NM Public Education Department

Options for Parents: Charter Schools Division

State Charter Renewal Application *Preliminary* Analysis For the New Mexico Public Education Commission

Cariños de los Niños	Nov 2015

Head Administrator: Vernon Jaramillo

NM PED Charter School Division - Renewal Snapshot Report

Carinos de los Ninos Charter School

Contract Type: Charter Start: End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: PO Box 130, Cordova, NM 87523
Physical Address: 335 County Rd 80 Bldg. # 355, Cordova, NM 87522
Phone: (505) 351-4721 Ext: Fax: (505) 351-9173 Website: www.carinoscharterschool.org
Opened: 2006 State Appvd: Renewal: 2016
School District: Espanola County: Rio Arriba

Vernon Jaramillo, Chancellor Email: vernon_jaramillo@hotmail.com
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Mission: Carinos Charter School seeks to foster and encourage each child's positive, total development based upon his/her individual strengths, skills and learning style. Using a 50:50 dual language instructional model, the school will ensure that all of its students will receive high quality academic content in a supportive, caring environment. Further, by using two languages for instruction, students will gain a greater understanding of and appreciation for the local and immigrant cultures that make up the Espanola Valley. The curriculum will also include courses in agriculture and animal husbandry as well as Northern New Mexico arts so as to connect our current generation with a love, appreciation and pride for the work of their forefathers who subsisted in Northern New Mexico for generations, developing this tradition and culture.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		450	125	14	8.9

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	F	D	D		
2. 3 Year Avg Grade		D	D		
3. Current Standing	F	F	F		
4. School Growth	F	D	C		
5. Highest Performing Students	C	B	B		
6. Lowest Performing Students	F	F	F		
7. Opportunity to Learn	A	A	D		
8. Graduation					
9. Career and College					
10. Reading Proficiency	40.2	34.1	41.4		
11. Math Proficiency	14.4	17.5	19.3		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0.3	1.8	3.55		

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Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	197	233	219	219	125

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	44.7%	43.8%	42.0%	46.6%	50.4%
3. % Female	55.3%	56.2%	58.0%	53.4%	49.6%
4. % Caucasian	3.6%	1.3%	1.4%	1.4%	2.4%
5. % Hispanic	93.4%	96.6%	96.8%	96.8%	96.8%
6. % African American	1.0%	0.9%	0.5%	0.5%	0.0%
7. % Asian	0.0%	0.0%	0.5%	0.5%	0.0%
8. % Native American	2.0%	1.3%	0.9%	0.9%	0.8%
9. % Economically Disadvantaged	100.0%	97.9%	100.0%	92.7%	88.0%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	13.2%	15.0%	15.1%	18.7%	17.6%
15. % ELL	69.5%	72.5%	68.0%	63.0%	64.8%

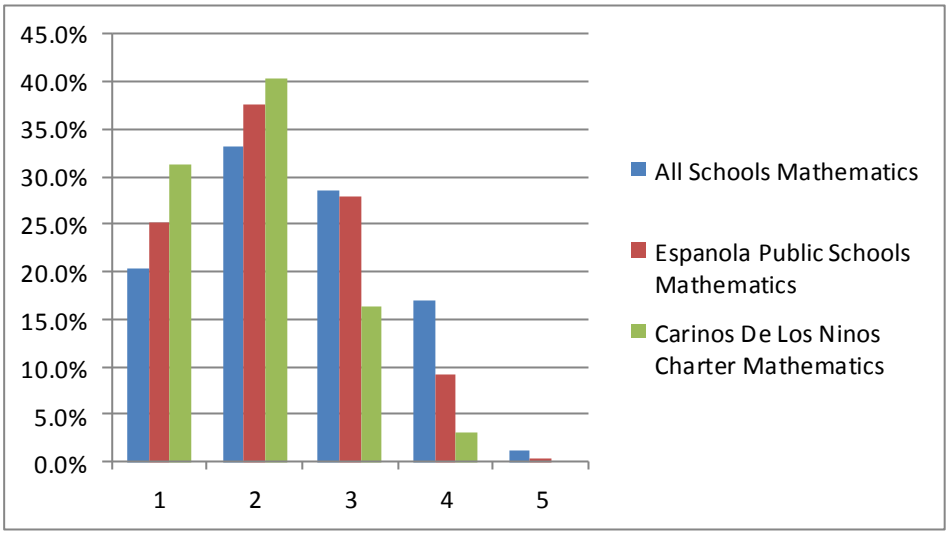
School Overview

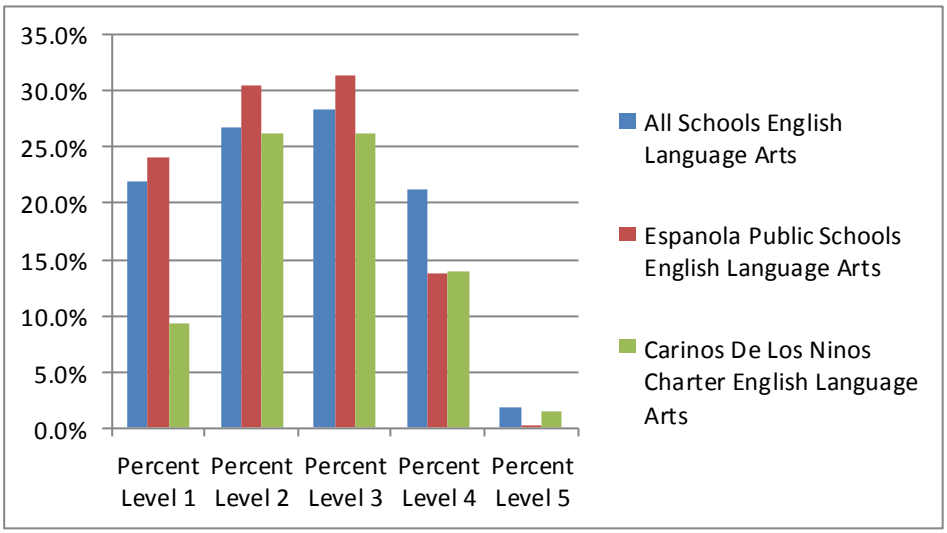
- **Charter History/Academic Performance**
  Carinos de los Ninos Charter School opened in 2006 as a District authorized charter school with the Espanola School District. The school was renewed by Espanola in 2010. The school was evicted from its site in Espanola at Middle School East in September of 2014. The school now resides 20 miles from Espanola in Cordova, NM at Mountain View Elementary School. Over the past year, attendance has declined more than 50%. The school has decided to seek its current renewal with the PEC.

  The school's current three year average is a D and the FY14 letter grade is a D. The school continues to score low grades in the areas of Current Standing, Q1 student growth, and Opportunity to Learn. The schools report card has shown consistent declines in current standing since 2012.

School Report Data - Carinos De Los Ninos Charter School				
	2011	**2012**	**2013**	**2014**
3 Year Average	N/A	N/A	D 39.5	D 41.4
Final Grade	D 39.1	F 34.7	D 42.49	D 41.19
Current Standing	D 15.6	F 8.7	F 9.22	F 7.87
School Growth	F 1.6	F 0.6	D 4.16	C 6.22
Student Growth of Highest Performing Students	F 0.4	C 6.4	B 9.84	B 9.29
Student Growth of Lowest Performing Students	F 11.2	F 9.9	F 10.2	F 11.18
Opportunity to Learn	A 10.3	A 9.1	A 9.07	D 6.63

CSD compiled the following 2014/2015 PARCC data for all grades tested at Carinos de los Ninos in both Mathematics and English Language Arts. The tables below represent comparisons between the school, the state and Espanola Public Schools for the same tested grades. In FY14-15, Carinos de los Ninos had a higher percentage of students scoring in the non-proficient range for math and reading than did EPS or the state at large. The school had a higher percentage of students scoring in the proficient range for reading than did EPS, but the percentage was lower than the state at large.





- **Site Visit Summary**

  During the site visit, CSD staff observed 3 classrooms. The teachers in the school provided mostly direct instruction. Lesson plans were aligned with CCSS. Dual language immersion was present during the site visit.

CSD also conducted interviews with 3 teachers. At least one teacher indicated that there was a lack of professional development this year as they pursued renewal and prepared for the site visit. It is unclear what was meant by this statement. Other teachers interviewed were happy to be at the school and hoped it could continue to operate.

The parents interviewed had great things to say about the school. Some highlights include the small size of the school in addition to the attentive nature of the teachers. Two sets of parents/guardians had been with the school through the tumultuous time of the eviction and subsequent relocations.

The governing body members interviewed had positive things to say about the school and the head administrator.

CSD conducted a thorough document review of all documentation available to substantiate the use of data driven processes to improve student achievement. While the school collects and states that data is reviewed by teachers, CSD identified the use of data informed instruction as an area of weakness.

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.

Material Violations

The Charter School Act provides:

> *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, 22-8B-12F (1) NMSA 1978.*

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school pledges to meet. The review team has analyzed the evidence provided by both the charter school and the school's current authorizer (the PEC or the school district) with regard to material violations.

Material Terms

Due to a lack of information related to monitoring the terms of the school's previous charter it is difficult to determine the history of Carinos' ability to meet its material terms or all statutory and regulatory requirements. CSD did observe implementation of the 50/50 dual language program during the site visit, and that the school has not exceeded its enrollment cap of 450 students. In addition, the school provided a comprehensive set of policies and bylaws which appear to be in compliance with federal and state law. The school received accreditation through AdvanceEd in 2014.

The school may comment on the results of the preliminary analysis by typing directly in the text box below. Response areas are available for all remaining sections.

School Response

Cariños is and had been the only dual language community school in the Espanola Valley. The unique program has afforded parents and students with quality programs and processes previously unavailable in the Espanola School District. The dual language aspect of the school is impressive. Students study and learn in both languages in all subjects. The staff, students, and parents reflect the culture and the spirit of the Espanola community. The school has achieved AYP for the school years: 2007-2008, 2008-2009, and 2009-2010. Current student achievement data indicates that students are learning, the Quality of Education Survey indicates that parents are supportive of the programs and the values indicate high levels of satisfaction. Northern New Mexico's cultural heritage is evident in its language, food, arts and crafts, and spiritual beliefs. At Cariños, we strive to instill in our students a sense of pride in being literate and competent in two languages and we take the greatest pride in our student's success. The dual language model is 50/50. That is classes are taught 50% in Spanish and 50% in English. The leadership team, governance board, clearly allows the school to work towards its goals and supports the vision and purpose of the school. The finances are sound and in order. The administration and staff has consistently met all federal, state and district requirements for policy compliance. The Espanola Public School district has never voiced any concerns regarding the soundness of the educational programs offered at the school nor have they provided any monitoring strategies for the school. In fact, Cariños de los Niños staff provided professional development for other Espanola School District schools interested in the AdvancED Accreditation process at no charge to the district. Not only was the school accredited through the AdvancED, North Central rigorous processes, it was the first elementary school in the Espanola School District to achieve this goal.

On September 4, 2015 - We had a full day In service and a Consultant from Dual Language New Mexico - Topics: Academic Language and a Framework for Differentiation; and Sheltered Instruction by Mr. Adrian Sandoval.

On October 2, 2015 –Cariños held a continued half day in-service on MAPs, Data Collection, Curriculum Alignment, Differentiation Follow Up and Student Academic Improvement Plans.

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.

CSD Analysis – School Grade Report For The Last 3 Years

Carinos de los Ninos was required to provide statements of progress for any specific area of the state report card that did not meet a C level for any of the past 3 years. The school provided statements of progress which are analyzed following the rubric provided to schools during the final renewal training given by CSD. Cariños was required to submit statements of progress for all areas of the report card.

Carinos de los Ninos has shown growth on the state report card since 2012/2013 SY in all areas with the exception of Q1 Student Growth, Current Standing, and Opportunity to Learn. The school states that testing attendance dropped from 95% to 62.3 % and that there was a discrepancy in the data that was reported to PED past the deadline to revise.

All Statements of Progress cite the same intervention strategy

2 a.) The school collects data on math and reading using DIBELS and MAP S as well as Woodcock Munoz and IDEL for Spanish language proficiency. The data was available during the site visit and confirmed growth over the past year

b.) The school indicates bimonthly PLC meetings are held to discuss data. Teachers indicate during the interviews that PLCs have been related to renewal and preparation for the site visit.

c.) It is not evident that the school uses the existing short cycle assessment data to inform instruction. While the lesson plans were organized and aligned to CCSS, there was no indication that data was used to adjust or drive instruction. Data was present in binder for the use of confirming the application; it was not clear that this same data was used by teachers to inform instruction.

The school has added a 48 minute intervention block to the master schedule, occurring every school day. Students are given instruction in areas needing improvement at this time.

3. The school has shown through short cycle assessment data it compiles that students are growing in areas of math, science and reading in the past year. This improvement has not been reflected in the state assessment data.

CSD Notes During Visit

CSD confirmed evidence and artifacts related to data accumulated for Reading and Mathematics. CSD was also able to confirm the existence of a 48 minute intervention period built into the schedule.

CSD confirmed that for the 2013/14 SY

- K-7 93% of students showed at least one year of growth in MAP math scores
- K-7 87% of students showed at least one year of growth in MAP reading scores
- 4-8 77% of students showed at least one year of growth in SBA Math
- 4-8 90% of students showed at least one year of growth in SBA Reading

This data may be reflected for Q3 growth on the school grade report, but is not reflected in Q1 growth.

School Response

Our teachers attend weekly Professional Learning Community (PLCs) on Tuesdays. Professional Learning Community (PLCs) are used to increase our teacher's effectiveness for continuous improvement in collecting and analyzing data for direct instruction.

We are planning a more extensive training session (Jim Shipley and Associates) for teachers can learn more about analyzing and using data to drive instruction on December 4, 2015.

Note: For clarification purposed weekly staff meeting are held on Thursday to provide teachers with information, encourage discussion, boost morale and inspire creativity.

The AdvancED Visitation team noted extensive use of short cycle assessments to guide instruction. They found that the school's policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

As evidenced by the use of MAPS scores are graphed for each individual student. Formerly the SBA and currently the PARCC are used to drive instruction. ACE is used for students to assess their growth. Staff meets and assesses MAPS to determine RTI Grouping. Teachers use the Descartes in the NWEA MAPS to drive instruction; and provide teacher access through

CSD Analysis – School Charter Goals For The Last 3 Years

Carinos de los Ninos has 4 goals indicated in the current charter contract with Espanola Public Schools.

1.) Carinos did not meet each of its goals in one or more grade levels. Though the school did not meet the stated goals in one or more grades, the school has shown growth, in some areas significant growth, as evidenced by longitudinal data collected.

2 a.) The school goals for the previous charter are measured by data gathered from SBA, MAPS, DIBELS, and IDEL assessments.

CSD was able to confirm data for SBA scores, DIBELS, MAPS and IDEL. All data and artifacts presented during the site visit confirm the data presented in the renewal application.

It appears that although the school has indicated that a drop in enrollment negatively affected the school grade, short cycle assessment scores show more substantial growth after the loss of enrollment

than before.

b.) The school uses data sourced from SBA, MAPS, DIBELS and IDEL. The school indicates PLCs are used to systematically analyze the data. The school indicates an increase in individualized instruction and academic interventions. CSD was not able to confirm that the PLCs are used to analyze data.

CSD confirmed the school collects the data mentioned in the renewal application. It is unclear what the intervention consist of, though the school has incorporated a 48 minute intervention period in the master schedule as a part each school day. Student interviews indicated positive outcomes from the schedule.

c.) The school has incorporated a 48 minute intervention period in the master schedule as a part each school day. Student interviews indicated positive outcomes from the schedule.

School Response

PLC's are scheduled weekly on Tuesdays and separate from other weekly Staff Meeting on Thursdays. PLC's used to systematically for teacher effectiveness to collect and analyze data, assess students' needs and to drive instruction through individualized or differentiated instruction and through researched based strategies.

On September 4, 2015 - We had a full day In service and a Consultant from Dual Language New Mexico - Topics: Academic Language and a Framework for Differentiation; and Sheltered Instruction by Mr. Adrian Sandoval.

On October 2, 2015 –Cariños held a continued half day in-service on MAPs, Data Collection, Curriculum Alignment, Differentiation Follow Up and Student Academic Improvement Plans.

Cariños Charter School agrees that the lengthy 48 minute descriptive intervention period has produced positive results for students. Despite the many challenges, disruption and relocations, the results of the MAPs assessment reflect that our Cariños students still gained academic growth.

CSD Analysis – Proposed Charter Goals

Carinos de los Ninos has created two separate goals which gauge growth and proficiency in math, and reading. In addition, the school has submitted a goal measuring the success of the dual language program. Both goals are written in SMART format and offer a sufficient starting point for negotiations with the PEC should the school be granted renewal.

School Response

History is important. The Cariños de los Niños School has served "at risk" students in grades kindergarten through grade 8. In 2006-2007 Cariños opened as a primary elementary school to students in Kindergarten thru 1st grades. During the 2007-2008 the 2nd grade was added. During the 2009-2010 school year Cariños added the 4th and 5th grade. The charter included a 6th grade class in the fall of 2010.

Students have achieved success in required standardized examinations such as New Mexico Standards Based Assessment, as well as in other on-going short cycle assessment instruments like MAP and Achieve 3000, inclusive of Dynamic Indicators of Basic Literacy Skills and "Indicadores Dinámicos del Éxito en la Lectura" (DIBELS/IDEL), Woodcock Muñoz administered by the school. The success of Cariños de los Niños has been measured on the basis of student achievement and by levels of student, parent and staff satisfaction.

The evaluation of "at risk" student performance has included the collection of quantitative (outcome data and demographic data) and qualitative data (process data and survey data) for the purpose of:

- Monitoring student progress;
- Measuring program effectiveness;
- Assessing instructional effectiveness;
- Guiding curriculum alignment and development;
- Allocating limited resources;
- Promoting accountability;
- Reporting progress to all stakeholders;
- Maintaining education rigor and focus;
- Assessing Trends.

CSD Analysis – Final Site Visit Report 2014/2015

N/A Carinos de los Ninos is authorized by Espanola School District and has no written history of

monitoring.
School Response
Although the Espanola School District as the Authorizer has never formally or informally monitored the Dual Language Programs offered, Cariños de los Niños is accredited by the North Central Accreditation Association through the AdvancED Accreditation Process and Standards, the first elementary school in Espanola School District to receive full accreditation. **Carinos has had a collaborative working relationship with the Espanola Administrative Staff, especially with Mr. Larry DeAguerro, who works as a Director of Instructional Programs with the Espanola Public Schools. Whenever, we have questions on some of our programs, Mr. Larry DeAguerro has been very helpful.**