NM Public Education Department

Options for Parents: Charter Schools Division

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

Red River Valley Charter School	Nov 2015

Head Administrator: Karen Phillips

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
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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

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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%

School Overview

- **Charter History/Academic Performance**

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. 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.

The school's current three year average is a C. The school continues to score low in the areas of Current Standing and Q1 Performance. In recent years, the school has shown declines in the points earned for Final Grade, Current Standing, Q1Growth, and Opportunity to Learn.

School Report Data - Red River Valley Charter School				
	2011	**2012**	**2013**	**2014**
3 Year Average	N/A	N/A	C 51	C 53.7
Final Grade	D 42.9	C 54.5	C 54.66	C 50.43
Current Standing	F 12.1	D 15.5	D 17.5	D 14.75
School Growth	F 3	C 6	C 5.39	B 6.68
Student Growth of Highest Performing Students	F 2.3	C 8.1	B 13.08	A 15.04
Student Growth of Lowest Performing Students	C 15.7	C 15.6	F 9.38	F 5.03
Opportunity to Learn	A 9.8	A 9.3	A 9.31	B 8.93

Because the school has such a small population, PARCC data was not publicly available for analysis.

- **Site Visit Summary**

All school stakeholders indicate they are committed to the school. Parents cite the size and related family atmosphere as the main reasons they keep coming back.

Teachers in the school range from master teachers displaying exemplary practice to beginning teachers struggling with classroom management. Instruction observed during the site visit ranged from students answering teacher directed questions with difficulty, to differentiated learning stations. There was no evidence of sheltered instruction for ELL students. This is a known weakness for the school, evidence was in place that indicates students are now tested for language proficiency but the school has continued work to do regarding instruction in the area of ELL.

The head administrator has an understanding of the purpose of data informed instruction and is working on systems to implement the practice with fidelity.

Governing Board members are equally passionate about the school, though at least one is not clear about the role of a GB member regarding accountability, instead stating that his role includes empathizing with teacher and providing an ear.

Part B. Self-Report—Looking Back

Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

CSD Analysis – School Grade Report For The Last 3 Years
Red River Valley did not show evidence of improving performance in this area on the state report card. Cite the increase of decrease in points on the state report card. In both areas the school was to create statements of progress the school dropped in points. In the area of Current Standing the school decreased in points from 17.5 in 2013 to 14.75 in 2014. In the area of Q1 performance the school

dropped from 9.38 in 2013 to 5.03 in 2014.

Red River Valley did provide a statement of progress, supported by artifacts that describes evidence of data the school systematically collects and utilizes to understand student performance in this area. CSD confirmed data for:

- STAR Early Literacy
- STAR Reading
- DIBELS
- STAR Math

Red River Valley did not provide evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in this area. It is unclear how this data is used to make decisions regarding curriculum or instruction.

Red River Valley did not provide evidence of systematic actions the school takes to respond to the data; CSD confirmed during the site visit the use of the reading interventionist through observation of student pullouts and leveled grouping of students requiring similar interventions. The school indicates in the application that:

- RTI strategies have been implemented
- Professional development has been adopted
- A Reads to Lead grant was won and,
- A reading interventionist was hired.

It is unclear if these interventions were directly linked to the increase in scores indicated in the statement of progress. The school indicates growth in math and CSD confirmed this data, however the reading scores have remained flat for the past two years.

Red River Valley did not provide evidence of improving performance in this area as demonstrated by internal school data in the most recent year. The school indicates growth in math and CSD confirmed this data, however the reading scores have remained flat for the past two years.

Meets ☐	Does Not Meet ☒	Falls Far Below ☐	Not Applicable ☐

CSD Analysis – School Charter Goals For The Last 3 Years

Red River Valley did not show evidence of improving performance in this indicator/goal.
The school failed to meet 3/5 charter goals.

Red River Valley did show evidence of data the school systematically collects and utilizes to understand student performance in this area supported by artifacts. The school indicates three main data points were used to evaluate its achievement.

1. STAR reading

2. STAR Early Literacy
3. DIBELS reading

All data presented in the application indicated stagnant growth with the exception of STAR Early Literacy. CSD confirmed the data for STAR reading, STAR Early Literacy, and DIBLES reading.

Red River Valley did not show evidence of how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance in this area. CSD confirmed the following during the site visit as related to the statement of progress in the renewal application:

- What role the reading interventionist plays
- How RTI and SAT processes work
- How professional development was targeted to the issues in reading and math as identified
- How the addition of DIBELS reading assessment will increase proficiency or growth.

During the course of the site visit CSD was able to confirm the role of the reading interventionist. CSD observed pull-out intervention, utilizing word-level and phonemic awareness work with two students. It was not clear how this intervention was chosen. CSD was able to confirm the use of both the RTI and SAT processes. Documentation of the use of these two processes was provided to the site visit team.

There was little clarity around the tier II interventions in math. Reading interventions were confirmed as previously stated. CSD was unable to confirm the use of Professional Development targeted to areas of increasing student performance in math or reading.

Red River Valley did not show evidence of systematic actions the school takes to respond to the data. CSD was unable to confirm the systematic analysis of data and the targeted interventions in math.

Meets ☐	Does Not Meet ☒	Falls Far Below ☐	Not Applicable ☐

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 and Financial Statement
The school reports that it 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. The school had an audit finding related to its neglect to submit BARs to the PED for the year of 2012. CSD did not confirm the school has rectified this finding.

Meets ☐	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☒**

Audit Findings
The school reports that it follows Generally Accepted Accounting Principles. Red River Valley has decreased its number of audit findings since 2011 from 7 to 2. However one of the findings is a repeat, internal controls. Additionally, CSD found repeated findings in the area of personnel folders, identified in the 2013 audit report and the 2014-15 annual site visit conducted by CSD. Red River Valley has rectified the issue by the time of the renewal site visit.

Meets ☐	**Does Not Meet ☒**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

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
Red River Valley Charter School had the following material violations to their charter as indicated in the 2014/2015 annual monitoring site visit. The renewal site visit confirmed the school has tested for ELL eligibility for the 2015/2016 SY. CSD did not confirm STARS reporting at the time of the visit. The 40 day count was not due by the October 8, 2015 renewal site visit. • STARS Reporting, including IEP's and ancillary services. • ELL Services • Missing PDPs for teachers CSD did not confirm PDPs for every teacher.

Meets ☐	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☒**

Employees			
The school has made assurances that it is meeting organizational performance requirements related to employees including: The school meets teacher and other staff credentialing requirements 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. 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. CSD did not confirm the existence of PDPs for every student.			
Meets ☐	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☒**

School Environment			
The school has made assurances that it is meeting organizational performance requirements related to school environment including: The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years. The school keeps records of fire inspections and other safety requirements. The school meets transportation and nutrition requirements, if applicable. The school complies with health and safety requirements. The building, grounds, and facilities provide a safe and orderly environment. CSD confirmed compliance in these areas during the 2014-15 annual monitoring visit.			
Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☐**

Appropriate Handling of Information
The school has made assurances that it is meeting organizational performance requirements related to appropriate handling of information including: The school maintains required information in STARS and submits in a timely manner. The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities. The school keeps all records safe from fire and theft and stored in a retrievable manner.

All student records are retained and disposed of pursuant to state requirements.

The school properly and securely maintains testing materials.

CSD confirmed compliance in these areas during the 2014-15 annual monitoring visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☐

Governance
The school has made assurances that it complies with governance requirements including: All required School Policies The Open Meetings Act Inspection of Public Records Act Conflict of Interest Policy Anti-Nepotism Policy Governing Body Organization and Membership Rules (i.e., Bylaws) Required Committees (Finance and Audit) and submission of appropriate documentation Governing Body Mandated Trainings Governing Body Evaluates Itself Is the school holding management accountable The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress. The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations. CSD confirmed compliance in these areas during the 2014-15 annual monitoring visit.

Meets ☒	Does Not Meet ☐	Falls Far Below ☐	Not Applicable or Unable to Determine ☒

Part C. Looking Forward

CSD Analysis – Proposed Charter Goals
Red River Valley Charter has included four mission specific/academic indicators in their renewal application. Each of the included goals are written in SMART format and include the appropriate metrics ranging from exceeds to falls far below. The school has included two more goals than required, these goals relate to social emotional well-being and physical fitness. CSD understands that these two areas are important aspects of the school's mission and would encourage the school to make a clear plan for tracking the information needed to determine whether or not they have met these two goals.

Meets ☒	**Does Not Meet ☐**	**Falls Far Below ☐**	**Not Applicable or Unable to Determine ☒**