assurances

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

<i>For any "no" answers please provide an explanation.</i>

School Environment—Assurances

- ☒ **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.
- ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

<i>For any "no" answers please provide an explanation.</i>

Appropriate Handling of Information—Assurances

- ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- ☒ **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.
- ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- ☒ **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?
- ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

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

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

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

STATE OF NEW MEXICO)

ss.

COUNTY OF SANTA FE)

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:

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

STATE OF NEW MEXICO)

ss.

COUNTY OF SANTA FE.)

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

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

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

Notary Public

My Commission Expires:

F. Facility

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

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

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

G. Term of Renewal

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

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

McCurdy Charter School requests a five-year term of renewal.

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

MCS academic priorities over the next five years, if approved, include the following:

- A more strategic focus on growth of both the highest (Q3) and lowest performing (Q1) students in English Language Arts and Mathematics;
- Specific attention to academic vocabulary and student proficiency with technology;
- More precise alignment of instruction to the Common Core curriculum and requirements of PARCC; and,
- Continued refinement of the data analysis process to increase the focus on needs of specific subgroups.

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

A key strategy to be implemented is the refinement of the MCS data analysis systems at both the elementary and secondary levels. The data analysis process over the last five years has been effective; however, results are more evident based on school's short-cycle assessment data than on PARCC assessment data. The process will be refined to drill deeper into the data to identify root causes of low academic achievement not only with Q1 and Q3 students as a whole, but with a focus on subgroups as well.

Development of academic vocabulary is a requirement to perform well on the PARCC as are skills needed to navigate computer-based formats for responding to questions. Test preparation software currently available to MCS students will be supplemented with additional academic vocabulary software program(s) to be selected. Approximately 80% of students do not have computers at home; therefore, basic computer literacy skill development will be added to the curriculum, particularly at the elementary level. A continuum of skills to guide instruction will be selected or developed for implementation.

Additional attention will be focused on careful alignment of instruction to the Common Core State Standards. Resources, including professional development, will be directed according to findings of the data analysis process.

It is anticipated that construction of the new facility will be completed in the spring of 2017. Technological capacity will be significantly increased and will provide a more suitable and efficient learning environment to support student learning.

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

Data has been used to modify all systems and structures put into place to support student achievement. A summary of the modifications based on data analysis follows.

Data-based modifications were made through the acquisition and implementation of additional computer-based reading and math programs to address identified student needs at all levels. A partial list of supplementary programs includes *First in Math*, *Math Facts in a Flash*, *IXL*, Accelerated Math and Reading, Wilson Intensive Reading System, Foundations, Just Words, and Achieve 3000.

Daily blocks of time for core reading instruction and intervention were increased based on data at the elementary level; the secondary level Master Schedule was modified to address student needs identified through analysis of student performance on End-of-Course (EOC) Exams and NWEA MAP.

As data availability increased through additional program-specific assessments, an improved school-wide data analysis system and an increasingly effective intervention program for students were implemented. Interventions became more targeted. Data also informed referrals to begin the Student Assistance Team (SAT) and Response to Intervention (RTI) plan.

Data were used to identify needed professional development to address specific areas of need as reflected within the multiple data sources. To increase effectiveness of the data analysis process, professional development included use of data to drive instruction and specific intervention strategies for struggling students. To provide increased academic support to English Language Learners who were struggling academically, professional development focused on the Sheltered Instruction Observation Protocol (SIOP) model.

Student awareness of their personal data and grade-level goals modified their commitment to the learning process and subsequent increase in academic performance.

Data was used when staffing and hiring decisions were made as well as placement of resources to support instructional programs. This included hiring of support staff and tutors.

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?

Most subgroups in the lowest-performing student (Q1) analysis are performing below expectations, particularly in mathematics. Increased focus through deeper analysis of data to determine specific root causes of low performance will inform targeted interventions. Differentiated instruction and intervention strategies are now and will continue to be addressed in lesson plans.

Students with special needs will continue to receive services required by their individual IEPs. Special education teachers will receive additional training in the Wilson Intensive Reading System. Additional resources will continue to be allocated in the form of two educational assistants. The Learning Lab at the secondary level will be better utilized as the staff is more familiar with the intervention programs. Special education teachers will continue to provide small group or one-on-one instruction. The special education teaching staff was increased by one position, thus allowing better management of services. All teachers, instructional assistants, and ancillary providers were retained for school year 16-17 which is significant in that teacher and social worker turnover was high during the first 3.5 years of the school's operations.

English Language Learners are performing below expectations in both reading and math. Additional professional development will be planned to assist teachers in using the Sheltered Instruction Observation Protocol. Going forward, teachers and students will have increased access to *English in a Flash*, a program specifically aimed at vocabulary development for English Language Learners.

The program for economically-disadvantaged students will be adjusted to provide more access to computers and strategies for development of basic computer literacy skills. More opportunities will be provided to read non-fiction materials which are often not available at home. MCS will continue to monitor the school climate, looking for ways in which to further support economically-disadvantaged students.

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

The Governing Board reflects on school performance data provided by the AdvancED survey results each semester, NWEA MAP assessments, and the School Report Card. Data is first reviewed by the Academic Oversight Committee which includes two Board members and the administrative team. The data is then presented to the Governing Board by the administrative team. Results are discussed thoroughly. The Governing Board uses the data for allocation of resources for the school. Needed resources are projected for a 5-year period, including additional staff to meet the needs of the instructional program and a growing enrollment.

The Director routinely informs the Governing Board about progress in relation to school goals. Results from the School Report Card, short-cycle assessments and AdvancED surveys are also shared with Board members, parents and community through the Director's news.

The Director is held accountable for school performance through the annual Professional Development Plan aligned to the school's charter.

2. 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:

1. *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.
2. *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.
3. *Ambitious and Attainable.* A goal should be challenging yet attainable and realistic.
4. *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.
5. *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:

1. First, ensure that the annual goals/indicators provided show the implementation of the school’s mission.
2. 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.
3. 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.

Mission-Specific Performance Indicator 1 - Mathematics

SHORT CYCLE ASSESSMENT MATH. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the "survey" nor the NM MAP test by NWEA.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds the "projected RIT score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class report.

Exceeds Standard - The school exceeds the target of this indicator if:

61% or more of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Meets Standard - The school meets the target of this indicator if:

55-60% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Does Not Meet Standard - The school does not meet the target of this indicator if:

Only 49-54% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Falls Far Below Standard - The school falls far below the target of this Indicator if:

48% or less of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Mission-Specific Performance Indicator 2 - Reading

SHORT CYCLE ASSESSMENT READING. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the "survey" nor the NM MAP test by NWEA.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds the "projected RIT score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class report.

Exceeds Standard - The school exceeds the target of this indicator if:

57% or more of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Meets Standard - The school meets the target of this indicator if:

51-56% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Does Not Meet Standard - The school does not meet the target of this indicator if:

Only 45-50% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Falls Far Below Standard - The school falls far below the target of this Indicator if:

Less than 45% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

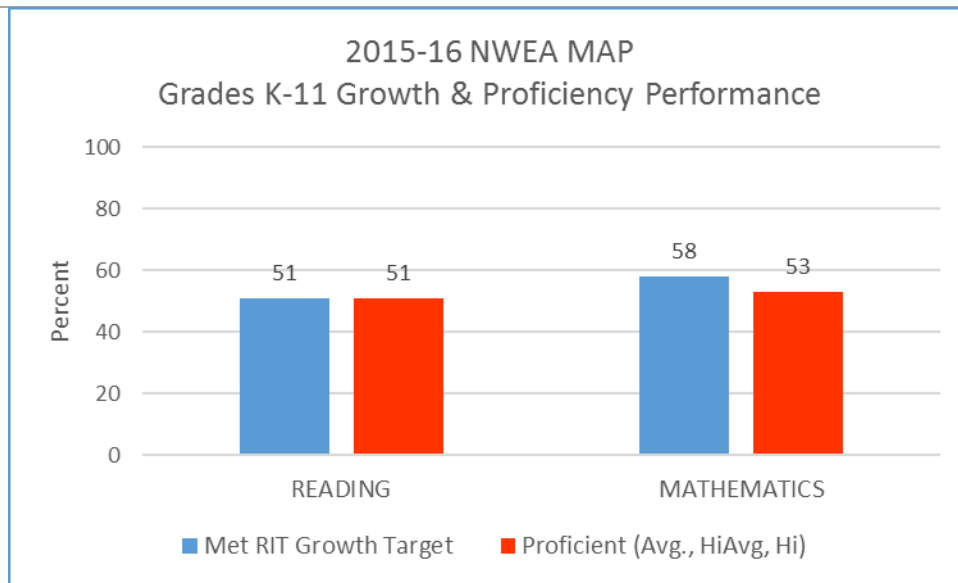
Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

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.)

The mission of the McCurdy Charter School is to provide a safe learning environment for the students of northern New Mexico: an environment that recognizes education is rooted in academic excellence and achievement, character development and awareness, and community engagement and leadership.

Academic excellence is a central part of the mission; therefore, the school has chosen to provide the two mission-specific indicators stated above, one for Mathematics and one for Reading.

To determine ambitious, reasonable and attainable goal targets, data from the 2015-16 school year showing 1) growth set by the fall test event based on projected RIT scores for each student; and, 2) proficiency (percent of students testing "average", "high average" or "high") were displayed in the chart below.



NWEA MAP data for prior years have been archived by the publisher and are no longer available as reports needed to determine growth and proficiency as represented in the above chart for 2015-16.

Therefore, the data from the reading and mathematics cohorts of students attending MCS for a minimum of two full, consecutive academic years were also reviewed for average proficiency growth by year.

Average Proficiency by Year				
Cohort of students attending MCS for a minimum of two full, consecutive academic years				
	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
Math	26%	25%	38%	51%
Reading	32%	31%	41%	53%

Using the data from these two sources, MCS established the targets for Exceeds Standard, Meets Standard, Does Not Meet Standard, and Falls Far Below Standard in the mission-specific indicators proposed for mathematics and reading. MCS believes the goal targets are ambitious, reasonable, and attainable.

4. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

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

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