New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
2014 State Charter Renewal Application Kit

Updated March 2015

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

Dear State Charter School Renewal Applicants:

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 1, 2015**, 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 CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at http://www.ped.state.nm.us/charter/index.html. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD

and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

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

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

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

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

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…violated any provision of law from which the charter school was not specifically exempted.

Please contact me: katie.poulos@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Katie Poulos
Director, Charter Schools Division

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Instructions: 2014 State Charter Renewal Application Process and Review Stages	
Form and Point of Contact	All submissions should be prepared utilizing the 2015 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 Matt Pahl at katie.poulos@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	2015 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Amy Chacon at Amy.Chacon@state.nm.us. Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2015. Note: Submission prior to October 1st, 2015 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.
Technical Assistance Workshops (April – September 2015)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September 2015. The first training will take place April 20, 2015 and will be a webinar. 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 2–November 9)**	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 9)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. 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 9-16	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
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 **Monday, November 30, 2015**. Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 10–11)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on **December, 10 - 11, 2015**.
Contract Negotiations (December, 2015–March, 2016)**	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.

2015 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

RED RIVER VALLEY CHARTER SCHOOL

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 - Renewal Snapshot Report

Red River Valley Charter

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: PO Box 742, Red River, NM 87558
Physical Address: 500 East High St, Red River, NM 87558
Phone: (575) 754-6117 Ext: Fax: (575) 754-3258 Website:
Opened: 2001 State Appvd: Dec-10 Renewal: 2016
School District: Questa County: Taos

Karen Phillips, Head Administrator Email: redrivervalleycs@hotmail.com
Katy Pierce, President Email: jakepierce@q.com
Flavio Cisneros, Email: Flaviocisneros71@yahoo.com

Mission: To provide every student the opportunity to develop academically, socially, and physically through quality learning experiences utilizing the Core Knowledge Curriculum.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	PreK-8		100	85	7	12.1

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	C	C	C		
2. 3 Year Avg Grade		C	C		
3. Current Standing	D	D	D		
4. School Growth	C	C	B		
5. Highest Performing Students	C	B	A		
6. Lowest Performing Students	C	F	F		
7. Opportunity to Learn	A	A	B		
8. Graduation					
9. Career and College					
10. Reading Proficiency	52.8	44.7	55.3		
11. Math Proficiency	27.8	42.1	48.9		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	1	0.58		

Charter School Division - Renewal Snapshot Report

Red River Valley Charter

Contract Type: Charter Start: 7/1/2011 End: 6/30/2016 Term in Years: 5

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	59	62	65	78	85

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	57.6%	66.1%	52.3%	51.3%	56.5%
3. % Female	42.4%	33.9%	47.7%	48.7%	43.5%
4. % Caucasian	69.5%	58.1%	44.6%	41.0%	48.2%
5. % Hispanic	27.1%	41.9%	49.2%	53.8%	50.6%
6. % African American	3.4%	0.0%	4.6%	2.6%	0.0%
7. % Asian	0.0%	0.0%	0.0%	0.0%	0.0%
8. % Native American	0.0%	0.0%	1.5%	2.6%	0.0%
9. % Economically Disadvantaged	28.8%	54.8%	69.2%	67.9%	67.1%
10. % Title 1 TS	0.0%	0.0%	0.0%	0.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	0.0%	0.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	15.3%	14.5%	15.4%	19.2%	18.8%
15. % ELL	0.0%	0.0%	0.0%	0.0%	0.0%

Part B—Self-Report/Looking Back
(A Report on the Current Charter Term)

RED RIVER VALLEY CHARTER SCHOOL

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 (NMSBA) 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 NMSBA**. 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.

AN INTRODUCTION TO RED RIVER VALLEY CHARTER SCHOOL

Red River Valley Charter School (RRVCS) opened in 2001 and is applying for its third renewal term. RRVCS is one of the early conversion charter schools and occupies the previous site of the Red River Elementary School in the Town of Red River. At that time, the Red River Elementary School was slated to be closed. A grass-roots effort on the part of a group of local business women, who were also mothers, led to the development of a charter school application to ensure that a local school would continue to be available for the children of Red River. Questa Independent School District authorized the conversion of its school to charter school status. The site is still owned by the district. In 2011, RRVCS was approved for state-authorization by the Public Education Commission.

RRVCS is a community school of choice situated in the service-oriented mountainous resort of Red River. It is the only public school in Red River. During the past fifteen years, the school has been highly instrumental in

bringing communities of varying cultural backgrounds together to share with one another. RRVCS strives for a true partnership between parents and school professionals in an effort to serve its students and engender a strong sense of community. The school is important to and well-supported by the community with students and parents participating in community-service activities. As a school of choice, RRVCS draws students from surrounding communities, including Taos, Questa, Eagle Nest, Angel Fire, Hondo and Arroyo Seco.

At the center of the RRVCS program is the Core Knowledge Curriculum Sequence developed by Dr. E. D. Hirsh, Jr., and a discipline system based on the principles of "Love and Logic". Core Knowledge provides children with a strong foundation of knowledge in traditional disciplines, while encouraging innovative thinking and multi-disciplinary integration. The curriculum is fully aligned with Common Core State Standards (CCSS). "Love and Logic", fosters a sense of self-discipline and control, imparting to children the self-confidence they need, while respecting all others and treating them with kindness and respect. Character development is also an integral part of the RRVCS program and is focused on developing character traits such as integrity, honesty, perseverance, compassion, and kindness, which assist all students to grow in relationships with others and to develop citizenship skills that are vital to becoming a contributing member of society.

RRVCS is one of the few schools in the state that was required to take the PARCC assessment using paper and pencil. As a rural school, RRVCS has been challenged by unreliable internet service since its inception. The town of Red River's internet and phone lines would often freeze during the winter, interrupting service. The configuration and metal construction of the campus buildings also created interference with the system on campus. Installation of fiber-optic cable has recently been completed at the school, enabling more reliable and faster internet service.

In addition to serving grades K-8, RRVCS offers a state-funded PreK program. The previous half-day program was approved for full-day beginning this year (2015-16). The RRVCS program was also selected to participate in the development of a PreK Quality Program Pilot, FOCUS, for the New Mexico Public Education Department PreK and Race to the Top state grant.

The community of Red River is located in a desirable area; however, it is an economic challenge for the average family to live comfortably due to limited affordable housing and limited jobs, most of which are seasonal and minimum wage. Most families work up to three jobs to make ends meet. Consequently, RRVCS experiences mobility as a school of choice and as a school located in a seasonal resort community.

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 2012-13, 2013-14, 2014-15).

Although this section requires an analysis of the past three years of Red River Valley Charter School's Report Card, only two Report Card years were available at the time of submitting this application. 2012 Report Card grades were included to provide a three-year review pending release of the 2015 Report Card.

Red River Valley Charter School has demonstrated that it has met the department's minimum educational standards by earning a Final Grade of C for each of the three years. Over the three years shown below, Red River Valley Charter School's Final Grade of C remained consistent and within a five-point spread of Total Points for each year (54.50, 55.66, and 51.01).

	2012		2013		2014		2015	
	Grade	Points	Grade	Points	Grade	Points	Grade	Points
Final Grade	C	54.5	C	55.66	C	51.01	TBD	TBD
Current Standing	D	15.5	D	17.50	D	14.75	TBD	TBD
School Growth	C	6.0	C	5.39	B	6.68	TBD	TBD
Student Growth of Highest Performing Students (Q3)	C	8.1	B	13.08	A	15.04	TBD	TBD
Student Growth of Lowest Performing Students (Q1)	C	15.6	F	9.38	F	5.03	TBD	TBD
Opportunity to Learn	A	9.3	A	9.31	B	8.93	TBD	TBD
Bonus Points	-	0.0	-	1.00	-	.58	TBD	TBD

Based on a review of the category grades for the three-year period shown above, RRVCS successfully increased its grade from a C to a B in "School Growth" and demonstrated a steady increase in "Student Growth of Highest Performing Students" (Q3) from a C to an A. RRVCS attributes these successes, in part, to its professional development program focused on instructional practices and on the study and review of practices for high quality implementation of the Response to Intervention (RtI) process. *(See Appendix F for additional information on the professional development program.)*

Areas needing improvement include the "Current Standing" and "Student Growth of Lowest Performing Students" (Q1) categories, both of which negatively affected the final overall school grade.

RRVCS has provided responses for all categories; however, based on direction from the Charter Schools Division during the renewal training of September 8, 2015, only categories receiving a D or F over the course of the charter term require a statement of progress. Therefore, an in-depth statement has been provided for "Current Standing" and "Student Growth of Lowest Performing Students (Q1)".

Current Standing

School Report Card	2012	Points	2013	Points	2014	Points	2015	Points
Current Standing	D	15.5	D	17.50	D	14.75	TBD	TBD

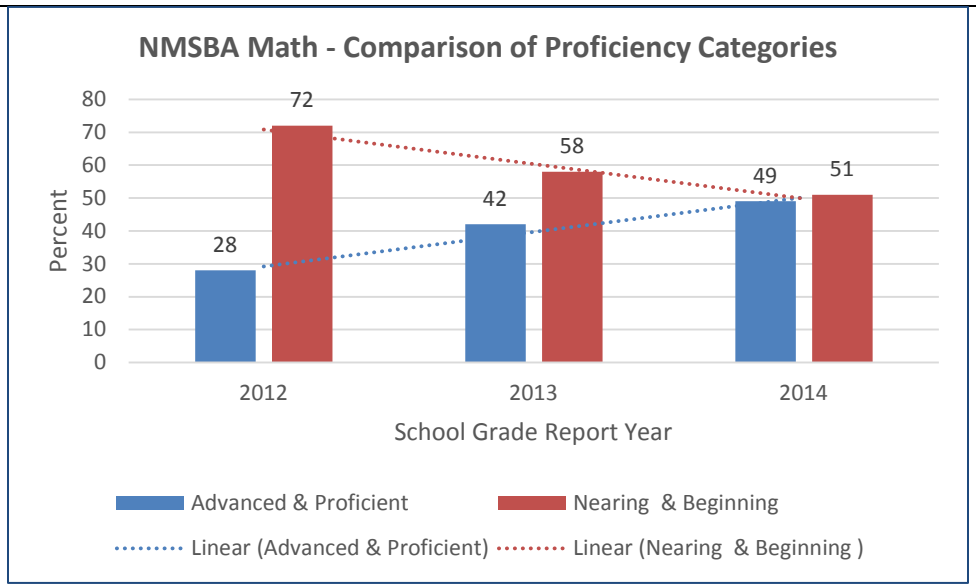
Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

Red River Valley Charter School received a letter grade of D in the "Current Standing" category in each of the last three years; however, substantial academic progress was achieved, particularly in the area of math.

The "Current Standing" grade indicator represents single-year performance over a three-year period. The New Mexico Standards-Based Assessment (NMSBA) data presented on the charts below show the proficiency levels in Math and Reading for each of the last three years. Student proficiency on the School Report Card is shown as Advanced, Proficient, Nearing Proficient, and Beginning Step. In the following charts, the percent of students scoring Advanced and Proficient have been combined, and students scoring Nearing Proficient and Beginning Step have been combined. Performance is considered on grade level when students score either Advanced or Proficient as noted in the 3-Year Summary chart under the "Current Standing" section of the School Report Card.

Math Proficiency

Red River Valley Charter School has successfully demonstrated substantial progress in Math by steadily increasing the percentage of students scoring Advanced and Proficient and reducing the percentage of students scoring Nearing Proficient and Beginning Step over the past three years. The growth is demonstrated by the trend lines in the chart below.

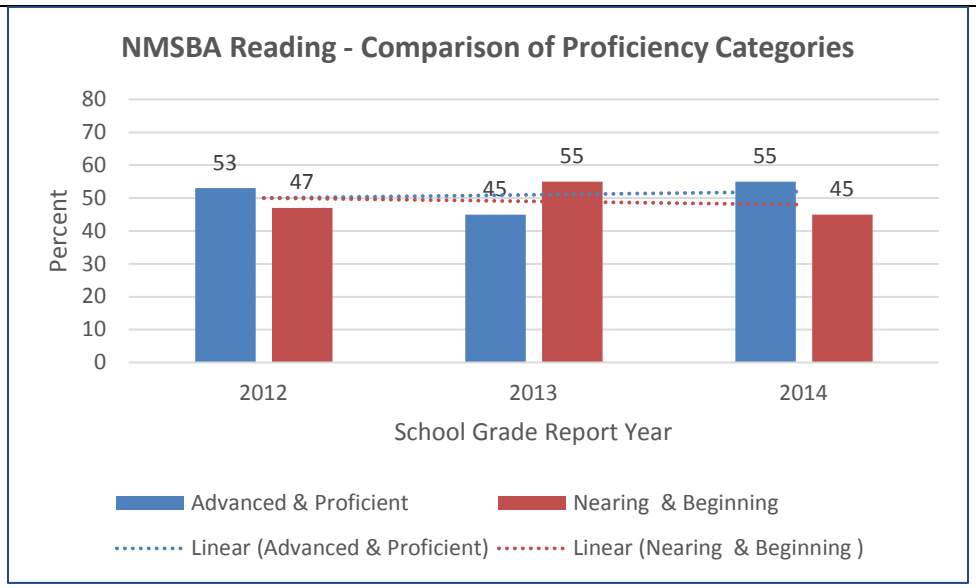


The 2012 School Grade Report indicated an urgent need to address the individual academic skill and conceptual needs of students, instructional practices, and instructional support systems. The annual progress in math has been significant, increasing the percentage of students scoring advanced and proficient from 28% in 2012 to 49% in 2014. The growth is attributed to the RRVCS professional development program, a Title I teacher-directed intervention program focused on math during class time and an afterschool tutoring program for targeted students. In 2012-13, professional development focused on the study and implementation of instructional best practices and in 2013-14 on implementation of Response to Intervention (RtI) strategies. Refer to Appendix F for full details of the professional development program. Title I funds were received for the first time in 2013-14, which provided a part-time Teaching Assistant to focus on daily classroom teacher-directed math interventions for targeted students. The afterschool tutoring program was also initiated in 2013-14 serving targeted students based on needs as indicated through data analysis.

It is anticipated that student proficiency in math will continue to grow each year.

Reading Proficiency

The Reading chart below represents the percent of RRVCS students scoring Advanced or Proficient and Nearing Proficient or Beginning Step on the New Mexico Standards Based Assessment.



The trend-lines illustrate some progress in both proficiency categories over the three years, slightly increasing the percent of advanced and proficient students and slightly decreasing the percent of nearing proficiency and beginning step students. The School Grade Reports and reading short-cycle assessment data (STAR Early Literacy and STAR Reading) indicated a need to address the acquisition of early literacy skills, to support teachers in gaining additional knowledge in reading instruction and practices, and to provide additional instructional support systems. In response, RRVCS applied for and received a New Mexico Reads to Lead Grant for grades K through 3. RRVCS is beginning its third year of participation in the program. During the first year (2013-14), the DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) assessment was implemented to increase the information available for tracking reading growth. DIBELS Next is utilized as a formative assessment to provide information on specific instructional needs for all students and as progress monitoring for struggling students. Training in the implementation of DIBELS Next is provided for K-3 teachers through the grant. During the second year (2014-15) a Reading Interventionist began working with staff and students to improve reading performance through several approaches based on individual student needs. One such research-validated approach is that of Lindamood-Bell which develops the sensory-cognitive processes that underlie reading and comprehension. This approach has been successful in remediating root causes of struggling students. Beginning success of the Reads to Lead program can be evidenced in the chart above by the 2014 increase in the percentage of Advanced and Proficient students. Efforts to improve reading instruction in grades K–3 through the Reads to Lead Grant will be sustained in grades 4-8 through continued professional development. In addition, students in grades 4-8, needing additional assistance in English language arts skills, will be provided Tier 1 and Tier 2 interventions as determined through the Student Assistance Team (SAT) process. (See Appendix I for examples of Tier 1 and Tier 2 interventions.)

Data Analysis Process

The programs identified above for reading and math were initiated because of student learning needs

identified through analysis of data throughout the term of the charter. Data analysis was conducted through individual teacher meetings (Supervisory meetings) with the School Administrator. Star Math, STAR Early Literacy, STAR Reading, and other classroom data, including teacher knowledge and artifacts of daily classroom performance, were analyzed for conceptual and skill development. DIBELS Next provided an additional dimension of data analysis and focused progress monitoring for development of early literacy skills. Based on the analysis, struggling students were identified for short-term in-class or afterschool tutoring interventions. Throughout the school year, decisions were also made regarding initiation of the SAT process if appropriate for an individual student.* If needed, RRVCS increased the amount and type of Tier 1 classroom interventions and Tier 2 program interventions to address the unique and individual needs of students. For students needing more than Tier 1 classroom interventions, the RRVCS SAT developed individual Tier 2 intervention programs to accompany the classroom Tier 1 interventions and provided other short-term services. If Tier 2 interventions did not address the learning needs of a student, the SAT may have recommended the student move to Tier 3 for evaluation for special education.

Performance trends were also identified by grade level and influenced professional development decisions. For example, Instructional Practices and Strategies were the year-long focus in 2012-13; Response to Intervention was the year-long focus in 2013-14. Improvements were made to the afterschool tutoring program; after the first semester, the day was changed to better accommodate parent schedules and increase student participation, and all teachers participated to provide instructional support to their own students. A decision was made to replace the STAR Early Literacy Assessment with the STAR Reading Assessment at Grade 1 because it provided more appropriate data for that grade level.

Assessment data was also communicated to and between teachers through monthly faculty and Professional Learning Community (PLC) meetings. RRVCS is a small school in which teachers work closely together in a nontraditional structure, collaborating daily and sharing successes and strategies, often through mutual classroom observation and feedback.

Success Realized

Math proficiency has continued to significantly increase each year, by 14% in 2013 and an additional 7% in 2014. Although Reading proficiency dropped by 8% in 2013, it increased by 10% in 2014. In moving forward, RRVCS anticipates that math and reading proficiency will continue the upward trend with additional targeted professional development, intervention strategies and support, and targeted tutoring. RRVCS anticipates that the overall school grade will increase as the grades for the "Current Standing" and "Student Growth of Lowest Performing Students" (Q1) increase.

*For additional information regarding the SAT process, please refer to *The Student Assistance Team and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework* which may be accessed at http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf .

School Growth

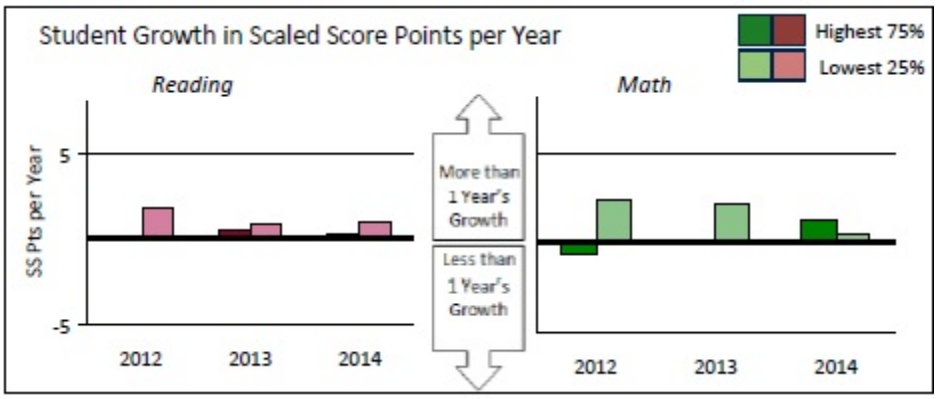
School Report Card	2012	Points	2013	Points	2014	Points	2015	Points
School Growth	C	6.0	C	5.39	B	6.68	TBD	TBD

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

Red River Valley Charter School received a "School Growth" letter grade of C in 2012 and 2013, and a letter grade of B in 2014. Red River Valley Charter School demonstrated that it both met and exceeded the department's minimum educational standards in this category.

Unlike the "Current Standing" indicator, "School Growth" compares the students enrolled in the current year to students from prior years and accounts for improvement of all students, not just those reaching a proficient level.

Based on the following chart presented in the 2014 RRVCS Report Card, students in both the Highest 75% and Lowest 25% categories gained more than 1 year's growth in reading and in math based on Scaled Score Points. The only exception is noted in 2012 Math performance by the highest 75%.



According to the "Supplemental Information" also provided in the School Report Card, when compared (ranked) with schools that are most alike in student characteristics, RRVCS ranks 10th out of 46 in its "School Growth" composite indicator for at risk students. Also notable in the "Supplemental Information", with the school's strong focus on Students with Disabilities (SWD), 18.8% of the school's enrollment, RRVCS ranks number 4 out of 46 similar schools.

A discussion of measures implemented to increase and sustain overall school growth is included as part of the previous section, "Current Standing". Measures included a focused professional development program, a Title I teacher-directed intervention program, an afterschool tutoring program for targeted students, and implementation of a Reads to Lead Grant program.

Q3 (Highest Performing 75%) Growth

School Report Card	2012	Points	2013	Points	2014	Points	2015	Points
Q3 Growth	C	8.1	B	13.08	A	15.04	TBD	TBD

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

Red River Valley Charter School made substantial progress increasing it letter grade from a C to an A in the "Student Growth of Highest Performing Students (Q3)" which accounts for 75% of students. The department's minimum educational standards were met in 2012 and exceeded in 2013 and 2014.

The Q3 Growth indicator measures the average change in individual student achievement over the last three years and is shown in scaled score (SS) points. A score above zero (0) indicates that students scored higher than expected. Below zero (0) indicates that students performed below expectations. Zero or near zero means that the group scored about as expected.

Average growth achieved by the highest 75% of students in Reading was 0.3 SS/Yr, and 1.2 SS/Yr in Math, indicating that students in this category scored higher than expected. An analysis of this group indicates that the identified Q3 students have by a majority been enrolled in RRVCS for at least three consecutive years.

In 2014, the state-determined target for Reading was 61.0% on the NMSBA. RRVCS Q3 students achieved 77.4%. The state target for Math was 55% on the NMSBA. RRVCS's Q3 students achieved 83.9%. In both Reading and Math, state expectations were significantly exceeded.

Based on "Supplemental Information" provided in the School Report Card, when compared (ranked) with schools that are most alike in student characteristics, RRVCS ranks 2nd out of 46 schools in its "Student Growth, Highest 75%" indicator composite score for at risk students.

Q1 (Lowest Performing 25%) Growth

School Report Card	2012	Points	2013	Points	2014	Points	2015	Points
Q1 Growth	C	15.6	F	9.38	F	5.03	TBD	TBD

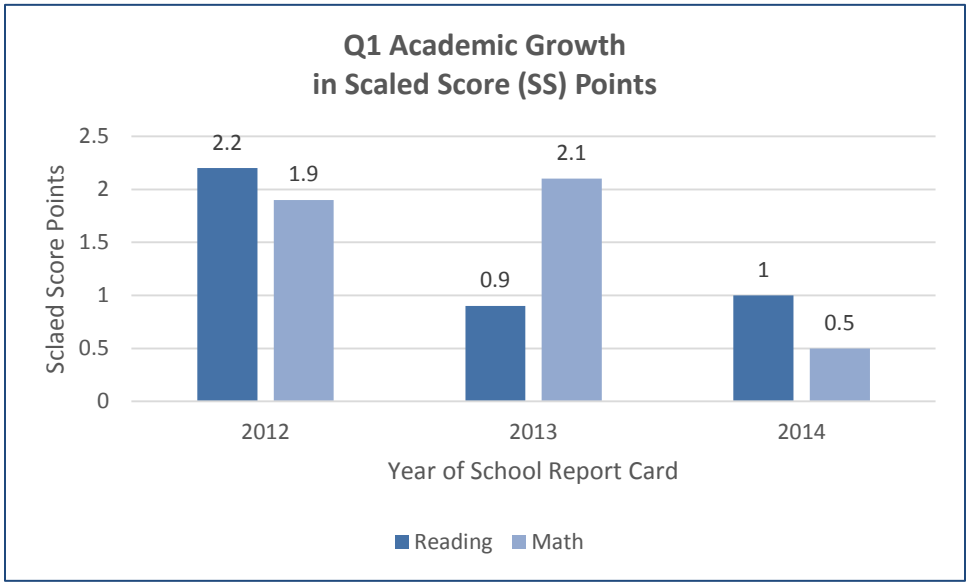
Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

In the Q1 (Lowest Performing 25%) Growth indicator, RRVCS received a letter grade of C in 2012, and a letter grade of F in 2013 and 2014.

As with the Q3 Growth indicator, the Q1 Growth indicator measures the average change in individual student achievement over the last three years and is shown in scaled score (SS) points. A score above zero (0)

indicates that students scored higher than expected. Below zero (0) indicates that students performed below expectations. Zero or near zero means that the group scored about as expected.

Although RRVCS received a letter grade of F for this indicator, the lowest 25% achieved more than one year's growth in both Reading and Math in 2012, 2013, and 2014, a significant academic success and an indication that the lowest 25% are on the way to "catching up". However, both math and reading proficiency requires additional focus to continue to accelerate the growth of Q1 students.



An analysis of academic growth indicates a slight increase in math proficiency by .2 scaled score points in 2013, and a decrease in 2014 by 1.36 scaled score points in 2014. Reading proficiency decreased by 1.3 scaled score points in 2013 and increased slightly by .1 scaled score points in 2014.

RRVCS is a small rural school. Enrollment over the last three years has steadily increased by 24% as shown in the table below:

Year	2012-13	2013-14	2014-15	2015-16
40-day Total Enrollment	65	78	85	TBD
Grades 3-8 Enrollment	39	49	52	TBD

Analysis indicated that students identified in the Q1 range were by a majority new to RRVCS, with most transitioning from the local school district. In addition to assessing all students at the beginning of the year, students new to RRVCS and enrolling mid-year were assessed upon arrival to evaluate performance levels and determine interventions that may be needed. Intense progress monitoring was implemented for students requiring interventions. Because the NMSBA assesses students in grades 3-8 only, based on 40th day

enrollment for those grade levels, the number of Q1 students (lowest 25%) has totaled between 10 and 13 in each of the three years shown.

In addition to the ongoing data analysis process for all students described within the "Current Standing" category above, a Response to Intervention plan in reading and math was developed by the RRVCS faculty for students who qualify through assessment data, teacher-principal observations and parent meeting processes. The amount and type of Tier 1 classroom interventions and Tier 2 program interventions were increased to address the unique and individual needs of Q1 students. For students needing more than Tier 1 classroom interventions, individual Tier 2 intervention programs were developed to accompany the classroom Tier 1 interventions and other short-term services were provided as needed. See Appendix I for examples of Tier 1 and 2 interventions. Progress monitoring was increased to provide on-going data for evaluation of the success of interventions and subsequent modifications as needed. If Tier 2 interventions did not address the learning needs of a student, the SAT may have recommended the student move to Tier 3 for evaluation for special education.

Implementation of the DIBELS Next Assessment and its progress monitoring component, the addition of a Reading Interventionist, a Title I Teaching Assistant focused on a teacher-directed math intervention program, and the afterschool tutoring program provided needed support for Q1 students to increase academic performance and resulted in Q1 students achieving more than one year's growth in both Reading and Math. RRVCS also implemented a targeted professional development program focused on instructional best practices, enhancing Response to Intervention (RtI) strategies, and implementation of the Common Core State Standards.

Successes Realized

Students in Lowest 25% category gained more than 1 year's growth in reading and in math based on Scaled Score Points in each of the last three years. Systems are in place to continue increased support for Q1 students in both reading and math. With implementation of continued RtI intervention strategies and programs, RRVSC anticipates that it will increase performance of Q1 students to meaningfully close the achievement gap.

Opportunity to Learn

School Report Card	2012	Points	2013	Points	2014	Points	2015	Points
Opportunity to Learn	A	9.3	A	9.31	B	8.93	TBD	TBD

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

RRVCS received a letter grade of B in the "Opportunity to Learn" indicator and, as a result, exceeded the

department's minimum standard.

"Opportunity to Learn" is based on the learning environment as reflected in a survey of classroom practices (QTL Survey) and in student attendance. As noted in the School Report Card: "The successful school invites students to be part of a thriving learning culture that uses proven teaching methods." RRVCS reflects this description. RRVCS strives for a true partnership between parents and school professionals in an effort to serve students and engender a strong sense of community. A priority of the program is to instill in students an excitement for learning. RRVCS' average student attendance is at 94.7 percent.

Graduation—as applicable

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

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. N/A

Bonus Points

School Report Card	2012	Points	2013	Points	2014	Points	2015	Points
Bonus Points	-	-	-	1.00	-	.58	-	TBD

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

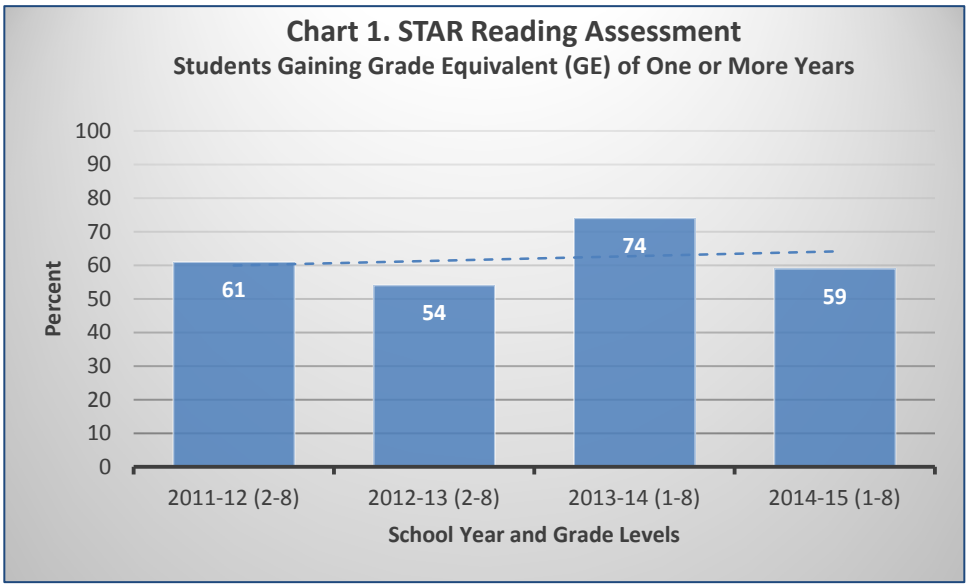
Points are awarded for this section; however, no letter grades are assigned. Although RRVCS received few bonus points for its submissions, the school has a vibrant student, parent and community involvement program that contributes to reducing truancy and the promotion of extracurricular activities. Numerous school-community and extra-curricular activities are parent-led. Some examples of parent-led activities include a fencing program, a hiking club, a fishing club, involvement with hatching fish eggs and the reintroduction of cutthroat trout in the Rio Grande River, community-based survival training, and the initiation of a community recycling program.

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.

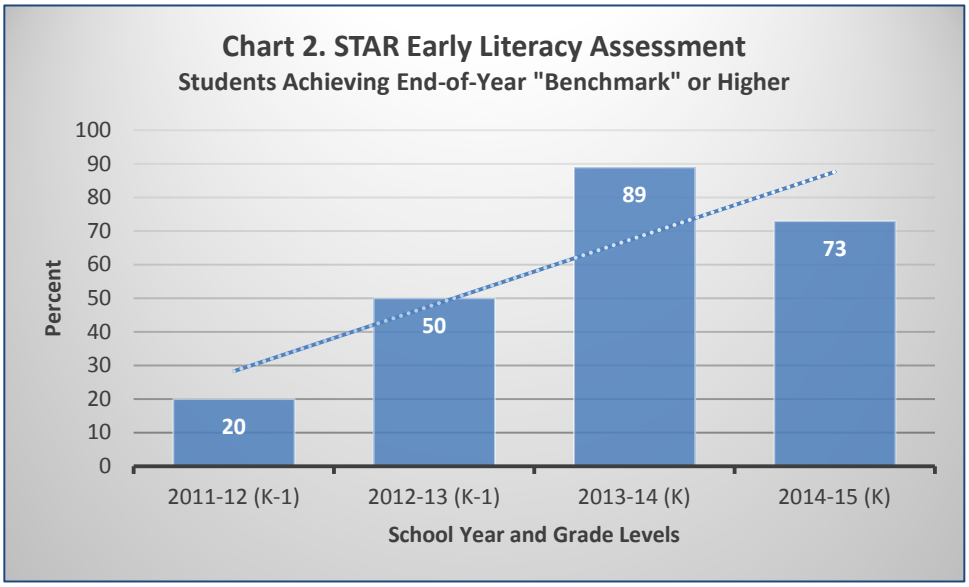
Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average 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: 90% of RRVCS students in Kindergarten through 8th grade will increase **Reading** skills by one grade level as measured by the difference in beginning of year and end of year scores on the STAR Early Literacy Assessment and STAR Reading Assessment.
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): RRVCS used the STAR Reading Assessment and STAR Early Literacy Assessment. Proficiency on the STAR Reading Assessment is measured by Grade Equivalency (GE) scores. For example, a gain of 1.0 GE between the fall and spring assessment represents one year's growth. A gain of 1.3 GE represents one year and three months growth. STAR Reading Assessment results are shown in Chart 1 below. Proficiency on the STAR Early Literacy Assessment is measured in scaled score points. The end-of-year scaled score points are used to identify students who have attained "benchmark" status. Benchmarks indicate the grade-level performance students are expected to reach at the end of the school year. STAR Early Literacy assessment results are shown in Chart 2 below.* **The STAR Early Literacy end-of-year (spring) benchmarks were obtained from the Renaissance STAR Early Literacy Technical Manual, pages 118-120.*
Data—Average Scores and Statement of Progress
The STAR Reading assessment was administered in grades 2 through 8 in 2011-12 and 2012-13, and in grades 1 through 8 in 2013-14 and 2014-15. RRVCS began to administer STAR Reading in grade 1 during the last two years because it provided additional and more appropriate data for analysis at that grade level. Chart 1 represents the percent of students gaining a grade equivalent of one or more years growth:



The STAR Early Literacy Assessment was administered in grades K-1 in 2011-12 and 2012-13, and in grade K in 2013-14 and 2014-15. Student performance on the STAR Early Literacy Assessment is shown on Chart 2 below. The chart represents the percent of K-1 students attaining grade-level benchmark status or higher at the end of each school year.



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

Note: Both the School Report Card analysis and school goal analysis for reading proficiency require similar responses. Although repetitive, much of the information from the School Report Card analysis is also included here.

Statement of Progress:

RRVCS did not achieve the reading goal's target of 90% of students gaining one or more years as measured by Grade Equivalent (GE) scores. Over the four years, the percentage of students gaining one or more years of growth averages 62%, with the greatest growth made in 2013-14 at 74% and the least amount of growth made in 2012-13 at 54%. Based on the STAR Reading Assessment, the level of performance has been fairly consistent with a slight upward trend over the four years. Continuing to increase reading proficiency of all students, Q1 and Q3, is a clear priority for RRVCS that will be reflected in the performance indicators for Part C of this application.

Data provided by the STAR Early Literacy Assessment demonstrates significant progress in early literacy achievement. RRVCS K-1 students have demonstrated a steady increase in the development of early literacy skills over the four years of data shown. It is notable that 89% of kindergarten students reached the end-of-year benchmark in 2013-14.

Data Collected:

With the 2013-14 implementation of the New Mexico Reads to Lead Grant, RRVCS has been administering both DIBELS Next and the STAR Reading Assessment to gain a full range of data. DIBELS Next was administered to grades K-3 three times per year accompanied by frequent progress monitoring for students who are at risk of reading difficulty. The STAR Reading Assessment was administered to grades 1-8 four times per year and frequent progress monitoring was also used based on specific needs. DIBELS Next provides data on Letter Naming Fluency, Initial Sound Fluency, First Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency, Retell Fluency, Comprehension, and Word Use Fluency. The STAR Reading Assessment provides data on 46 reading skills in 11 domains. A comprehensive list of these skills may be accessed at the following website: http://www.renaissance.com/Products/Star-Assessments/Star-Reading/Skills. The data is specific and facilitates identification of root causes of reading difficulties.

Data Analysis Process and Response

Data analysis in Reading was conducted through individual teacher meetings with the School Administrator. STAR Early Literacy, STAR Reading, DIBELS Next data (beginning 2013-14) as well as data gathered from daily classroom observation and artifacts were analyzed to determine each student's strengths and weaknesses in skill development.

Based on a review of the data and recognition of the need to increase progress in the area of reading, the following actions were taken:

- RRVCS applied for and in 2013-14 received a New Mexico Reads to Lead Grant for grades K through 3.
- The DIBELS Next Assessment and its progress monitoring system were implemented.
- In 2014-15 a reading interventionist began to provide additional targeted support to staff and students to improve reading performance.
- The SAT process was initiated for students as appropriate.
- Tier I and Tier II Response to Intervention (RtI) strategies were increasingly focused on specific identification of student deficits and root causes, aligning specific interventions and increasing the intensity (additional time, small group, one-on-one instruction) as needed to support skill development.
- Professional development increased focus and expertise in instructional practices (2012-13), RtI interventions (2013-14), and methodology for English Language Arts Common Core State Standards (2014-15).
- Professional development, specifically focused on early literacy skills, was provided through the Reads to Lead Grant.

Going forward, formal data analysis will take place on a monthly basis and include a review of individual student skills, grade-level performance trends, and school-wide performance trends to better provide data-informed instruction and interventions and curricular modifications. As these actions continue to be implemented, it is expected that RRVCS will begin to see a steady increase in reading performance.

Successes Realized

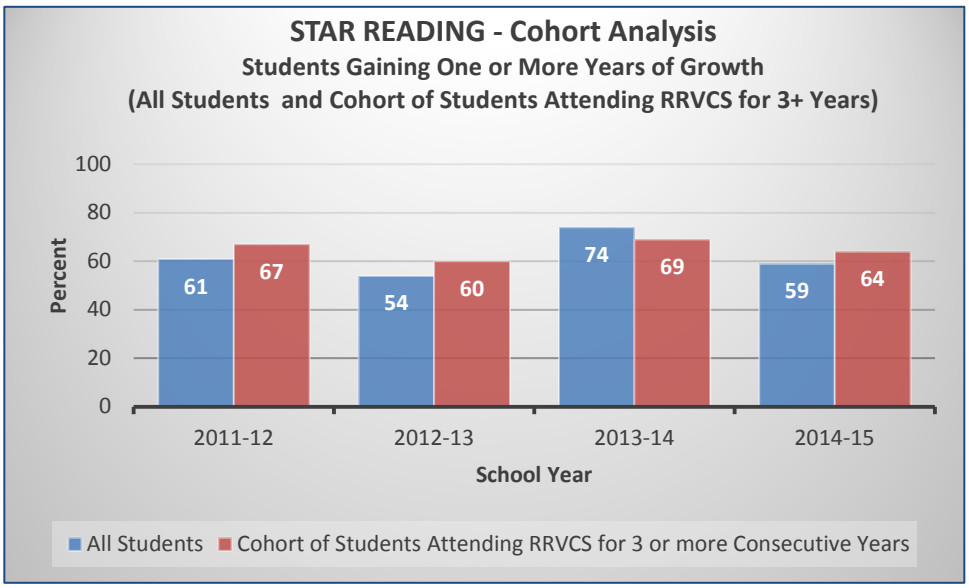
Based on the STAR Early Literacy Assessment results, Kindergarten reading performance has demonstrated a significant increase in the 2013-14 and 2014-15 school years. RRVCS is beginning to see the effectiveness of implementation of the Reads to Lead Program. It has provided a strong support system that includes professional development and the expertise of a Reading Interventionist to assist teachers and students in the remediation of root causes of reading difficulties. RRVCS anticipates that this growth will continue to increase at all grade levels as a result of this program.

Small Rural School Effect on Test Data

Two factors may be considered when examining the scores above that may influence the overall representation in performance on the STAR Reading and STAR Early Literacy assessments. One is the relatively small number of students within the sample represented each year. Grades levels average 9-10 students, with some grade level enrollments as low as three students. Each student's individual score has greater influence on averages. A second factor is the unreliability of internet services in Red River that often interfered with administration of the internet-based STAR Assessments. Consequently, not all students at every grade level were assessed during the fall and/or spring assessment windows each year further cutting the sample size.

Cohort Analysis

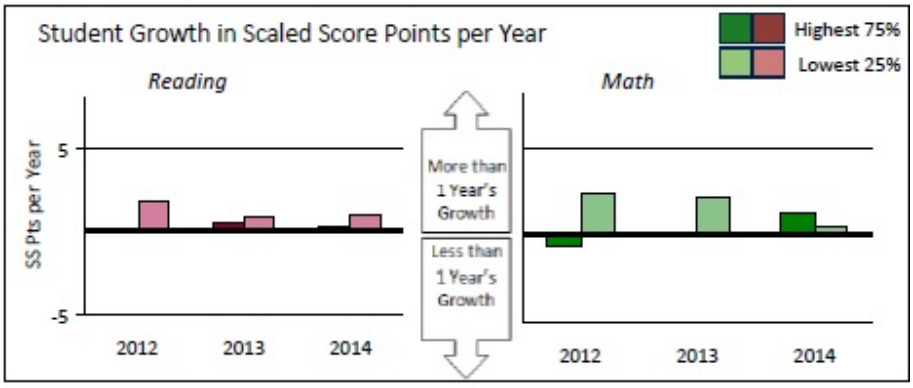
An additional analysis of the grades 2-8 STAR Reading data demonstrates higher performance of a cohort of students who have attended RRVCS for 3 or more consecutive years in relation to the performance of all students. The one exception is noted in the 2013-14 school year.



The percent of students who have gained one or more years and have attended RRVCS for 3 or more consecutive years tends to be higher than that of "all students" including those who are relatively new to the school. The gains may appear to be modest; however, it must be noted that performance of "All Students" includes that of the higher performing cohort attending RRVCS for three or more consecutive years.

NMSBA Analysis of Students Gaining One or More Years of Growth

Although this reading goal indicates assessment using STAR Reading, it is noted that RRVCS has performed well in terms of scaled score points generated by the NMSBA. The "Student Growth" indicator in the previous School Grade Report section of the application shows that all students tested made more than one year's growth in 2012, 2013 and 2014 in Reading on the NMSBA.



Student Performance Standard/Goal #2:

90% of RRVCS students in Kindergarten through 8th grade will increase **Math** skills by one grade level as measured by the difference in beginning of year and end of year scores on the Star Math Assessment.

Measure(s) Used:

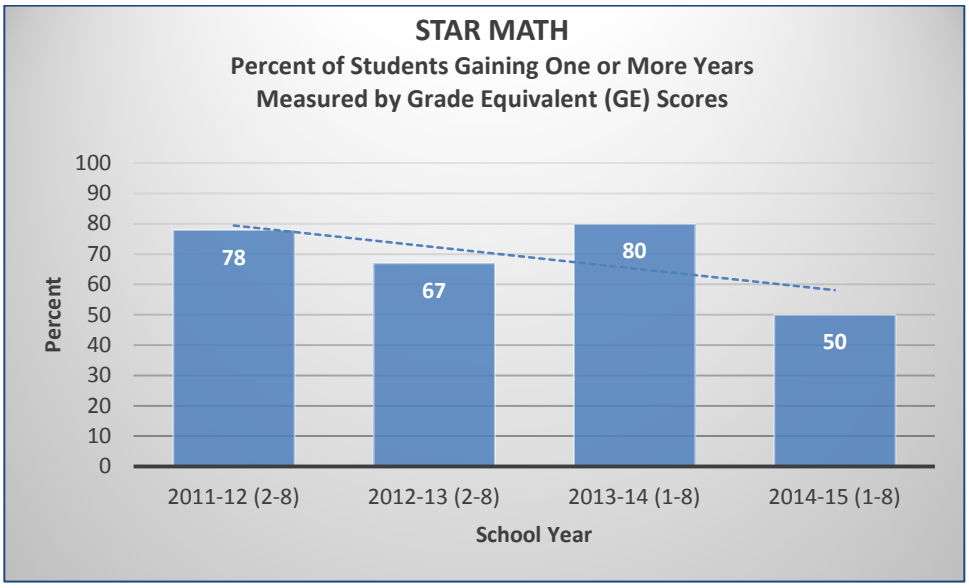
RRVCS used the STAR Math Assessment.

Proficiency is measured by Grade Equivalency (GE) scores. For example, a gain of 1.0 GE between the fall and spring assessment results represents one year's growth. A gain of 1.3 GE represents one year and three months growth.

Data—Average Annual Data

The STAR Math Assessment was administered in grades 2 through 8 in 2011-12 and 2012-13, and in grades 1 through 8 in 2013-14 and 2014-15. The STAR Early Literacy Assessment administered to K or K-1 students, depending on the year, contains one subtest for math numeracy; however, it does not provide a benchmark or grade equivalent score for math; therefore student results from this early literacy assessment for K-1 were not included.

Following is a chart demonstrating the percentage of students who achieved one or more years of growth in Math between the fall and spring assessment periods for each of the four years of the charter term:



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

Note: Both the School Report Card analysis and school goal analysis for math proficiency require similar responses. Although repetitive, information from the School Report Card analysis is also included here.

Statement of Progress:

RRVCS did not achieve the goal's target of 90% of students gaining one or more years as measured by Grade Equivalent (GE) scores based on the STAR Math Assessment results. However, in 2011-12 proficiency reached 78% and in 2013-14 reached 80%, notable successes. A decline in proficiency in 2012-13 was followed by an increase of 13% in 2013-14. In 2014-15, proficiency was at a low of 50%. The decrease in proficiency in 2014-15 may in part be attributed to the transition to Common Core curriculum. In addition, an analysis of the 6th, 7th and 8th grade data revealed that seven of twenty-four higher-performing students scored at "greater than" the maximum score at their grade level in both the fall and spring assessments; consequently, their scores are shown as 0.0 GE gain. The zero gain is due to a limitation of the assessment, not student performance.

Overall, proficiency as measured by the STAR Math Assessment gain of one or more years of GE growth is significantly higher than proficiency as measured by the NMSBA. The differences in the measures used by the two different assessments to indicate proficiency result in the appearance of a four-year downward trend in performance based on STAR Math data and a four-year upward trend in performance based on NMSBA Math results.

Data Collected

The STAR Math Assessment was administered to grades 1-8 four times per year. Math skills are grouped

into eleven domains including counting and cardinality, operations and algebraic thinking, geometry, expressions and equations, number and operations-fractions, functions, ratios and proportional relationships, the number system, measurement and data, number and operations in base ten, and, statistics and probability. Specific skills are identified by grade level. Data was collected and organized for analysis.

Data Analysis Process and Response

Data analysis in Math was conducted through individual teacher meetings with the School Administrator. STAR Math results as well as data gathered from daily classroom observation and artifacts were analyzed to determine each student's strengths and weaknesses in conceptual and skill development.

In addition, school-wide and grade level deficits were identified by the faculty and appropriate modifications were then made to instructional practices, interventions, and curriculum. Title I funds provided a part-time Teaching Assistant to focus on daily classroom teacher-directed math interventions beginning 2013-14. Specific math skill deficits, identified through analysis of the Star Math Assessment and progress monitoring assessment data, drove targeted instruction. The afterschool tutoring program, initiated in 2013-14, provided additional support to targeted students. As part of the Student Assistance Team process, progress monitoring was used to provide on-going data to ensure that appropriate alignment and intensity of interventions fully addressed the unique and individual needs of students in math. Targeted professional development, described under the reading goal, also contributed to these gains in math.

Successes Realized

RRVCS achieved an average of 75% math proficiency in the first three years. Based on the data analysis process, a comprehensive support system was developed to continue the growth of proficiency in math.

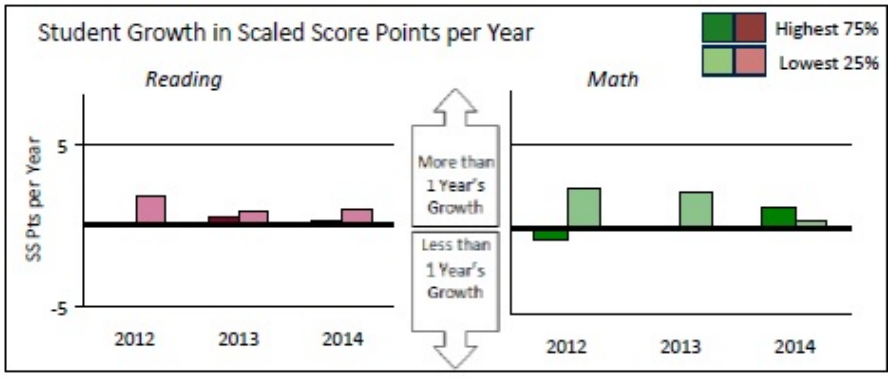
Small Rural School Effect on Test Data

As mentioned under Goal 1 above, two factors may be considered when examining the scores that may influence the overall representation in performance on the STAR Math Assessment. One is the relatively small number of students within the sample represented each year. Grades levels average 9-10 students, with some grade level enrollments as low as three students. Each student's individual score has greater influence on averages. A second factor is the unreliability of internet services in Red River that often interfered with administration of the internet-based STAR Assessments. Consequently, not all students at every grade level were assessed during the fall and/or spring assessment windows each year further cutting the sample size.

NMSBA Analysis of Students Gaining One or More Years of Growth in Math

Performance of students gaining one or more years of growth as measured in scaled score points included in the discussion under the School Growth category of the School Grading Report, indicates that all

students tested made more than one year's growth in 2012, 2013 and 2014 in Math on the NMSBA, with the exception of the Highest 75% of students in 2012. Following is the chart from the School Grading Report:



Student Performance Standard/Goal #3:

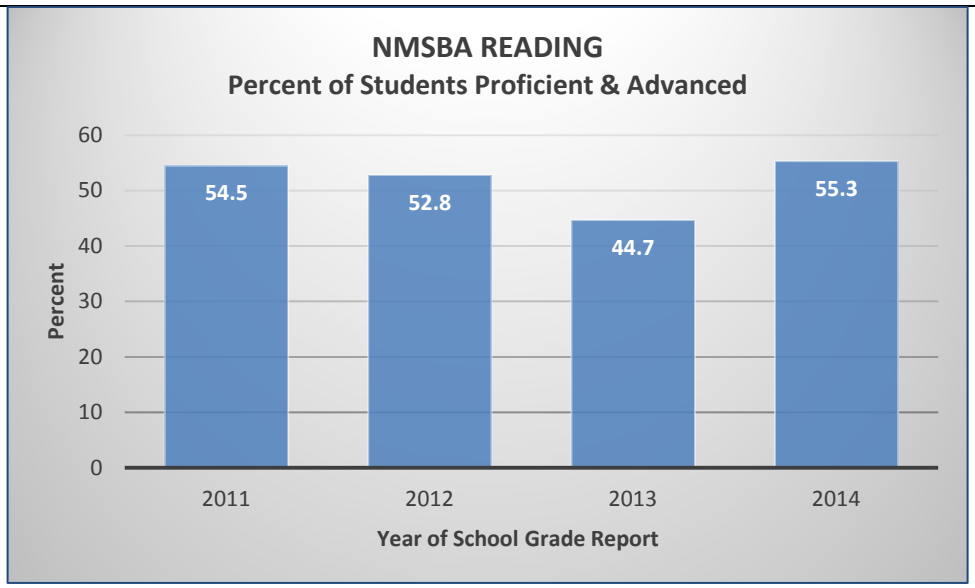
85% of RRVCS students in grades 3-8 will meet proficiency levels in Reading on the NMSBA every school year.

Note: This NMSBA goal was written and approved in 2009-10, prior to the beginning of the School Grade Reports in 2010-11. Consequently, it is now redundant.

Measure(s) Used:

NMSBA scores as reported in the annual School Grade Report Card. Performance is considered on grade level when students score either Proficient or Advanced.

Data—Average Annual Data



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

RRVCS did not achieve the goal's target of 85% proficiency based on the NMSBA Reading assessment results. Reading performance has been addressed in the previous NMSBA School Grading Report section and under Student Performance Standard/Goal #1 above. Relevant information from the previous sections is repeated below:

The 2011 reading proficiency of 54.5% declined slightly in 2012, dropping to 52.8%, a loss of 1.7%. 2013 proficiency then declined to 44.7%, an additional loss of 8.1%. However, RRVCS recovered from the decline by successfully increasing the percent of advanced and proficient students from 44.7% in 2013 to 55.3% in 2014, a 10.6% gain in one year. Based on additional analysis of Q1 and Q3 performance provided in the School Grading Report section, additional focus on performance of Q1 students is a priority in the area of reading.

In response to an analysis of the NMSBA, STAR Early Literacy and STAR Reading data, RRVCS applied for and received a New Mexico Reads to Lead Grant for grades K through 3. The Reads to Lead program has provided training in the implementation of the DIBELS Next Assessment and its progress monitoring component. A Reading Interventionist began training staff and working with students to improve reading performance through remediation of root causes of reading difficulties. Beginning success of the Reads to Lead program can be evidenced in the chart above by the 2014 increase in the percentage of Advanced and proficient students. Efforts to improve reading instruction in grades K–3 through the Reads to Lead Grant will be sustained in grades 4-8 through continued professional development.

Data analysis was conducted through individual teacher meetings (Supervisory meetings) with the School Administrator. STAR Early Literacy, STAR Reading, and other classroom data, including teacher knowledge and artifacts of daily classroom performance, were analyzed for conceptual and skill development. DIBELS Next provided an additional dimension of data analysis and focused progress monitoring for development of early literacy skills. Based on the data analysis, struggling students were identified for short-term in-class or afterschool tutoring interventions. Decisions were also made regarding initiation of the Student Assistance Team process if appropriate for an individual student. If needed, the amount and type of Tier 1 classroom interventions and Tier 2 program interventions were increased to address the unique and individual needs of students. For students needing more than Tier 1 classroom interventions, the RRVCS SAT developed individual Tier 2 intervention programs to accompany the classroom Tier 1 interventions and provided other short-term services as needed. If Tier 2 interventions did not address the learning needs of a student, the SAT may have recommended the student move to Tier 3 for evaluation for special education.

Performance trends were also identified by grade level and influenced professional development decisions. For example, Instructional Practices and Strategies were the year-long focus in 2012-13; Response to Intervention was the year-long focus in 2013-14. A decision was made in 2013-14 to replace the STAR Early Literacy Assessment with the STAR Reading Assessment at Grade 1 because it provided more appropriate data for that grade level.

Successes Realized

Proficiency increased from 44.7% in 2013 to 55.3% in 2014, a 10.6% gain in one year.

State expectations were significantly exceeded in reading proficiency as noted in the School Grading Report analysis of Q3 student scores. The 2014 state-determined NMSBA target for Reading was 61%; RRVCS Q3 students achieved 77.4%.

Students in Lowest 25% category (Q1) gained more than 1 year's growth in reading based on Scaled Score Points in each of the last three years.

Student Performance Standard/Goal #4:

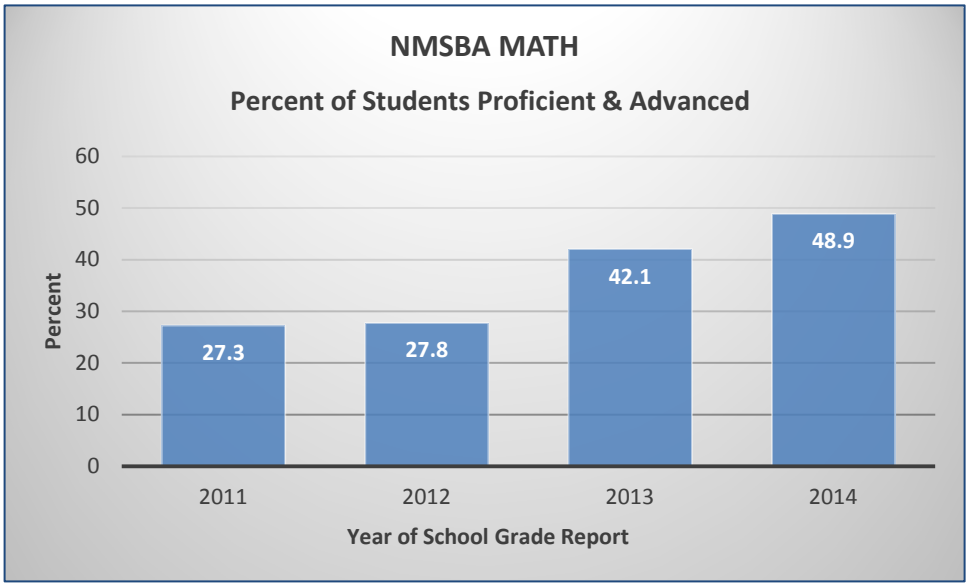
85% of RRVCS students in grades 3-8 will meet proficiency levels in Math on the NMSBA every school year.

Note: This NMSBA goal was written and approved in 2009-10, prior to the beginning of the School Grade Reports in 2010-11. Consequently, it is now redundant.

Measure(s) Used:

NMSBA Math scores as reported in the annual School Grade Report Card. Performance is considered on grade level when students score either Proficient or Advanced.

Data—Average Annual Data



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

RRVCS did not achieve the goal's target of 85% proficiency based on the NMSBA math assessment results. Math performance has been addressed in the previous NMSBA School Grading Report section and under Student Performance Standard/Goal #2 above. Relevant information from previous sections is repeated below:

The percent of students scoring advanced and proficient has steadily increased from 27.3% to 48.9% over the last four years of the charter term. This is a significant success for RRVCS. However, RRVCS recognizes that moving forward, there is more much work to do in the area of math proficiency.

Data analysis was conducted through individual teacher meetings (Supervisory meetings) with the School Administrator. Star Math, STAR Early Literacy (Math subtest), and other classroom data, including teacher knowledge and artifacts of daily classroom performance, were analyzed for conceptual and skill development. Based on the analysis, struggling students were identified for short-term in-class or afterschool tutoring interventions. Decisions were also made regarding initiation of the Student Assistance Team (SAT) process if appropriate for an individual student. If needed, RRVCS increased the amount and type of Tier 1 classroom interventions and Tier 2 program interventions to address the unique and

individual needs of students. For students needing more than Tier 1 classroom interventions, the RRVCS SAT developed individual Tier 2 intervention programs to accompany the classroom Tier 1 interventions and provided other short-term services as needed. If Tier 2 interventions did not address the learning needs of a student, the SAT may have recommended the student move to Tier 3 for evaluation for special education.

The steady progress over the last four years is attributed to the RRVCS professional development program, a Title I teacher-directed intervention program focused on math during class time and an afterschool tutoring program for targeted students. These programs were initiated because of needs identified through analysis of data throughout the term of the charter.

Successes Realized

The percent of students scoring advanced and proficient steadily increased from 27.3% to 48.9% over the four years of the charter term.

State expectations were significantly exceeded in math proficiency as noted in the School Grading Report analysis of Q3 student scores. The 2014 state-determined NMSBA target for Math was 55.0%; RRVCS Q3 students achieved 83.9%.

Students in Lowest 25% category (Q1) gained more than 1 year's growth in reading and in math based on Scaled Score Points in each of the last three 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.).

Other Student Performance Standard/Goal #1:
RRVCS students in grades Kindergarten through 8th grade will participate in 6 curriculum-based service learning projects per school year. Service learning project success will be measured by the "Assessment for Service Learning" and "Student Self-Evaluation Assessment".
Measure(s) Used:
Record of Projects by Year; Student Self-Evaluation Assessments; Assessment for Service Learning. (See Appendix E for sample Artifacts)

Data				
Grade Levels	**2011-12**	**2012-13**	**2013-14**	**2014-15**
K-8	Jump Rope for Heart	Jump Rope for Heart	Jump Rope for Heart	Jump Rope for Heart
	Town Clean-up	Town Clean-up	Town Clean-up	Town Clean-up
	Servicemen Project	Servicemen Project	Servicemen Project	Servicemen Project
	CPR and Defibrillator Project	Toys for Local Kids	Cancer Patient Project	Recycling Project
	Taos Living Center Project	Taos Living Center Project	Taos Living Center Project	Taos Living Center Project
	Food Drive	Food Drive	Head Injury Camp	Eagle Nest Seniors Group

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

RRVCS met the goal of all K-8 students participating in 6 curriculum-based service learning projects per school year. Following is a brief description of each project and its curriculum focus:

Jump Rope for Heart: Physical Education; Math; study of the human body. *(RRVCS raised $3,115.00 in 2014-15 during the Jump Rope for Heart and Hoops for Heart fundraiser.)*
Town Clean-up Project: History of the town of Red River as a part of New Mexico history and Earth Day projects aligned to the Common Core Curriculum.
Servicemen Project: Students wrote to and sent gifts to Servicemen; a study of world geography (where serviceman are located); a study of current events in those areas of the world, and what students can do about the world situation.
CPR and Defibrillator Project: Study of the human body; healthy living; learning about the fire department; helping to provide the community center with defibrillators.
Toys for Local Kids Project: Collected toys; study of children's needs in the community.
Cancer Patient Project: Wrote letters for cancer patients (language arts); study of and caring for the human body.
Recycling Project: Initiated an entire town project of recycling, water conservation, pollution prevention; study of recycling and the need for recycling.
Taos Living Center Project: Made Valentine or Christmas cards; visited seniors; study of aging; emphasis on character development (kindness and compassion).
Food Drive: Study of local needs; support for the local food bank; study of nutrition and healthy

food; determining what is best to donate.

Eagle Nest Seniors Group: Assisted with serving lunch and had lunch with seniors; listened to oral history from seniors about the local area.

Head Injury Camp: Served lunch to locally sponsored Head Injury Camp held in September; visited with people; emphasis on character development (kindness and compassion); learned about the human body.

In addition to the school-wide service learning projects described above, several age-appropriate grade level projects were also accomplished over the charter term.

Evaluations by students and staff were conducted following each service learning project. The evaluation process was guided by Cathryn Berger Kaye's *The Complete Guide to Service Learning: Practical Ways to Engage Students in Civic Responsibility Academic Curriculum, and Social Action*. The Student Self-Evaluation form included questions about Learning, Service, and Process. As a class, students identified successes, how they felt about the projects, what they believed was accomplished, and how the project was connected to their learning. The Assessment for Service Learning form identified what methods were used for each stage of service learning and whether certain elements were present. Stages included: Preparation, Action, Reflection, and Demonstration. Elements included: integrated learning, meeting genuine needs, youth voice and choice, collaborative efforts, reciprocity, and civic responsibility. An example of each form used is presented in Appendix E.

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.).

Other Organizational Performance Standard/Goal #1:

The faculty and staff of RRVCS will participate in 9 monthly Professional Learning Team meetings per school year as documented by meeting agendas and minutes. Based on the yearly query of the Professional Learning Team, the teaching staff of RRVCS will demonstrate an increased number of instructional practices as documented in peer and administrative observations completed on a yearly basis.

Measure(s) Used:
Meeting Agendas/Minutes; Peer and Administrative Observations

Data:

PROFESSIONAL LEARNING TEAM MEETINGS				
School Year	2011-12	2012-13	2013-14	2014-15
Number of Meetings	9	9	10	9
Topic of Focus for the School Year	Love & Logic Classroom Management Program	Instructional Practices	Response to Intervention (RtI)	K-3: Teaching to Your Strengths; 4-8: CCSS and PARCC

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

Red River Valley Charter School met Organizational Goal 1 for all four years of the current charter term.

Professional Learning Team meetings were focused around specific themes for each year determined to be the most pertinent topics by the entire staff based on data analysis.

Specific details of the Professional Learning Team meetings for each year; including agendas, minutes, and documentation of peer and administrative observations are provided in Appendix F.

Following are summaries of the Professional Learning Team meetings held throughout the four years of the charter term.

School Year 2011-12 Professional Learning Team Topic: **Love and Logic Classroom Management Program**

The 2011-12 topic for the 9 monthly Professional Learning Team meetings was a study and implementation of the Love and Logic classroom and school-wide behavior management program. Love and Logic, developed through research-based principles, consists of positive techniques for maintaining calm and effective classrooms. Instructional practices include implementation of 9 essential skills:

Neutralizing Student Arguing; Delayed Consequences; Empathy; The Recovery Process; Developing Positive Teacher/Students Relationships; Setting Limits with Enforceable Statements; Using Choices to Prevent Power Struggles; Quick and Easy Preventative Interventions; and, Guiding Students to own and Solve Their Problems. The Professional Learning Team followed carefully-designed agendas for implementation. School-wide changes from the 2011-12 Professional Learning Team meetings included:

- Consistent implementation of school wide discipline plan of the Love & Logic system and practices
- Positive behavioral results for students with a decrease in office referrals and detentions
- Students able to discuss program and understand consequences, choices, one-liners, arguing, etc.
- More focus on instructional activities with less classroom interruptions due to misbehavior

Details of the 9 monthly Professional Learning Team meetings and documentation of skills observed in classroom practice are provided in Appendix F.

School Year 2012-13 Professional Learning Team Topic: **Instructional Practices**

The 2012-13 focus of the 9 monthly Professional Learning Team meetings was "Instructional Practices". Teachers and Administrators met nine times to complete a book study and review practice of suggested instructional strategies. The book referenced was written by Paula Rutherford and titled *Instruction for All Students.* Topics included: In the News & Influencing Our Thinking; Lesson & Unit Design; Presentation Modes: Active Learning; Sharing of Instructional Practices; The Assessment Continuum; Products & Perspectives; Differentiation of Instruction; and, Thinking Skills for the 21st Century.

School-wide changes from the 2012-13 Professional Learning Team meetings included:

- Development and implementation of more varied instructional practices as evidenced in observations and self-reporting of teachers.
- Implementation of differentiated instructional practices as evidenced in observation and self-reporting of teachers.

Details of the 9 monthly Professional Learning Team meetings and documentation of skills observed in classroom practice are provided in Appendix F.

School Year 2013-14 Professional Learning Team Topic: **Response to Intervention (RtI)**

Teachers and Administrators participated in 10 monthly Professional Learning Team meetings to review in depth practice and implementation of RtI strategies. The study focused on grade level Tier 1 interventions and practices to be utilized in the classroom. Content was based on the following resources custom tailored to grade level groupings:

Johnson, E. & Karns, M. (2011). RTI Strategies That Work in the K-2 Classroom. Larchmont, NY: Eye on Education, Inc.

Johnson, E. & Karns, M. (2012). RTI Strategies That Work in the 3-6 Classroom. Larchmont, NY: Eye on Education, Inc.

Craig, P.S. & Sarlo, R.K. (2012). Improving Adolescent Literacy: An RTI Implementation Guide. Larchmont, NY: Eye on Education, Inc.

School-wide instructional changes from the 2013-14 Professional Learning Team meetings included:

- Development and implementation of tutoring program
  - First semester- Friday Learning Program
  - Second Semester- Tuesday Tutoring Program
- Increase in identification of students in need of intervention
- Increase in providing tier 2 interventions- reading and other SAT interventions
- Increase in implementation of Tier 1 interventions as evidenced in observations and tutoring programs

School Year 2014-15 Professional Learning Team Topics: **K-3 – Teaching to Your Strengths; 4-8 – CCSS and PARCC**

The 2014-15 focus of the 9 monthly Professional Learning Team meetings was differentiated for teachers of the school's primary and upper elementary grouping. K-3 focused on a book study using a publication by R. Liesveld, J.A. Miller, J. A., & J. Robison entitled *Teach With Your Strengths: How Great Teachers Inspire Their Students*. Teachers of grades 4-8 focused on research and sharing on Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics using a variety of web-based resources. Included were study and discussions focusing on the PARCC Assessment to be implemented in 2014-15. The meeting agendas, minutes and observations are accounted for separated by the individual K-3 and 4-6 points of focus. *Please refer to Appendix F for a complete and detailed accounting of the Professional Learning Team Meetings.*

Organizational Performance Standard/School Goal #2: The faculty and staff of RRVCS will implement the Core Knowledge Sequence utilizing best practices and will submit at least one unit for presentation at the Core Knowledge national conference and regional conference per year that CK conferences are held.
Measure(s) Used: Unit plans, Principal-teacher observations and evaluations
Data: Implementation of the Core Knowledge Sequence is school-wide and ongoing. Only one conference was held in 2011-12; in which a unit was submitted and presented. The Core Knowledge Foundation did not conduct a national or regional conference in 2012-13, 2013-14 or 2014-15. Units for presentation could not be submitted.

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

Organizational Goal 3 was designed as a two-part goal: 1) The faculty and staff of RRVCS will implement the Core Knowledge Sequence utilizing best practices; and, 2) will submit at least one unit for presentation at the Core Knowledge national conference and regional conference per year that CK conferences are held.

Part 1. Implementation of Core Knowledge utilizing best practices

RRVCS met the goal by implementing the Core Knowledge Sequence utilizing best practices over the four years.

The Core Knowledge Sequence is aligned to the Common Core State Standards. It offers a planned sequence for the content of specific academic areas including language arts, mathematics, science, history, geography and fine arts. Best practices in teaching the Core Knowledge Sequence include strategies such as the use of assessments to drive instruction, scaffolding instruction to meet individual needs, providing feedback to shape and guide students' learning, student engagement, opportunities for student practice, and high expectations. The faculty and staff of RRVCS utilized a variety of best practices to implement the Core Knowledge Sequence over the current charter term.

A complete curriculum unit is created for teaching a specific topic from the Core Knowledge Sequence. Each unit includes student objectives, teaching materials, resources, and cross- or intra-curricular instructional activities. Parent participation is often planned into the learning activities. Once a unit is developed, it can be used or adapted by other teachers. Following is a brief description of sample units that were developed and implemented by grade-level classroom groupings:

Kindergarten - Geography- Understanding maps and Globe; Naming Oceans, Continents, and Countries
Unit consisted of activities related to geography, such as recalling names of Continents, Oceans, and Countries; Projects related to countries, such as Chinese New Year and English Tea Parties.

First/Second Grade- Reading Comprehension
Created and made graphic organizers; Utilized organizers to share with Kindergarteners and PreK students to retell fiction and nonfiction readings.

Third/Fourth Grade- Science- Astronomy
Night Field Trip with local astronomer to observe constellations; Learned to use telescopes to view night sky.

Fifth/Sixth Grade- Social Studies- Civil War
Socratic debate on slavery (based on research of positions).

Seventh/Eighth Grade- Language Arts and Social Studies- Novel study of *Animal Farm* by George Orwell
Comparison with Russian Revolution; On-going analysis of equal rights, including Socratic seminars.

The Core Knowledge Sequence is open-ended. There is no set way to teach a topic; individualizing a unit is easily accomplished.

Refer to Appendix G for The Core Knowledge Sequence At-A-Glance or access the chart at http://www.coreknowledge.org/mimik/mimik_uploads/documents/23/SequenceataGlance.pdf.

Part 2. Presentations at Core Knowledge Conferences

The second part of this goal was met to the extent possible given that success was dependent on the availability of national and regional conferences held by Core Knowledge. One of RRVCS' teachers presented a unit at the national conference held in Philadelphia in 2011-12. Although an RRVCS presentation was accepted for a scheduled Core Knowledge conference in 2012-13, the conference was cancelled by the organization. Core Knowledge did not conduct a national or regional conference in 2013-14 or 2014-15.

RRVCS teachers continue to develop units; however, they have had no opportunity to share them at a regional or national conference in the last three years. Units are shared instead with other staff members.

B. Financial Performance

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

Financial Performance Assurances

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

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

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

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

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an **Appendix A**.

b. Audit Findings

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

Audit Report Summary

Identify information from the Component Unit Section of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	Not Applicable	Not Applicable	Not Applicable
1 (11-12)	5	Fixed Asset and Supply Asset Inventory	Red River Valley Charter School will develop an inventory policy and procedure which addresses the annual inventory of

			fixed assets and assets below the capitalization threshold.
		General ledger account coding	Red River Valley Charter School will change the Balance Sheet Accounts that do not agree with the PED Chart of Accounts.
		Purchase orders	Red River Valley Charter School has internal controls pertaining to purchasing procedures and will work harder to ensure the duties of approving a purchase order are completed prior to the service being performed.
		Budget Adjustment Requests (BARs)	Red River Valley Charter School had sufficient budget to meet its FY12 operating expenditure and is allowed and did not believe additional budget authority was necessary, however, we will submit BARs in the future for all authorization in funding received to the board and PED for approval prior to the end of the year.
		Restatement	Red River Valley Charter School will review annually the audited fund balances for the school to ensure that amounts roll forward properly.
2 (12-13)	3	Internal Control Structure	Red River Valley Charter School will develop the appropriate internal control policy and procedures for

			purchasing.
		Payroll Transactions	Red River Valley Charter School will implement a review process to ensure payroll forms are complete each payroll.
		PED Budget reports	Red River Valley Charter School will implement procedures to ensure budgets are reconciled to the general ledger and that all PED instructions for completing reports are followed.
3 (13-14)	2	Personnel Files and Benefits Documentation	Personnel files will be reviewed periodically to ensure all required personnel file documents and licenses have been obtained from teachers and substitutes. In addition, RRVCS's business manager will work with the school office manager to review employee payroll deductions, on a quarterly basis, for consistency with monthly NMPSIA invoices and, if required, make any necessary changes or corrections.
		Transportation Funds	RRVCS's business manager has implemented a process for reviewing transportation balances at year end to ensure, when applicable, that the required 50% of unspent transportation funds are paid to PED no later than November 15 each year.

4 (14–15)	Not Available	Audit not yet completed for FY15	Not Available

Identify any changes made to fiscal management practices as a result of audit findings. Changes made to fiscal management practices as a result of audit findings are included in the school's responses above. For additional audit report information, see Appendix A.

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		
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? *If "no" please provide details.*	☒ Yes	☐ 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? *If "yes" please provide details.*	☐ Yes	☒ No	

Educational Requirements—Assurances

1) ☒ Yes ☐ No The school complies with instructional days/hours requirements.
2) ☐ Yes ☐ No ☒ N/A The school complies with graduation requirements.
3) ☒ Yes ☐ No The school complies with Promotion/Retention requirements.

4) ☒ Yes ☐ No Next-step plans are completed for applicable grades.
5) ☒ Yes ☐ No The school has an approved EPSS Plan.
6) ☒ Yes ☐ No The school demonstrates compliance with requirements relating to assessments.
7) ☒ Yes ☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
8) ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.
Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

b) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

c) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

d) ☐ **Yes** ☒ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the ESEA relating to English language learner requirements.

e) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.
Responses from the Home Language Survey were not interpreted correctly. RRVCS is in full compliance at this time.

Employees—Assurances

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

b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—Assurances

a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix. *(Refer to Appendix D)*

b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.

c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.

d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.

e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.

b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.

d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.

e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

1) ☒ Yes ☐ No The school complies with governance requirements? Including:
2) ☒ Yes ☐ No All required School Policies
3) ☒ Yes ☐ No The Open Meetings Act
4) ☒ Yes ☐ No Inspection of Public Records Act
5) ☒ Yes ☐ No Conflict of Interest Policy
6) ☒ Yes ☐ No Anti-Nepotism Policy
7) ☒ Yes ☐ No Governing Body Organization and Membership Rules (i.e., Bylaws)
8) ☒ Yes ☐ No Required Committees (Finance and Audit) and submission of appropriate documentation
9) ☒ Yes ☐ No Governing Body Mandated Trainings

10) ☐ Yes ☒ No Governing Body Evaluates Itself

☒ **Yes** ☐ **No** Is the school holding management accountable?

1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation. The RRVCS Governing Council has made a decision to implement an evaluation process beginning in the 2015-16 school year.

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.

See Appendix B for Affidavit and Employee Signatures

I am the head administrator of the Red River Valley Charter School and hereby certify that: the attached petition in support of the Red River Valley Charter School renewing its charter was circulated to all employees of the Red River Valley Charter School. There are 14 persons employed by the Red River Valley Charter School. The petition contains the signatures of 12 employees which represents 86% percent of the employees employed by the Red River Valley Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF TAOS)

I, Karen M. Phillips, 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.

Karen M Phillips

Subscribed and sworn to before me this 29th day of September 2015.

Elizabeth Berg-Hodges
Notary Public

My Commission Expires: 07/15/16

STATE OF NEW MEXICO ELIZABETH BERG-HODGES NOTARY PUBLIC

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.

See Appendix C for Affidavit and Household Signatures

I am the head administrator of the Red River Valley Charter School and certify that: the attached petition in support of the Red River Valley Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 42 households which represents 76% percent of the households whose children were enrolled in the Red River Valley Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF Taos)

I, Karen M. Phillips, 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.

Karen M. Phillips

Subscribed and sworn to before me this 29th day of September 2015.

Elizabeth Berg-Hodges
Notary Public

My Commission Expires: 07/15/16

ELIZABETH BERG-HODGES NOTARY PUBLIC STATE OF NEW MEXICO

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.

A copy of the building E Occupancy certificate is included as Appendix D.

The Red River Valley Charter School facility meets the requirements of NMSA§ 22-8B-4.2 (D) – Facility Ownership and NMSA § 22-8B-4.2 (C) – Condition Rating. The Questa Independent School District owns the publicly-funded property; RRVCS currently pays $62,000 based on a lease agreement with the district. The RRVCS wNMCI is 3.65 and the school ranking is 642. A copy of the PSFA 2015-16 wNMCI Final Charter School Rankings is also included in Appendix D.

Additions to the Red River Valley Charter School campus include: a Multi-purpose/Science Lab Building (constructed from several Legislative appropriations); a new PreK Classroom/Vestibule Area connected to the Multi-purpose Building (funded by a PreK Capital Outlay grant); and, new permanent classrooms which replaced some of the older portable buildings (funded with district school bond monies and Taos County Gross Tax Receipts).

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. Red River Valley Charter School requests a five-year term of renewal.

II. Checklist

		(Yes)
Appendix A	Financial Statement	☒
Appendix B	Petition of Support from Employees Affidavit	☒
Appendix C	Petition of Support from Households Affidavit	☒
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	
Appendix E	Other Student Performance Goal 1. Service Learning Artifacts	☒
Appendix F	Organizational Goal 1. Professional Learning Team Meetings (Professional Development Program)	☒
Appendix G	Organizational Goal 2. Core Knowledge Sequence	☒
Appendix H	Part C Performance Indicator Sample Data Documents	☒
Appendix I	Examples of Tier 1 and Tier 2 Interventions	☒
Appendix J	Photos of Red River Valley Charter School	☒

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

RED RIVER VALLEY CHARTER SCHOOL

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.

Based on the School Grade Report NMSBA results, RRVCS demonstrated significant progress in the area of math and some progress in the area of reading. Advanced and proficient math scores increased from 27.8% in 2012 to 48.9% in 2014. Advanced and proficient reading scores increased slightly from 52.8% in 2012 to 55.3% in 2014. A review of STAR Math results measured by grade equivalent gains indicates that students gaining one or more years of growth averaged 75% in the first three years. A decline to 50% in 2014-15 was due in part to the transition to Common Core curriculum and high-performing students scoring higher than the maximum of the grade level assessments in fall and spring, resulting in a 0.0 GE gain. STAR Reading results remained relatively flat with an average of 62% of students gaining one or more years of grade equivalent growth.

The School Grade Report yielded additional information on student growth of highest performing students (Q3) and lowest performing students (Q1). RRVCS received a letter grade of A on how well the school did to help individual Q3 students improve. However, RRVCS received a letter grade of F on how well the school did to help individual Q1 students improve. A closer review of Q1 performance indicated that all students in this category made more than one year's growth as measured by scaled score points in both reading and math in each of the three years, but did not reach the level of growth required by the Public Education Department to earn a higher letter grade.

It is clear that even though RRVCS has made progress in academic achievement, there is still much work to do moving forward.

Academic priorities over the next five years include a renewed focus on Q3 and Q1 students in both reading and math, an increase in frequency of data analysis, successful implementation and integration of the Common Core Standards, and an increased focus on higher level thinking skills.

Mission-specific academic Indicators will focus on increasing Q1 and Q3 performance in both reading and math.

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

Strategies to address these priorities will include:

- Tier I and Tier II Response to Intervention (RtI) strategies with increased focused on specific identification of student deficits and root causes in both reading and math, aligning specific interventions and increasing the intensity (additional time, small group, one-on-one instruction) as needed to support skill and conceptual development.
- Specific training in use of DIBELS Next and the easy CBS CCSS Math Assessment for data analysis.
- Continued implementation of the DIBELS Next reading assessment in grades K-2 during the three assessment windows (fall, winter, spring), followed by systematic data analysis, and ongoing progress monitoring. DIBELS Next provides more comprehensive early literacy diagnostic data for targeted interventions than STAR Reading);
- New implementation of the EasyCBM CCSS Math assessment at the Kindergarten level (replaces STAR Early Literacy assessment which provided limited math data);
- Continued quarterly administration of STAR Reading assessment in grades 3-8, followed by systematic data analysis and ongoing progress monitoring;
- Continued quarterly administration of STAR Math assessment in grades 1-8, followed by systematic data analysis, and ongoing progress monitoring; and,
- Ongoing professional development focused on effective instructional strategies, Tier I and Tier 2 interventions and higher-level thinking skills.

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

Assessment and classroom data have informed and directed the modification of the RRVCS school-wide data review system. As described in #2 above, modifications have been made to the K-2 assessment system to provide additional data needed to individualize instruction. The EasyCBM CCSS Math assessment will replace the STAR Early Literacy Assessment which provided inadequate math data; DIBELS Next will address early literacy skills in alignment with the RRVCS Reads to Lead Grant program. The RRVCS assessment system will provide data as follows: STAR Reading will provide grades 3-8 data in 11 domains based on Common Core State Standards; STAR Math will provide grades 1-8 data in 11 domains, also based on Common Core State Standards; DIBELS Next (developed by the University of Oregon) will provide data on K-2 acquisition of early literacy skills; EasyCBM CCSS Math, also developed by the University of Oregon, will provide appropriate developmental data at the Kindergarten level.

The data has also informed and directed the modification of the RRVCS Professional Development program. Planned are specific trainings for DIBELS Next through the Reads to Lead program and use of available online support for the EasyCBM CCSS Math assessments through the University of Oregon. Also, as mentioned in #2 above, ongoing professional development will be focused on effective instructional strategies, Tier I interventions and higher-level thinking skills. In response to data reviews throughout the school year, adjustments will be made to the professional development plan.

Because RRVCS is a small school, the full staff will conduct Monthly Data Review Meetings facilitated by the Head Administrator. Staff will focus on individual student progress monitoring data provided by the DIBELS Next, STAR Reading, STAR Math, and the EasyCBM CCSS Math assessments. The staff will review progress monitoring data In relation to assessment data from standard testing windows throughout the year.

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?

RRVCS's 2014-15 enrollment included 67.1% economically disadvantaged students and 18.8% students with special needs. Q1 students made more than 1 year's growth in 2012, 2013, and 2014 in both reading and math. Based on the 2014 School Report Card "Current Standing" Indicator, economically disadvantaged students' performance (58.1%) exceeded that of all students (55.3%) in reading; however, these students scored slightly lower than all students in math. Students with special needs achieved 33.3% proficient or advanced in both reading and math.

Looking forward, the RRVCS targeted intervention model will be strengthened by monthly data review meetings, changes in the assessment system, and targeted professional development. The targeted intervention model will serve all students including those with special needs and who are economically disadvantaged.

RRVCS is prepared to provide any needed services for ELL students. The staff has been recently trained in language acquisition and literacy through the Guided Language Acquisition Design (Project GLAD®). In addition, two TESOL-endorsed teachers are on staff.

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 body reflects on regular data reports during many of its meetings. Classroom teachers are involved by presenting data and discussing how the data influences their instructional practices. This provides an opportunity for the governing body to ask clarification questions. The governing body also reviews and reflects on all School Report Card data when released. The school's head administrator is held accountable for the school's performance through annual evaluations that include a review of the school's goals and resulting data as evidence of goal achievement.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act requires schools to identify two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals MUST BE provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

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

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

(1) Demonstrate the school's ability to implement the school's mission

(2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

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

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year**.

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.
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 RRVCS Mission: To provide every student the opportunity to develop academically, socially, and physically through quality learning experiences utilizing the Core Knowledge Curriculum.

The RRVCS mission identifies three student-centered components: academic development, social development and physical development. Academic development has been and will continue to be a priority focus. Social development has been addressed through a strong school culture based on the Love and Logic discipline program, character development, and community service. Physical development has been addressed through a strong physical activity program associated with the resort community of Red River. Students are involved in a number of physical activities that include fencing, skiing, snowboarding, hiking, and a regular physical education program. Because of high behavior expectations and supportive structures, RRVCS has found that students demonstrate a high level of social development in their daily interactions with others and physical development in their playground and physical education activities. Performance indicators have been included below for the student-centered components of academic development, social development and physical development.

The mission also identifies Core Knowledge as an educational program and delivery model. RRVCS will continue to implement the Core Knowledge Sequence at all grade levels. Core Knowledge fits the definition of a "Material Term" of the Contract to be negotiated upon approval of the renewal application. Section 8.01(a)(iii) of the Contract, Educational Program of the School, requires identification of the key provisions related to the School's educational approach or philosophy, educational program and delivery model. It is the school's understanding that implementation of material terms are reviewed annually during school site visits and schools are held

accountable through the monitoring process. Therefore, RRCVS has not provided a mission-specific indicator for Core Knowledge.

Rationale for Academic Mission Specific Indicators 1a and 1b (Reading)

Based on the School Grade Report, 2014 NMSBA Reading proficiency was at 55.3%. The School Grade Report provided additional information on student growth of two subgroups: highest performing students (Q3) and lowest performing students (Q1). Although Q3 students were performing well (RRVCS received a letter grade of A), Q1 students were not progressing enough to close the achievement gap (RRVCS received a letter grade of F). It is evident that student proficiency in reading is a primary focus for RRVCS.

Performance Indicator 1.a (grades 3-8) addresses performance for two cohorts of students: Q1 and Q3 students identified by fall performance each year on the STAR Reading Assessment. Performance on the NMSBA is considered "on grade level" when students score either proficient or advanced. STAR Reading uses "grade-level equivalence" as a measure that parallels the NMSBA "on grade level". The 2014 NMSBA Reading proficiency for all students was 55.3%. Q3 NMSBA performance was at 77.4 percent. Q1 performance was at 31.3%. Using STAR Reading, a different assessment, the Q3 "exceeds" target is set at 80% or more. The Q1 "exceeds" target is at 70%. Q3 and Q1 "meets" targets are set at 65 - 79% and 55 - 69% respectively. Targets for both cohorts are rigorous and challenging. The Q3 "meets" target is realistic and attainable. RRCVS recognizes that the Q1 "meets" target will be most challenging, but is confident that significant progress will be made and that it will be attainable.

Performance Indicator 1.b (grades K-2) addresses benchmark performance for two cohorts of students: Q1 and Q3 students identified by fall performance on the DIBELS Next Assessment. The "exceeds" target is set at 80% for Q3 students, and 70% for Q1 students to reach "benchmark" by the end of each school year. The targets for "exceeds" are rigorous, challenging, and possibly attainable. The "meets" target is set for 65%-79% for Q3 students and 55%-69% for Q1 students. RRCVS recognizes these are ambitious and rigorous targets and is confident that "meets" or "exceeds" will be attainable.

Mission Specific Indicator/Goal #1.a: Full-Academic-Year (FAY) students in grades 3 through 8 at Red River Valley Charter School, will be tested in the fall and spring of the school year using the STAR Reading Assessment, and will increase their annual reading proficiency as determined by the STAR Reading Publisher's Reports. The "Growth Report" indicates each student's reading proficiency as a Grade Equivalent (GE) score on both the winter and spring tests. A student is at "grade level equivalence" if the GE shows 3.0 for third grade, 4.0 for fourth grade and so forth. *(See Appendix H for a sample STAR Reading Growth Report)*

Cohort 1: FAY students (highest performing students, the top 75%) based on fall test results each year.
Cohort 2: FAY students (lowest performing students, the bottom 25%) based on fall test results each year.

1a. Did the school meet its mission-specific indicator in Reading (Grades 3-8)?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 80% or more of Cohort 1 students will be at "grade level equivalence" in Reading on the winter or spring test; AND** **Cohort 2. 70% or more of Cohort 2 students will be at "grade level equivalence" in Reading on the winter or spring test;**
Meets Standard: ☐ **The school substantially meets the targets of this indicator if the following rate is met for each cohort:** **Cohort 1. 65 - 79% of Cohort 1 students will be at "grade level equivalence" in Reading on winter or spring test; AND** **Cohort 2. 55 - 69% of Cohort 2 students will be at "grade level equivalence" in Reading on the winter or spring test.**
Does Not Meet Standard: ☐ **The school does not meet standard if the following rate is met for each cohort:** **Cohort 1. 55%- 64% of Cohort 1 students will be at "grade level equivalence" in Reading on winter or spring test; AND** **Cohort 2. 45%- 54% of Cohort 2 students will be at "grade level equivalence" in Reading on the winter or spring test.**
Falls Far Below Standard: ☐ **The school falls far below the standard if it fails to meet any of the standards set forth above.**

Mission Specific Indicator #1.b: Full-Academic-Year (FAY) students in grades K through 2 at Red River Valley Charter School, will be tested in the fall and spring of each school year using the DIBELS Next Assessment, and will increase their annual reading proficiency as determined by the DIBELS Next "Individual Student Reports". Reading proficiency is shown by summary data for FAY students reaching "Benchmark" (also referred to as "Low Risk/Established/Core") status for each grade level in the spring (End) of the school year. *(See Appendix H for a sample DIBELS Next Individual Report)*

Cohort 1: FAY students (highest performing students, the top 75%) based on fall test results each year.
Cohort 2: FAY students (lowest performing students, the bottom 25%) based on fall test results each year.

1.b Did the school meet its mission-specific indicator in Reading (Grades K-2)?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rate is met for each cohort:**

Cohort 1. 80% or more of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core"); AND **Cohort 2. 70% or more of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core").**
Meets Standard: **☐ The school substantially meets the targets of this indicator if the following rate is met for each cohort:** **Cohort 1. 65%-79% or more of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core"); AND** **Cohort 2. 55% - 69% of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core").**
Does Not Meet Standard: **☐ The school does not meet standard if the following rate is met for each cohort:** **Cohort 1. 55%- 64% of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core"); AND** **Cohort 2. 45%- 54% of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core").**
Falls Far Below Standard: **☐ The school falls far below the standard if it fails to meet any of the standards set forth above.**

Rationale for Academic Mission Specific Indicators 2a and 2b (Math)

Based on the School Grade Report, 2014 NMSBA Math proficiency was at 48.9%. The School Grade Report provided additional information on student growth of two subgroups: highest performing students (Q3) and lowest performing students (Q1). Although Q3 students were performing well (RRVCS received a letter grade of A), Q1 students were not progressing enough to close the achievement gap (RRVCS received a letter grade of F). It is evident that student proficiency in math is a primary focus for RRVCS.

Performance Indicator 1.a (grades 1-8) addresses performance for two cohorts of students: Q1 and Q3 students identified by fall performance each year on the STAR Math Assessment. Performance on the NMSBA is considered "on grade level" when students score either proficient or advanced. STAR Math uses "grade-level equivalence" as a measure that parallels the NMSBA "on grade level". The 2014 NMSBA Math proficiency for all students was at 48.9%. 2014 Q3 NMSBA performance was at 83.9%. 2013 Q3 NMSBA performance was at 53.8%. 2014 Q1 performance was at 25% and no scores were reported for Q1 in 2013 (due to the small number of Q1 students). Using STAR Math, a different assessment, the Q3 "exceeds" target is set at 80% or more. The Q1 "exceeds" target is at 70%. Q3 and Q1 "meets" targets are set at 65 - 79% and 55 - 69% respectively. RRVCS is confident that it can maintain Q3 performance and that the Q3 targets are also challenging and rigorous.

RRCVS recognizes that the Q1 "meets" target will be most challenging, but is confident that significant progress will be made and that it will be attainable.

Performance Indicator 2.b (grade K) addresses benchmark performance for two cohorts of students: Q1 and Q3 students identified by fall performance on the easyCBM CCSS Math. The easyCBM CCSS Math will be administered for the first time in 2016-17. The "exceeds" target is set at 80% for Q3 students, and 70% for Q1 students to reach "benchmark" by the end of each school year. The "meets" target is set for 65%-79% for Q3 students and 55%-69% for Q1 students. RRCVS recognizes these are ambitious and rigorous targets and is confident that they will be attainable.

Mission Specific Indicator #2a: Full-Academic-Year (FAY) students in grades 1 through 8 at Red River Valley Charter School, will be tested in the fall and spring of the school year, and will increase their annual math proficiency as determined by the STAR Math Publisher's Reports (Renaissance Learning). The "Growth Report" indicates each student's math proficiency as a Grade Equivalent (GE) score on both the winter and spring tests. A student is at "grade level equivalence" if the GE shows 1.0 for first grade, 2.0 for second grade and so forth. *(See Appendix H for a sample STAR Math Growth Report)*

Cohort 1: FAY students (highest performing students the top 75%) based on fall test results each year.
Cohort 2: FAY students (lowest performing students the bottom 25%) based on fall test results each year.

2.a Did the school meet its mission-specific indicator in Math? (grades 1-8)
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 80% or more of Cohort 1 students will be at "grade level equivalence" in Math on the winter or spring test; AND** **Cohort 2. 70% or more of Cohort 2 students will be at "grade level equivalence" in Math on the winter or spring test.**
Meets Standard: ☐ **The school substantially meets the targets of this indicator if the following rate is met for each cohort:** **Cohort 1. 65% - 79% of Cohort 1 students will be at "grade level equivalence" in Math on the winter or spring test; AND** **Cohort 2. 55% - 69% of Cohort 2 students will be at "grade level equivalence" in Math in Math on the winter or spring test.**
Does Not Meet Standard: ☐ **The school does not meet standard if the following rate is met for each cohort:** **Cohort 1. 55%- 64% of Cohort 1 students will be at "grade level equivalence" in Math on the winter or spring test; AND** **Cohort 2. 45%- 54% of Cohort 2 students will be at "grade level equivalence" in Math on the winter or spring**

test.
Falls Far Below Standard: ☐ **The school falls far below the standard if it fails to meet any of the standards set forth above.**

Mission Specific Indicator #2.b: Full-Academic-Year (FAY) students in Grade K at Red River Valley Charter School, will be tested in the fall and spring of each school year, and will increase their annual math proficiency as determined by the easyCBM CCSS Math "Individual Student Report". Math proficiency is shown by summary data for FAY students reaching "Benchmark" status (also referred to as "Low Risk/Established/Core") in the spring (End) of the school year. *(See Appendix H for a sample Individual Student Report)*

It is noted that RRVCS's Kindergarten class size averages 10-12 students. If the class size is below 10 students in a school year, data would not be reported for that year. Identifying cohorts with this small number would be prohibited due to confidentiality concerns.

1.b Did the school meet its mission-specific indicator in Math (Grade K)?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rate is met:** **80% or more of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core").**
Meets Standard: ☐ **The school substantially meets the targets of this indicator if the following rate is met:** **60% - 79% of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core").**
Does Not Meet Standard: ☐ **The school does not meet standard if the following rate is met:** **50% - 59% of FAY students attain "Benchmark" status (also referred to as "Low Risk/Established/Core").**
Falls Far Below Standard: ☐ **The school falls far below the standard if it fails to meet any of the standards set forth above.**

Rationale for Mission Specific Indicator 3 (Social Development)

Social development is a student-centered component of the RRVCS Mission. Although RRVCS has continually addressed this component through its strong school culture based on the Love and Logic discipline program, character development, and community service, it has not formally assessed growth in social development. As a focus of the RRVCS Mission, staff will begin to gather data in this area of development to identify strengths and weaknesses of the current program. Performance Indicator 3 will be measured by use of a teacher survey, developed by Child Trends and adapted by RRVCS, designed to measure a student's growth in social-emotional skills in three categories: self-control; persistence; and, social competence. An individual survey will be completed for each student in the fall and spring of each school year. This informal survey will be administered for the first time in the fall of 2016; targets are set for 80% for "exceeds" and 70%-79% for "meets". RRVCS recognizes that 2016-17 will be a year of gathering data to establish a baseline. Targets are based on current observation of student interactions.

Mission Specific Indicator #3.: Full-Academic-Year (FAY) students in Grades K-8 at Red River Valley Charter School will be assessed in the fall and spring of each school year using the informal teacher survey adapted from Child Trends and designed to measure a student's growth in social-emotional skills in three categories: self-control; persistence; and, social competence. Progress in skill development is shown by an increase in observed behaviors on a scale of one to four, one describing behavior as occurring "None of the Time" and four describing behavior occurring "All of the Time". Twelve questions yield a total possible score of 48 points with a maximum score of 4 points per question. *(See Appendix H for a sample Survey.)*

Because use of this informal survey is new to the RRVCS, after a year of gathering data, the school will reexamine Mission Specific Indicator 3 to assess whether or not the targets are rigorous, attainable and realistic.

3. Did the school meet its mission-specific indicator in social development?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rate is met:** **80% or more of Red River Valley Charter School FAY students demonstrate a growth of at least 6 points during the school year OR achieve a score of at least 36 points on one of the assessments given during the year.**
Meets Standard: ☐ **The school substantially meets the targets of this indicator if the following rate is met:** **70%-79% or more of Red River Valley Charter School FAY students demonstrate a growth of at least 6 points during the school year OR achieve a score of at least 36 points on one of the assessments given during the year.**
Does Not Meet Standard: ☐ **The school does not meet standard if the following rate is met:**

60%-69% or more of Red River Valley Charter School FAY students demonstrate a growth of at least 6 points during the school year OR achieve a score of at least 36 points on one of the assessments given during the year.
Falls Far Below Standard: ☐ **The school falls far below the standard if it fails to meet any of the standards set forth above.**

Rationale for Mission Specific Indicators 4.a and 4.b (Physical Development)

Physical development is a student-centered component of the RRVCS Mission. RRVCS students are regularly involved in a number of physical activities associated with the resort community of Red River that include skiing, snowboarding, hiking, and fencing. All students participate in a regular physical education program. Students in grades 5-8 have also been involved in the Presidential Youth Fitness Program for the past several years. Students receive progress reports in physical education as part of their report cards. However, physical development has not been formally assessed from a school-wide perspective. As a component of the mission, RRVCS intends to set performance targets and gather data in the physical development of its students based on the New Mexico Content Standards, Benchmarks and Performance Standards for Physical Education (grades K-4) and on the Presidential Youth Fitness Program (PYFP) FITNESSGRAM Assessment for healthy zone analysis (grades 5-8). Data collected will assist in identifying individual, grade level, and school-wide strengths and weaknesses in the current physical education program. The K-4 assessment instrument will be administered for the first time in the fall of 2016; the FITNESSGRAM Assessment for grades 5-8 has been administered previously and targets are based on the informal data collected. Targets are set for 80% for "exceeds" and 70%-79% for "meets". The 80% target for exceeds is ambitious and possibly attainable. RRVCS believes that the 70% target for "meets" is rigorous, attainable and realistic. 2016-17 will be a year of gathering formal data to establish a baseline.

Mission Specific Indicator #4.a: Full-Academic-Year (FAY) students in Grades 5-8 at Red River Valley Charter School will be assessed in the fall and spring of each school year using the Presidential Youth Fitness Program (PYFP) FITNESSGRAM Assessment for healthy zone analysis and development of individual student goals. Assessment results will be measured in relation to the FITNESSGRAM Standards for Healthy Fitness Zone or individual student goals set based on the fall assessment results. *(See Appendix H for* FITNESSGRAM Standards charts.*)*

4.a Did the school meet its mission-specific indicator in grades 5-8 physical development?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rate is met:** **80% or more of Red River Valley Charter School FAY students in grades 5-8 will score within the**

Healthy Fitness Zone based on age-specific standards on one of the assessments given during the year, OR will meet their individual goals based on the fall administration of the FITNESSGRAM Assessment.
Meets Standard: **☐ The school substantially meets the targets of this indicator if the following rate is met:** **70%-79% of Red River Valley Charter School FAY students in grades 5-8 will score in the Healthy Fitness Zone based on age-specific standards on one of the assessments given during the year, OR will meet their individual goals based on the fall administration of the FITNESSGRAM Assessment.**
Does Not Meet Standard: **☐ The school does not meet standard if the following rate is met:** **60%-69% of Red River Valley Charter School FAY students in grades 5-8 will score in the Healthy Fitness Zone based on age-specific standards on one of the assessments given during the year, OR will meet their individual goals based on the fall administration of the FITNESSGRAM Assessment.**
Falls Far Below Standard: **☐ The school falls far below the standard if it fails to meet any of the standards set forth above.**

Mission Specific Indicator #4.b: Full-Academic-Year (FAY) students in Grades K-4 at Red River Valley Charter School will be assessed in the fall and spring of each school year using the grade-level appropriate (K-2 or 4-6) Physical Education (PE) Skill Checklist to measure student competency in New Mexico PE Content Standard 1 (Demonstrates competency in many movement forms and proficiency in a few movement forms.) and New Mexico PE Content Standard 2 (Applies movement concepts and principles to the learning and development of motor skills.). Performance results will be measured by achievement of grade-appropriate Benchmarks and performance standards identified within the two PE Content Standards. The K-2 assessment contains 13 performance standards (skills) and yields a total possible score of 52 points with a maximum score of 4 points per performance standard. The grades 3-4 assessment contains 19 performance standards (skills) and yields a total possible score of 76 points with a maximum score of 4 points per performance standard. *(See Appendix H for Grades K-2 Physical Education Skill Assessment and Grades 3-4 Physical Education Skill Assessment.)*

Cohort 1: FAY students in grades K-2.

Cohort 2: FAY students in grades 3-4.

Because use of these Physical Education Skill Assessments is new to the RRVCS, after a year of gathering data, the school will reexamine Mission Specific Indicator #4 to assess whether or not the targets are rigorous, attainable, and realistic.

4b. Did the school meet its mission-specific indicator in grades K-4 physical development?
Exceeds Standard: **☐ The school surpasses the targets of this indicator if the following rate is met:** **Cohort 1: 80% or more of Red River Valley Charter School FAY students in grades K-2 demonstrate a growth of at least 12 points during the school year OR will meet their individual goals based on the fall administration of the Grades K-2 Physical Education Skill Assessment; AND** **Cohort 2: 80% or more of Red River Valley Charter School FAY students in grades 3-4 demonstrate a growth of at least 20 points during the school year OR will meet their individual goals based on the fall administration of the Grades 3-4 Physical Education Skill Assessment.**
Meets Standard: **☐ The school substantially meets the targets of this indicator if the following rate is met:** **Cohort 1: 70-79% or more of Red River Valley Charter School FAY students in grades K-2 demonstrate a growth of at least 12 points during the school year OR will meet their individual goals based on the fall administration of the Grades K-2 Physical Education Skill Assessment; AND** **Cohort 2: 70-79% or more of Red River Valley Charter School FAY students in grades 3-4 demonstrate a growth of at least 20 points during the school year OR will meet their individual goals based on the fall administration of the Grades 3-4 Physical Education Skill Assessment.**
Does Not Meet Standard: **☐ The school does not meet standard if the following rate is met:** **Cohort 1: 60-69% or more of Red River Valley Charter School FAY students in grades K-2 demonstrate a growth of at least 12 points during the school year OR will meet their individual goals based on the fall administration of the Grades K-2 Physical Education Skill Assessment; AND** **Cohort 2: 60-69% or more of Red River Valley Charter School FAY students in grades 3-4 demonstrate a growth of at least 20 points during the school year OR will meet their individual goals based on the fall administration of the Grades 3-4 Physical Education Skill Assessment.**
Falls Far Below Standard: **☐ The school falls far below the standard if it fails to meet any of the standards set forth above.**

C. Amendment Requests **RED RIVER VALLEY WILL NOT BE SUBMITTING AN AMENDMENT REQUEST.**

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

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED