NM Public Education Department

Options for Parents: Charter Schools Division

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

Roots and Wings Charter School	Nov 2015

Head Administrator: Nancy Gonzalez

NM PED Charter School Division - Renewal Snapshot Report

Roots & Wings Community School

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

General Information

Mailing Address: HC 81 Box 22, Questa, NM 87556
Physical Address: 35 La Lama Rd, Questa, NM 87556
Phone: (575) 586-2076 Ext: Fax: (575) 586-2087 Website: www.rwcs.org
Opened: 2001 State Appvd: Renewal: 2016
School District: Questa County: Taos

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Mission: Roots and Wings Community school is an Expeditionary Learning School that serves the diverse students of the Upper Rio Grande Valle. Set in a farm and mountain environment, Roots and Wings uses the natural surroundings, active pedagogy and personalized atmosphere to make learning an adventure. The results are students that are engaged, self-reflective, and active citizens. The school promotes academic excellence, the fostering of character and service, and students connected to the unique agricultural, cultural and linguistic heritage of Northern New Mexico.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		50	42	5	8.4

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	A	B	B		
2. 3 Year Avg Grade		B	A		
3. Current Standing	B	A	A		
4. School Growth	A	A	C		
5. Highest Performing Students	A	A	B		
6. Lowest Performing Students	A	F	B		
7. Opportunity to Learn	B	B	A		
8. Graduation					
9. Career and College					
10. Reading Proficiency	63.3	72.2	70.6		
11. Math Proficiency	43.3	61.1	58.8		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0.3	1.8	0.58		

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Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	35	43	50	43	42

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	74.3%	76.7%	70.0%	62.8%	57.1%
3. % Female	25.7%	23.3%	30.0%	37.2%	42.9%
4. % Caucasian	37.1%	44.2%	50.0%	55.8%	54.8%
5. % Hispanic	51.4%	39.5%	38.0%	39.5%	35.7%
6. % African American	5.7%	2.3%	6.0%	2.3%	4.8%
7. % Asian	2.9%	0.0%	0.0%	0.0%	0.0%
8. % Native American	2.9%	14.0%	6.0%	2.3%	4.8%
9. % Economically Disadvantaged	42.9%	58.1%	80.0%	58.1%	73.8%
10. % Title 1 TS	0.0%	0.0%	0.0%	0.0%	0.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	25.7%	25.6%	12.0%	14.0%	28.6%
15. % ELL	0.0%	30.2%	0.0%	4.7%	2.4%

School Overview

- **Charter History/Academic Performance**

  Roots and Wings Charter School opened in 2001 as a district authorized charter school with the Questa School District. The school began and remains focused on Expeditionary Learning though at this point they are inspired by Outward Bound rather than full members of the official program. The school has maintained an above average state report card grade over the past years despite high turnover and a rural location.

School Report Data - Roots and Wings Community Charter School				
	2011	**2012**	**2013**	**2014**
3 Year Average	N/A	N/A	B 72.1	A 76.6
Final Grade	B 60.9	A 81.3	B 71.86	B 73.91
Current Standing	C 23.7	B 26.7	A 31.13	A 31.18
School Growth	C 5.3	A 9.3	A 9.77	C 6.26
Student Growth of Highest Performing Students	D 3.6	A 17.3	A 15.14	B 11.16
Student Growth of Lowest Performing Students	B 18.6	A 19.3	F 7.14	C 16.17
Opportunity to Learn	A 9.7	B 8.7	B 8.68	A 9.14

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

- **Site Visit Summary**

  CSD was aware going in to the visit that data was missing to support statements of progress for the state report card grades over the past 3 years. The same problem affected the charter goals included in the application. CSD discovered the charter goals presented by the school were only a sample of the 21 separate academic or mission related goals which were included in the school's charter with Questa School District and not tracked by the school to determine success. These same 21 goals were not included in the school's original application for renewal with the

state for authorization by the PEC. As such, the application did not completely and accurately represent the full extent of information that needed to be verified during the renewal site visit.

The school is supported by teachers, students, parents and governing body members. All stakeholders interviewed spoke at length about the positive impact the school has on its community and students.

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 standards of excellence, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

Material Violations

The Charter School Act provides:

> *A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards or procedures set forth in the charter, 22-8B-12F (1) NMSA 1978.*

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

Material Terms
Roots and Wings Charter School is a district authorized school with the Questa School District. At this time the school seeks renewal with the state and authorization with the PEC. The school has accumulated a number of findings related to material terms in their charter as is discussed in the school's most recent monitoring visit conducted by Questa School District contractors. See excerpt from the district's report in the section entitled Final Site Visit Report 2014/2015 at the end of this analysis. ***The school may comment on the results of the preliminary analysis by typing directly in the text box below. Response areas are available for all remaining sections.***

School Response

Material Terms

First and foremost, RWCS is pursuant of the designation of state charter school due to the extreme lack of partnership, monitoring, and formative feedback over the course of the history of the school from the Questa Independent School District (QISD). Just as the mantra of the students at RWCS with regards to revision is "your feedback makes me excellent," it is also the perspective of the faculty and administration. The school has never received support and effective feedback from the district sponsor, yet the model of curriculum and instruction does serve our students, as indicated by four years of school report card results. And, with appropriate oversight, our program can only improve.

- **Site Visit Summary**

With regard to the RWCS re-charter application submitted in September 2015 and the issue of the data "missing to support statements of progress for the state report card grades over the past 3 years," the application prompt, the rubrics provided, and exemplary re-charter applications from past years were used to craft responses. The expectations of the application and rubrics were unclear on the level of detail expected and the example re-charter applications did not reflect the level of detail requested during the verbal feedback from the CSD provided during the site visit. This statement of progress has been revised in detail in the school response to the School Grade Report in the Past 3 Years.

In the 2010 re-charter process, the application required by the state was fundamentally different. Technically, the RWCS 2010 re-charter contains five Organizational Focus Areas with a total of seven goals and 28 performance indicators. The re-charter was also written with three Student Goals and 22 performance indicators. Based on the 2015 re-charter prompt regarding previous school goals, performance indicators were not considered to be goals but to be measures of the 10 overall goals from the 2010 re-charter. The analysis of the Organizational Focus Area goals were aggregated in the initial application, as they all pertained to the partnership with Expeditionary Learning and the external Implementation Review they provided annually. The performance indicators for the remaining three student goals were selected based on their pertinence to interim and summative standardized assessments and other powerful assessment techniques used in the school model. Based on feedback from the CSD during the site visit, in this current response every performance indicator for all 10 goals in the 2010 re-charter are addressed in the school response section titled, School Charter Goals for the Last 3 Years. It should also be noted that the School Director who wrote the 2010 re-charter goals left the school the next year. The goals were poorly written and not monitored by successive school directors; a situation that has been remedied at the time of this application with greater oversight by the Governing Council and the re-establishment of a functional School Leadership Team.

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 standards of excellence 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

The school has maintained an above average grade in all remaining areas of the report card over the past 3 years.

The validity of the school's assessment data is unclear, as a 2015 assessment audit uncovered numerous violations of regulations, statutory requirements, and standard protocols for assessment administration. The 2015 assessment audit uncovered a failure to provide annual assessment training to staff, failure to abide by material security requirements, failure to document testing processes or irregularities, failure to document student testing accommodations, student test taker interactions during testing, and student test taker and staff interactions during testing.

Roots and Wings Charter School was only required to submit a statement of progress for the 2013 state report card in the area of Q1 performance. CSD creates its analysis of the statements of progress in accordance with the rubric provided to schools during the final renewal training given by CSD.

Roots and Wings did not provide a statement of progress for the area of Q1 performance for 2013, rather the school indicates that their scores fell without presenting any information about systematic and data related actions the school took as a result of the low grade. Roots and Wings did increase its Q1 score the following year, moving from an F to a C for the 2014 school year. Roots and Wings did not indicate in their statement of progress how they accomplished that score increase.

School Response

The response of RWCS on any noted testing irregularities in the PARCC administration in the 2014-15 school year is included in the final school response section of this document, Final Site Visit Report.

Statement of Progress in the Area of Q1 Performance

At RWCS, the academic performance of <u>all students</u> is monitored and assessed using three methods known in the research-base on best practices in using data to drive instruction.

1) Interim data on the Discovery assessment are analyzed quarterly by teachers and the School Leadership Team. The Discovery assessment allows for a deep level of error analysis, which is

crucial for designing classroom-based instructional intervention. Not only are larger trends noted and analyzed, such as overall cohort proficiency rates and proficiency attainment by CCSS domain in reading and math; but individual student and whole class strengths and challenges are identified and targeted through error analysis. In this way, teachers can identify if concepts need re-teaching, if misconceptions exist, or if academic vocabulary needs to be taught, for example. The instructional interventions chosen for implementation are reflected upon with each interim cycle. Furthermore, at RWCS, students track their own progress on interim assessment, conduct their own error analysis, and set goals for using strategies they believe might positively impact their performance on future tests.

Example of note-catcher for student data analysis:

Analyzing Your Test Performance

To further enhance your skills at subverting "The Man's" need for you to conform as measured by test scores, you will be digging into the questions you answered incorrectly on the last interim assessment and determining why you missed that particular problem. Be specific. For example, you might fill in the column, simple mistake, with "accidentally bubbled wrong answer" or the column, I need help, with "what is an irrational number?" Watch your teacher demonstrate how you are to analyze the test, she is quite expert at beating the test. Fill out this chart to guide your reflection.

Problem Number	Math Topic	Simple Mistake	I Need Help

Look at your personal data report and answer the following questions:

What was your percentage change from session 1 to session 2? _____

What is your overall proficiency level? _____

On which test sub-category do you need the most work to improve? _____

Looking at your reflection above, what one strategy could you use on the next test session in February that will increase your score? This question is most important so answer in 2-3 complete sentences.

2) Teachers regularly engage in a Looking at Student Work (LASW) protocol, particularly early in the teaching of skills and content and then near the end of a unit to gauge proficiency attainment on standards-based learning targets. In the use of this protocol, the presenting teacher describes the content and learning experiences, provides learning targets and any associated rubrics to the group; the teacher then poses a focus question, usually related to a target or specific standard of quality. This protocol is used for the purpose of action planning and crafting the next instructional steps in a scaffolded plan. Open discussion generally focuses on four guiding questions:

- What did we discover about the quality of student learning?
- What did we discover about the quality of instruction?
- What are the implications for change in the classroom?
- What is the action plan to make these changes?

3) Finally, RWCS teachers use a deeply embedded project-based learning approach to writing

curriculum that is founded on the principles of student-engaged assessment. The goal here is to assign in order to assess. The focus of this process is on Assessment for Learning:
Assessment For Learning Strategies implemented at RWCS:

1. Provide a clear and understandable vision of the learning target.
2. Use examples of strong and weak work.
3. Offer regular descriptive feedback.
4. Teach students to self assess and set goals.
5. Design lessons to focus on one aspect of quality at a time.
6. Teach students focused revision.
7. Engage students in self-reflection, and let them keep track of and share their learning.
8. Use assessment information to refine curriculum and guide instruction.

The structure of the curriculum in which content and skills instruction are embedded include the following steps:

- Experiences, lessons, observations
- Assignment provided to students and a first draft is composed
- Look at Student Work protocol used as a pre-assessment tool
- Identify and post criteria for excellence for students using exemplars
- Design rubric (generally with students as they examine exemplars)
- Show and discuss performance levels of the first draft (individually)
- Practice through guided instruction of each aspect of quality as identified in the rubric
- Self-evaluation and revision of own work
- Peer-evaluation: Critique
- Revision of own work in light of peer feedback
- Teacher Critique with revision of own work, generally accompanies a Consultancy with the teacher
- Final Product production and assessment
- Student-led conference and summative performance portfolio reflections and presentations

These three data-driven strategies prove effective for a majority of students and foster a feeling of being in control of their own learning through rigorous, project-based assignments. Students can talk about what they are learning and engage in deep reflection of their current level of proficiency in order to set goals and create action plans for improvement.
Students are not always successful with these strategies. Response to intervention (RtI) is a 3-tiered approach used by educators to help students who are struggling with a skill or lesson; every teacher at RWCS uses Tier 1 interventions (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability. Tier 1 interventions allow supplemental and intensive assistance through universal interventions which include (to list a few) remedial strategies, smaller group instruction, differentiated instruction, and more instructional time when needed.
Gaps in skill and content are noted based on the following indicators:

- Parents bringing up concerns,
- Teachers bringing up concerns,
- Interim test scores showing gaps,
- Tiering lessons not leading to improvement,
- Small group lessons not working, and
- Other differentiated instruction techniques not working.

RWCS staff meets weekly to discuss student performance. When teachers notice gaps in skill and content and have adequate documentation that a student is failing to make progress on

learning targets and proficiency rates as evidenced by interim assessments and observation, even with interventions, the teacher and other educators (the RtI team) will meet with that child's parents; and, together, this team will select more intense interventions. The student then enters Tier 2 of the RtI process and begins the SAT process with parents. An individual targeted intervention plan is created with interventions monitored for success through progress monitoring.

Examples of Tier 2 interventions at RWCS in ELA include but are not limited to the following techniques: Paired reading, repeated readings, assisted reading practice, error correction and word drill techniques, guided notes, highlighted text, teaching writing organization, Phonografix pull-out reading program, Lexia reading program, and the explicit teaching of academic vocabulary.

Tier 2 interventions at RWCS in math include but are not limited to the following techniques: Intermixing easy and challenging problems, incremental rehearsal with math facts, small group tutoring, teaching and using visual representations, highlighting key words, graph paper for organization, window overlay to isolate problems, use of manipulatives, and explicitly teaching concept terminology.

Interventions at the Tier 2 level at RWCS for behavior include but are not limited to the following methods: Behavior contracts, progress monitoring of behavior charts, choice of task sequence, script training, peer modeling, peer support, teaching how to identify feelings, and recognizing and reinforcing positive behaviors.

This monitoring occurs for approximately 9 weeks; and the staff and parents meet again to discuss if these individual interventions have worked. The effects of interventions are assessed through the comparison of pre- and post-intervention data. If progress is being made, interventions continue. If not, the student is recommended for testing to see if they qualify for special education. If a student qualifies for special education services, they receive individually designed instruction and related services through an Individualized Education Program (IEP). This is Tier 3 of RtI. (Tier 3 also includes gifted education.) In all tiers, students are universally screened and/or progress monitored to see if the instruction and/or interventions are effective.

A crucial component of interventions at RWCS infiltrate the lesson and learning task design process – differentiation, particularly tiering and compacting (Tomlinson). In tieiring tasks, teachers first identify the appropriate CCS standards and associated learning targets so that instruction can focus specifically on what is intended for students to master with a particular activity. Teachers then decide which tier's needs are addressed with the given activity. The next step is to determine which level of readiness an activity, experience, or resource already addresses. Knowing the proficiency level of the students in the specific classroom is essential. Teachers finally determine the modifications for the remaining tiers. At RWCS, modifications are usually addressed using the following criteria: skill level, vocabulary, complexity, level of thinking, student interest, abstractness, openness of product or process, real world perspectives, and authenticity of product.

Compacting curriculum is used to accelerate or enrich students who have demonstrated mastery of particular standards and associated learning targets. When students are pre-assessed, some students will demonstrate mastery of the selected learning objectives. "The most difficult first" strategy is another method for allowing students to prove mastery. Teachers, when using compacted instruction, provide extension activities and lessons for more in-depth learning of the topic or, in some cases, to accelerate the student through the material. Teachers keep records of student progress and what the student is learning in place of the mastered material.

These approaches to data-driven instruction, student-engaged assessment, instructional intervention and project-based learning are supported by an intensive schedule of teacher professional development and instructional coaching at RWCS. Specific professional development topics include data analysis, data-driven instruction, student-engaged assessment

techniques, standards deconstruction, learning targets and use of targets in classrooms, checking for understanding protocols, facilitating deep student reflection, curriculum writing, and place-based instruction that embeds the principles of project-based learning.
In response to the drop in Q1 performance from 2011-2012 to 2012-13, the reason for the decrease in performance was that 2012-13 was the first year the school had 3rd and 4th grades and a new teacher was hired. Over the course of that year and the 2013-14 school year, the students participated in the Expeditionary Learning educational model that is profoundly different than what was previously experienced; and the teacher received intensive professional development in the above assessment techniques. As a result, the Q1 performance increased in the 2013-14 school year.

CSD Analysis – School Charter Goals For The Last 3 Years

Roots and Wings Charter School failed to include the entirety of their charter goals in the renewal application. As such, CSD could not analyze the meeting of the goals from the school's previous charter. Roots and Wings school was not able to produce data to validate the goals included in the application, citing that the previous administrator took the data with him.

School Response

School Charter Goals for the Last 3 Years

The Organizational Goals from the 2010 re-charter document are included in our response due to the fact that every performance indicator is addressed, as was requested for the Student Goals. The narrative from the initial 2015 application still stands as written.

Focus Area One:
Implementation Of The Expeditionary Learning Model

By 2014, in the following Core Practices, the school will score an average of 3 out 4 on an implementation review conducted annually and independently by a representative from Expeditionary Learning. Additional performance indicators and measures are listed for each supporting goal.

Supporting Organizational Goal # 1:
RWCS will Implement Quality Learning Expeditions

By 2014, the school will score an average of 3 out 4 on an implementation review conducted annually and independently by a representative from Expeditionary Learning. Additional performance indicators that RWCS may reference to demonstrate proficiency:

Performance Indicator	Alignment with EL Model	Measure of Performance Indicator	Supporting Evidence for Performance Indicator 2015

Expeditions will be aligned with standards.	CP 1. 1. (a-d).	▪ RWCS will have eight learning expeditions that are aligned with standards based Scope and Sequence.	• RWCS curricular map (see attached)	
Expeditions will feature compelling topics, in-depth investigations, and guiding questions.	CP 1. 2.	▪ Expeditions will be documented for EL review and score 3 out of 4.	• RWCS curricular map • EL evaluations	
Each expedition will feature high-quality projects.	CP 1. 3.	▪ Projects will be thematic, interdisciplinary, and scored.	Examples: • Creative non-fiction Novel writing • A Buccaneers Guide to the Age of Exploration • School-wide • Energy Audit • Teach-in & plastic bag ban letter writing campaign	
Learning Expeditions will feature experts, service learning, and field work.	CP 1. 4.	▪ Each expedition will feature a minimum of two experts, one fieldwork experience, and one service learning experience.	Examples: • Pecha Kucha presentation with local experts (experts listed in attachments) • Local farm tour with experts (experts listed • Solar company experts from PPC Solar	

Supporting Organizational Goal # 2:
Roots and Wings will Use Active Pedagogy
To Promote Student Engagement and Achievement

By 2014, in each of the following areas, the school will score an average of 3 out 4 on an implementation review conducted annually and independently by a representative from Expeditionary Learning Additional performance indicators that RWCS may reference to demonstrate proficiency:

Performance Indicator	Alignment with EL Model	Measure of Performance Indicator	Sup-porting Evidence for Performance Ind	
RWCS will use Effective Instructional Practices as defined by EL and the SIOP (Sheltered Instruction Observation Protocol) models.	CP II.1.	▪ Teachers will be trained in active pedagogy delineated in an annual PD calendar. ▪ Teachers will record and archive their ongoing use of active pedagogy in their lesson planning using a standard template. ▪ School-wide lesson planning templates will be structured based on the workshop model and SIOP-based lesson design.	• Yearly calendar reflects staff PD • SIOP-based lesson design w a require-ment. The previous director, who has since resigned, disbanded the school Leadership team and did not maintain the charter approp-riately.	
RWCS will teach reading and writing across the disciplines. Core classes will include literacy targets as part of instruction.	CP II. 2 & 3.	▪ Staff will be trained in Readers/writers workshop model. ▪ Core course TAP plans and syllabus will reflect literacy targets.	• Yearly Calendar reflects staff PD • TAP is now STA—Standard Target Assess-ments (see Attached example)	
RWCS will teach inquiry-based math, incorporating STEM (Science, Technology Engineering Mathematics) and other applied projects.	CP II. 4.	▪ Adoption of a core curriculum endorsed by the NCTM. ▪ Inclusion of STEM projects and complex problems into the math instructional sequence documented in semester TAP plans.	• The Curriculum is aligned with the Common Core. • TAP is now STA—Standard Target Asses-ments (see attached) • STEM Projects includes examples like the school	

			energy audit (attached)	
RWCS will teach inquiry based Social Studies & Science	CP II. 5.	▪ Inquiry-based components will be documented for EL Implementation Review.	• Energy audit • STAs and final • Energy audit (see attached) • Watershed Research product Descriptor (see attached) • Plastic Unit syllabus, learning targets, Standards	
RWCS will promote Learning in and Through the Arts. Visual arts, movement, drama and music are used to make sense of concepts in the various disciplines.	CP II. 6	▪ Humanities will included a minimum one DBA project per semester, documented in the Expedition Archive.	• Light and dark side of energy • Accordion book • Pecha Kucha Present-ations (digitally archived) Water molecule perform-ance by K-2 (digitally archived, attached)	

Focus Area Number Two:
A POSITIVE SCHOOL CULTURE THAT PROMOTES CHARACTER, SERVICE, EQUITY AND ADVENTURE

By 2014, RWCS will score a 3 out of 4 in the Core Practice "Culture and Character as measured by an annual independent review by Expeditionary Learning. Additional performance indicators that RWCS may reference to demonstrate proficiency:

Performance Indicator	Alignment with EL	Measure of Performance Indicator	Supporting Evidence for

	Model		Performance Indicator 2015	
RWCS will promote a positive school-wide culture through wilderness trips and challenging experiences that build -- confidence, relationships, and teamwork in the community.	CP III.1 & 4	▪ Successful execution of 1 Wilderness trip and 2 fieldwork experiences a year. ▪ Students record academic and personal reflections in field notebooks	• Document-ed in trip notes that go out to parents before each trip (digitally archived and sample attached)	
RWCS will use specific rituals, traditions, and keystone experiences to build an identity and high-expectations of community minded excellence.	CP III. 1 & 2	▪ Annually, RWCS will document the keystone ex-periences it traditionally offers such as of Cele-brations of Learning, Student-Led Con-ferences, Crew meetings, and public present-ations	• Keystone experiences attendance. archiving is employed now.	have happened Former administ
RWCS fosters a safe, respectful, and orderly community	CP III. 3.	▪ Expectations school-wide are clearly delineated in the school handbook and communicated to students in crew. ▪ Student Behavior is addressed according to a cohesive set of principles and student incidences & mediations	• Parent Quality of Education Surveys done annually and represent 85% satisfaction.	

		documented. ▪ Surveys represent a 85% satisfaction rate regarding school culture among students, staff and parents.		

Focus Area Three:
Community Involvement & Collaboration
RWCS is a community school that invites and inspires community and family participation. Its students contribute to the community as active citizens and participants. RWCS will score 3 out of 4 on its measure of Core Practice III.6. Additional performance indicators that RWCS may reference to demonstrate proficiency:

Performance Indicator	**Alignment with EL Model**	**Measure of Performance Indicator**	**Supporting Evidence for Performance Indicator 2015**
Parents will be active agents involved in their child's educational experience.	CP III. 6	▪ Families will volunteer an average of 12 hours annually. ▪ Parents will demonstrate an average of 90% participation in key RWCS experiences such as Orientation, Back to School night, Student Led Conferences, and Celebrations of Learning.	• Parent partici-pation in their child's experiences happened consistently for 16 years with high attendance. Former admin-istration discard ed all docu-mentation . Digital archiving is employed now.
RWCS will prioritize communication with families.	CP III. 6	▪ Weekly newsletter ▪ Liaison contact 3 times a year ▪ Core instructors will provide weekly updates to family, archived in a blog format. ▪ 85 percent satisfaction rating based on family survey	• Office manager and K-2 currently send out newsletters, and 5-8 as needed Blog idea was intended to be amend-ed when Director who wrote charter left, but new director did not do.

RWCS will develop partnerships with local organizations to support the school's mission.	CP IV. 2.	▪ RWCS will record partnership interaction hours. Community Partners will contribute an average total of 1,000 hours annually of in-kind support. ▪ RWCS will maintain partnerships with at least three local organizations per year	• Localogy (local 501(c)3) provides annual in-kind support i.e, trip p opportunities, place-based curri • Local organizations include fish hatch Acequia association, PPC Solar, Agave Health, Wilson Family Foundation	
RWCS will be a participatory educational presence in the community.		▪ RWCS will provide at least two community events per year. ▪ RWCS will increase community participation by 5% a year from a 2010 baseline.	• Opportunities for community participation experiences have happen-ed consistent-ly for 16 years with high attendance. Former Administration discarded all document-ation. Digita l archiving is employed now.	
RWCS students are active citizens in their community.		▪ RWCS students log an average of 40 hours of community service and participation a year. Logs verified by the School coordinator.	• There is no longer a school coordinator. This was an item to be amended when director who wrote charter left, but new director did not do.	
		▪	•	

Focus Area Four:
Professional Accountability & School Leadership
The RWCS Professional Community will be accountable for student achievement by focusing on data to inform instruction, curriculum development and instructional practices. THE RWCS professional community is dedicated to developing professionally to better serve students. By

2014, RWCS will score 3 out of 4 in the Core Practice of Leadership & School Improvement. Additional performance indicators that RWCS may reference to demonstrate proficiency:

Performance Indicator	**Alignment with EL Model**	**Measure of Performance Indicator**	**Supporting Evidence for Performance Indicator 2015**
School Leaders model on-going professional development through acting as an EL Instructional Guide, crafting targeted Professional Development, implementing the use of coaching, and modeling effective instructional practices.	CP IV.1.	▪ Coaching implemented with core instructional staff ▪ PD schedule/plans ▪ Staff surveys ▪ Implementation review ▪ EL School Designer Logs	• Yearly calendar reflects staff PD for last 5 yrs. Modified 4-day week implemented for staff PD. All EL implementation review data in 2015 charter. EL School Designer logs available from EL upon Request.
	CP III. 5 CP V. 1(c).	▪ Instructors participate in a minimum of 20 PD days a year. ▪ PDP plans demonstrate growth over time and focused PD learning targets.	• Yearly calendar reflects staff PD for last 5 yrs. Modified 4-day week implemented for staff PD. Previous administration did not comply with state
Instructors will use multiple sources of data to improve student instruction and use data to ensure equity.	CP IV. 3.	▪ Teachers will maintain subject specific EPSS plan to document student performance, achievement, and strategies to support student success. ▪ Struggling students will receive targeted instruction and additional resources to support achievement.	• Discovery data used here and is in 2015 re-charter • Differentiation implemented accordingly.

Staff will implement shared templates for lesson plans, unit planning, and data collection.		▪ Expeditions documented in portfolio. ▪ EPSS plans presented to GC.	• Portfolios have been used since school inception. • EPSS plan maintained until director (since let go) chose not to continue.
RWCS provides time for collaborative planning, professional development, and coaching.	CP V. 1	▪ Staff will have 20 days of PD. ▪ Implementation Review 3 out of 4. ▪ Coaching notes & workplan. ▪ School EL workplan.	• Yearly calendar reflects staff PD for last 5 yrs. Modified 4-day week implement-ed for staff PD. Implementation review data in 20 15 re-charter. Previous adminis-tration would not implement coaching cycle or maintain the EL workplan.

Focus Area Five:
Preserving New Mexico's Unique Heritage
Roots and Wings will facilitate cultural awareness and preservation of Northern New Mexico's unique cultural, agricultural and acequia-based heritage by including key academic and experiential elements in the academic program by 2014.

Performance Indicator	**Alignment with EL Model**	**Measure of Performance Indicator**	**Supporting Evidence for Performance Indicator 2015**
All students take Spanish annually, taught in an immersion, contextualized format.	.	• 96 % student participation • RWCS participation in the federal Bi-lingual program.	• This was formally amended and dropped through our local school board who was our re-chartering body. • Amendment available
All learning expeditions will include one case study/example to		• Documenta-tion of scope and sequence	• Curricular map

deepen students connection of content within the context of local history and heritage.				
Local experts & elders will provide connections to content and share expertise.		• 2 local experts present per expedition • Recorded in Community EPSS plan.	• Local experts are used in most Learning Expeditions. EPSS plan not maintained by director at the time (since let go).	(Experts for t
Students will participate in the agricultural heritage of Northern New Mexico.		• Students will participate in and learn about topics such as animal husbandry, harvesting, planting and seed saving through hands-on interactions.	• Documented • Learning Expeditions incorporate the Acequia research Farm tour Lama mountain animal husbandry and community garden Goat caring and sheep shearing	

Over the four-year scope and sequence, students will study core topics in sustainability, grounded in New Mexico's local land base.		The following topics will be part of the 4-year scope and sequence:
		▪ Laws of thermodynamics
		▪ Basic principles of ecology
		▪ Carrying capacity & scale
		▪ Acequia history past and present
		  ▪ Sustainable agriculture
		  ▪ Traditional seed saving
		  ▪ Food planting, harvest & preservation
		  ▪ Steady-state economics
		  ▪ Environmental ethics & law
		  ▪ Environmental justice
			• Learning Expedition Planners and curricular maps give examples (attached)	

		▪ Social justice ▪ Traditional & innovative technologies ▪ Limits of modern technology ▪ Perspectives of local land stewards, past & present ▪ Soil science basics ▪ Basic animal care ▪ Watershed science ▪ Sustainable architecture ▪ Sustainable energy ▪ Traditional art forms		

Student Goal # 1:
Roots and Wings Students Achieve Academic Excellence.

By 2014, students will demonstrate academic excellence by meeting 80% of the following academic performance indicators. Reflected in this goal is Expeditionary Learning approach that stresses the use of multiple sources to ensure student achievement.

(CP II. Benchmark 7: Using Effective Assessment Practices and
CP IV. Benchmark 3: Using Multiple Sources of Data to Improve School Student Achievement)

Performance Indicator	**Alignment with EL Model**	**Measure of Performance Indicator**	**Supporting Evidence for Performance Indicator 2015**
Students attending RWCS for two years will shows a 5% growth in their NMSBA scores (from entrance baseline)	CP II.7 (d)	Record of NMSBA test scores	Reading 31.2% met 68.8% did not meet Math 35% met 64% did not meet
Students will complete two semester-long projects a year that are scored at	CP I.5	Record of teacher assessment	Included in student portfolios, and reflected in student narrative assessments (grade cards)

proficient or higher using a standards-based rubric. These projects will be publicly displayed and defended.				
Student's standards-based portfolios will reflect an average of 3.5/5 on semester work (equal to proficiency plus).	CP II. 2-5	Data-base record	Included in student portfolios, and reflected in student narrative assessments (grade cards)	
Students attending RWCS for at least two years will meet benchmarks for their grade in standards-based double scored-work samples.	CP II. 2-4	Data-base record	Reflected in student narrative assessments (grade cards)	
Students will show an average of 5 % increase in their MAPS mathematics testing over the course of a year.	CP II.7 (a)	Record evaluation of whole school of test scores	Discovery Test was used instead of MAPS. Math 33% met Math 66% did not meet	
Students will show an average of 5 % increase in their MAPS reading testing over the course of a year.	CP II.7 (a)	Record evaluation of whole school of test scores	Discovery Test was used instead of MAPS. Reading 30% met Reading 70% did not meet	
Students will demonstrate 1 grade level of growth for each year of attendance using the federally recognized Developmental Reading Assessment	CP II.7 (a)	Record of test scores or other assessments	DIBELS testing used on K-5 and available upon request. • This indicator was intended to be amended when Director who wrote charter left, but new director did not do.	

(DRA)--or equivalent.				
70 % of students who attend RWCS for **two consecutive years** will achieve proficient or higher on their NMSBA scores in reading	CP II.7 (d)	Record of NMSBA test scores.	74% met 26% did not meet	
55 % of students who attend RWCS for **two consecutive years** will achieve proficient or higher on their NMSBA scores in math	CP II.7 (d)	Record of NMSBA test scores. Many of our students enter in below proficiency.	58% met 42% did not meet	
Students will demonstrate meeting benchmarks in art by using discipline based art (DBA) to present understanding of a key academic concept each semester.	CP II.6	Record of TAP and syllabus. Photo documentation of project exemplars.	This indicator was intended to be amended when Director who wrote charter left, but new director did not do.	

STUDENT GOAL #1 OVERALL RESULTS:

	Does not meet	Meets
Student Goal #1 *By 2014, students will demonstrate academic excellence by meeting 80% of the following academic performance indicators. Reflected in this goal is Expeditionary Learning approach that stresses the use of multiple sources to ensure student achievement.*	74%	26%

Comment:

With the method for analyzing the assessment-based performance indicators, more than three of the gifted or excelling students scored between 50% and 75% on this goal, overall. These students tested high in both pre- and post-testing and therefore did not reflect the 5% growth on interim or summative assessment, yet were clearly proficient and advanced on the tests. Therefore, this goal is not sufficient for representing the achievement of high performing students. This phenomenon skews the data in both subject areas.

This goal, on the whole and as it is written in the 2010 re-charter document, was not met. The goal reads that each student will meet 80%, 8 out of 10, of the performance indicators. The performance indicators that should have been amended from the 2010 charter were removed from the analysis:

1. Three of the performance indicators should have been amended: DRA and double scoring; and, therefore, the indicators would reduce to seven.
2. The first performance indicator for the NMSBA should have been disaggregated into two indicators – E therefore, the indicators would increase to eight.
3. Eighty percent of the eight indicators would mean that students would need to meet 6 of 8 performance indicators to meet the goal.

Twenty-six percent of students met 80% of the performance indicators for goal #1. And, <u>all students</u> met at least 63% of the performance indicators, as every other performance indicator is part of the mandatory curriculum at RWCS.

Student Goal #1 was written by a director who left the school 4 years ago. It is apparent she had a clear way she wanted to proceed with the analysis and documentation of these goals. Unfortunately, the director who replaced her did not follow the procedure for charter maintenance and data reflection and chose not to fulfill or document any of the goals nor did he maintain any databases. This statement is not an excuse. The subsequent administration and leadership team have remedied this issue in several ways:

1. The director who ignored these goals resigned.
2. The current outstanding director has a background that includes more than 20 years experience as a principal and excels in documentation of compliance issues; completing state required through on all personnel, board, and state issues.
3. The Governing Council has clear oversight over the current director, has followed through with required evaluations, and is on board with the remediation of this issue. If renewed, the 2015 charter goals will be consistently evaluated by the staff, school leadership team, director, and Governing Council.
4. The 2015 re-charter goals have been simplified and clarified and will be shared with all staff, the Governing Council, and the School Leadership Team. Staff and administration will experience professional development regarding all requirements that directly pertain to the charter goals and their responsibilities in fulfilling and documenting those. Databases have already been created and are being maintained on any and all pertinent data related to the effectiveness of the program at RWCS.

Student Goal #2:
Roots and Wings Students are engaged and self-reflective thinkers that take ownership of their learning.
By 2014 students 96% will demonstrate ownership of their learning process and craftsmanship in work using the following indicators:

Performance Indicator	Alignment with EL Model	Measure of Performance Indicator	Supporting Evidence for Performance Indicator 2015

Students will defend their progress, work, and learning in bi-annual student led conferences. Conference notes will become part of their portfolio.	CP 1.5 CP II. 7 (c).	Participation logged in EPSS plan.	• Student-led conference reflections in student portfolios.	
Students demonstrate the quality of craftsmanship by revising their work using feedback. They produce multiple drafts of key assignments that become part of their portfolio.	CP II.7 (c)	Portfolio samples.	• Student-led conference reflections in student portfolios.	
Use of Personalized Learning Plans (PLPs) for those students needing challenge or academic or behavioral support.	CP I.5 CP III. 1 (b)	Record of PLP's and follow-up.	• Students needing PLP's have plans in cumulative and/or sped folders.	
Scored an average of 3 out of 4 in *Expeditionary Learning's Benchmark 5: Producing and presenting High Quality Student Work.*	CP I. 5	EL Implementation review.	• EL Implementation review in 2015 re-charter document.	
Students will complete a minimum of 20 hours a semester of independent learning, research, focused activity, mentorship or apprenticeships.		Logged in Crew.	• Was intended to be amended when Director who wrote charter left, but new director did not do so.	
Students who attend RWCS for one year will set goals and form action plans to meet these goals.	CP III.1 (d)	96% participation. Copies of plans kept by crew leaders. Become part of student portfolios.		

STUDENT GOAL #2 OVERALL RESULTS:

Student Goal #3:
ts and Wings Community School is a school that fosters character, adventure, citizenship fitness.

100% of our students will complete the following indicators.

Performance Indicator	**Alignment with EL Model**	**Measure of Performance Indicator**	**Addressed 2015 Re-charter**
1) Students participate in physical and intellectual adventure. Students participate in a minimum of two adventure experiences a year.	CP III.4	Student attendance on overnight wilderness trips and other adventure experiences logged as part of EPSS plan.	Trip notes for each trip available upon request. Director who was let go did not maintain EPSS plan.

	Does not Meet	Meets	Explanation
2011-12	0%	100%	
2012-13	0%	100%	
2013-14	1) 6% 2) 6% 3) 0% 0%	1) 94% 2) 94% 3) 100% 100%	For performance indicators 1 and 2, in the 2013-14 school year, we had a family with 2 children who chose not to participate in our outdoor trips.

Comment:

As stated above, the director who wrote these goals had a clear plan as to how she wanted the re-charter goal analysis executed. Performance indicators that were consistent with Expeditionary Learning were easily maintained when staff and leadership turned over. These indicators include the following performance indicators: Student-Led Conferences and the documentation of multiple drafts demonstrating the revision process for work in student portfolios, and producing and presenting high quality work. The use of Personalized Learning Plans was documented at the time of their instantiation; however, a copy was not maintained in school files when students left the school. Maintaining a contract with Expeditionary Learning (EL) proved financially impossible, so RWCS was given permission by EL to be an "EL-Inspired" school. This meant the progress monitoring done by EL was no longer conducted. The former director had a vision of "20 hours a semester of independent learning," which did not lend itself to the project-based learning RWCS provides, a performance indicator that should have been amended. This performance indicator needed to be amended. Experts are an integral aspect to the curriculum and students worked independently through final products but formally designed mentorships or apprenticeships would take away from the whole group work and presentations that often are presented at the end-of-semester Celebration of Learning. Lastly, goal setting has been implemented as a career and college readiness skill in the middle school. The documentation of this process and the results have not been maintained. It is now being formally used by current teachers but was never an expectation by the former administration.

CSD Analysis – Proposed Charter Goals

Roots and Wings Charter School included two goals in the renewal application. One goal is an academic goal based on an increase in PARCC assessment scores, The second goal is related to civic action and is mission related. Both goals are written in SMART format and offer a sufficient starting point for negotiations with the PEC should the school be granted renewal.

School Response

Proposed Mission Indicator Goal #1

Mission: *RWCS inspires students to achieve academic excellence.*

Proposed Performance Indicator:

For students in the Q3 cohort, student proficiency in ELA and mathematics, as measured by interim assessments, will exhibit 5% growth each year. Students in the Q1 cohort will demonstrate a 3% growth in mathematics and ELA, as measured by interim assessments.

Proposed goals measures and metrics:

Exceeds Standards:

Q3 cohort – Based on the final interim assessment results, all students attain more than 5% growth in ELA and mathematics.

Q1 cohort – Based on the final interim assessment results, all students attain more than 3% growth in ELA and mathematics.

Meets Standards:

Q3 cohort – Based on the final interim assessment results, all students attain 5% growth in ELA and mathematics.

Q1 cohort – Based on the final interim assessment results, all students attain 3% growth in ELA and mathematics.

Does Not Meet Standards:

Q3 cohort – Based on the final interim assessment results, students attain 3-4% growth in ELA and mathematics.

Q1 cohort – Based on the final interim assessment results, students attain 1-2% growth in ELA and mathematics.

Falls Below Standards:

Q3 cohort – Based on the final interim assessment results, students attain below 0-2% growth in ELA and mathematics.

Q1 cohort -- Based on the final interim assessment results, students attain below 0-0% growth in ELA and mathematics.

Description of how the proposed performance measure would accurately measure the school's goals and mission:

Achieving academic excellence, the skills to read for information, to craft claims and evidence, to perform advanced mathematics, and to write to communicate effectively, is the foundation of students' abilities to take an active role in an ever-changing world. The authentic curriculum at RWCS provides the foundation for students to be prepared to create informed opinions about the key issues of our times and to engage in civic action to be the change they want to see in the world.

Description of the underlying support data to be collected, provided, analyzed, and reported:

The RWCS teachers and school leader will be responsible for on-going analysis of interim and summative assessment data, as well as other measures, and for the presentation of those data to the SLT and GC to monitor progress toward the goal.

- Analysis of growth in mathematics and ELA on interim assessments.

- Monitoring the School Grade Card for increases above 0 on School Growth scaled scores.
- Monitoring the School Grade Card for increases above 0 on Student Growth scaled scores and bottom range scores at 0 or above.
- Monitoring the School Grade Card for stability or growth in the Q1 cohort.
- Analysis of the percentage of students in the proficient and advanced categories on the PARCC in ELA and mathematics for upward trends.

Description of methodology for analysis of underlying support data:

- Teachers will create and maintain spreadsheets of summary data from interim assessments that includes data for each testing period.
- Teachers will calculate % growth from pre- and post-test data from interim assessments.
- The SLT will monitor the School Grade Card growth scaled scores for School Growth and Student Growth.
- The SLT will analyze the trends in ELA and mathematics proficiency levels on the PARCC.

Proposed Mission Indicator Goal #2

Mission: *RWCS inspires students to reach for personal excellence, thus enabling them to be engaged citizens in an ever-changing world.*

Proposed Performance Indicator:

90% RWCS students, by the time they graduate in 8th grade, will participate in at least one civic action, based on their personal stance on a key issue in our world. Civic action includes, but is not limited to, petition writing, letters to newspapers and/or government representatives, public service announcement creation, public debates, etc. This work can be done through the regular curriculum and/or on their own volition.

Proposed goals measures and metrics:

Exceeds Standards: All students participate in more than one civic action by the time they graduate 8th grade.

Meets Standards: 90% of students participate in one civic action by the time they graduate 8th grade.

Does Not Meet Standards: 80-89% of students participate in one civic action by the time they graduate 8th grade.

Falls Below Standards: Less than 80% of students participate in one civic action by the time they graduate 8th grade.

Description of how the proposed performance measure would accurately measure the school's goals and mission:

RWCS believes that educational experiences should be designed that honor the perspectives of youth on the key issues we face in our current time, such as climate change, diversity and equity, and poverty. We design curriculum that engages students in civic action now, as youth, and that honors their intelligences and perspectives. As a result, RWCS students are prepared, in unique ways, to be life-long, informed citizens who can express an educated opinion and act on it.

Description of the underlying support data to be collected, provided, analyzed, and reported:

Data will be collected by teachers and school administration and reviewed by the SLT and GC as evidence that the RWCS mission is being met.

- Students will engage in an annual reflection during Passage of how they have done more than they thought possible. This reflection will be included in their Passage portfolio and presented at their

Presentation of Learning. Portfolios include the written product associated with civic action, such as a persuasive essay supporting or refuting the need for a plastic bag ban in the county. Portfolio reflections include semi-annual student-led conferences. They also rely on students analyzing and tracking their own progress on interim and summative assessments.

- 90% of the thematic curriculum, K-8, will culminate in an authentic, civic action-oriented final product.
- 90% of students will be rated proficient and advanced on rubrics assessing public presentation skills.
- 90% of students will be rated proficient and advanced on rubrics assessing CCSS ELA speaking and listening standards.
- 90% of students will be rated proficient and advanced on rubrics assessing CCSS ELA claims, evidence, and reasoning standards, while demonstrating the ability to take multiple perspectives on a controversial issue.
- 95% of students will participate in wilderness adventure and complete a post-trip reflection documents the impacts on their feelings of self-efficacy and confidence.
- 95% of students will be rated proficient and advanced on rubrics assessing their Habits of Work and Learning (HOWLs), based on Professionalism and Character.
- 95% of students will participate in thematic learning expedition fieldwork and service opportunities.

Description of methodology for analysis of underlying support data:

- Documentation of authentic, civic action-oriented final product in teacher learning expedition plans.
- Student Passage portfolios will include annual reflections on their perceptions of achieving more than they thought possible. These will be critiqued and revised for inclusion in portfolios.
- Teachers will report proficiency ratings on grade cards related to public presentation skills; speaking & listening skills; claims, evidence, and reasoning skills; and HOWLs.
- Teachers and school administration will create spreadsheets to monitor student participation in fieldwork, service, and wilderness adventure

CSD Analysis – Final Site Visit Report 2014/2015

Roots and Wings Charter School is a Questa School District authorized school seeking renewal with the state, authorized by the PEC. As such, the school has been monitored by the Questa School District for compliance with material terms of the charter and other compliance matters. The following excerpt is from the most recent review conducted by the Questa district in June of 2015:

"The Report prepared by Dr. Daniel Trujillo also identifies several deficiencies within the Charter School's programs, including but not limited to, three conflicts of interest presented by business transactions occurring between the Governing Board of the Charter School and school staff; Special Education files are not complete and missing integral pieces; Personnel files are not complete; the Education Plan for Student Success has not been updated for three (3) years; there is no evidence of a Maintenance Prevention Plan, or a Complete Safety Plan. There is minimal evidence of a complete Fire Drill Report or Safety Procedure Compliance. There are transportation problems as well as nutrition problems. Students are allowed to walk around barefoot or in socks. In addition, the Governing Board only has three members, where the relevant statute calls for a five member Board.

Accordingly, based on the deficiencies exposed by the Reports, we are hereby providing notice, pursuant to § 22-8B-12(F), that the Charter School is being placed on "corrective action notice" and is

hereby directed to develop and submit a Corrective Action Plan ("CAP") setting forth time-frames and methods for compliance with all fiscal, overall governance, and student performance requirements, as well as legal requirements. The Corrective Action Plan shall be submitted to District's Superintendent by no later than July 1, 2015. All items listed on the CAP must be proposed for and completed by no later than September 30, 2015. The District will then review and determine whether to approve your proposed CAP. If the District finds that your proposed CAP requires supplementation or revision, those findings must be addressed within five (5) school days of your receipt of the District's proposed supplements and revisions.

Should you fail to remedy each of the problems identified in the Reports within the time-frame specified herein, the Questa School Board intends to initiate action to suspend or revoke Roots & Wings' charter."

CSD found similar issues with Special Education as well as personnel files. These two areas of the Questa corrective action plan were not rectified by the time of CSD's renewal site visit on October 23, 2015. In addition, CSD confirmed the absence of an adequate home language survey to enrollees and therefore the school has not identified or tested any ELL students.

CSD met with the PED assessment bureau and confirmed the questions raised by the district regarding irregularities in PARCC testing. CSD was informed that a 2015 assessment audit uncovered numerous violations of regulations, statutory requirements, and standard protocols for assessment administration. The 2015 assessment audit uncovered a failure to provide annual assessment training to staff, failure to abide by material security requirements, failure to document testing processes or irregularities, failure to document student testing accommodations, student test taker interactions during testing, and student test taker and staff interactions during testing.

It appears that the remainders of the items out of compliance are either remedied or steps have been taken to remedy them as of the time of CSD's visit.

School Response

RWCS strongly states that QISD failed to provide any appropriate oversight or feedback in the entire history of the existence of the school since 2001, until a hasty and surprise instructional audit last May of 2015, in response to the realization of their lack of due diligence for 15 years. Again, this issue provided the motivation for the School Leadership Team to recommend to the director and the Governing Council to pursue status as a state sponsored charter school. It is unfortunate that the CSD quoted the QISD review from May of 2015 in their Final Site Visit analysis when, in actuality, they found that most of the issues outlined in the quote were remediated.

RWCS responded to the Questa Independent School District audit from May of 2015 for compliance with material terms of the charter and other compliance matters through an investigation. Again, this investigation is the only instance of oversight on record at RWCS, except the Facilities Audit conducted in June 2011 by Pom's and Associates, an audit which was not located at the RWCS campus. In the history of RWCS, staff members recall visits by at least four QISD Superintendents in the last fifteen years to attend graduation or visit a classroom or two; but no record exists of formal visits followed by feedback.

With regard to personnel files, RWCS' review of personnel files, prior to CSD site visit included a checklist to monitor documents as received by the business office and the Director. CSD recommended a standard file folder in which to place documents in a particular order for easy access. These personnel

file maintenance issues have been rectified.
In response to issues with the RWCS special education department, during the CSD site visit, the representative stated in a follow-up phone conversation was that the only irregularity was that three IEPs had not been conducted by the due data but were already scheduled. The special education teacher was under the assumption that a grace period of 30 days was allowed. This misconception is remedied. Furthermore, please reference the letter from the QISD Special Education chair, who works in collaboration with the RWCS special education teacher:
To whom it may concern,
In response to the quote from QISD," *Special Education files are not complete and missing integral pieces,*" I would like to share my experience with Roots and Wings. For the past several years, QISD had neglected to provide ongoing support and supervision for Roots and Wings in the area of Special Education. After reviewing their files in May 2015, there were areas that needed immediate improvement. Since that initial review, Roots and Wings has participated in Special Education Trainings and switched over to our district's online student management system, SEAS. They are now beginning the arduous process of transferring all IEPs to a virtual format that I can review at any time. They also have access to me as the QISD Director of Special Education to participate in any IEP meeting in which they need an administrator to participate. We are in regular contact to support them in making these improvements in their special education department.
From my experience with Roots and Wings, I have found them open to making these changes and have willingly done so. I will continue to monitor their progress throughout the year.
Thank you,
Nora H. Sanford, MSEdL
QISD
Director of Special Education

RWCS has collected the Home Language Survey in the registration packet upon enrollment and at the beginning of the school year. The Home Language Survey is included in the STARS program. With past directors and former business managers, the assumption was that because RWCS did not have a Bilingual program, an second Home Language Survey given in addition to the survey required for STARS reporting was not necessary. Following CSD's site visit, the second, and identical, Home Language Survey required by the CSD to attain an adequate Home Language Survey process was developed and parents/guardians have signed them. The students indicating a second language will be assessed.

RWCS willingly chose to participate in administering the PARCC assessment. The New Mexico Public Education Department visited RWCS soon after the majority of students completed the assessments. RWCS did have some students who needed to make up a test or two. The teachers and staff were provided training but not as extensive as it should have been; the director and the IT staff member attended study sessions to learn how to prepare and proceed. The materials were always kept locked in the director's office. The director failed to have each staff member sign and date a record keeping document as student tickets were picked up for testing and returned at the end of the test period; but all materials were always returned to the director's office. The irregularities as noted by personnel from NMPED were not sent to the director as indicated that they would do so; if the QISD Superintendent received this report, the school did not receive it from the district. The director clearly knows and understands the importance of following protocols. The following statement is neither an excuse nor a reason but fact of the hardship of the transition to the PARCC testing format: Between the IT staff member and the director the focus was on assuring the computers were ready and compatible with PARCC, along with assuring RWCS had the internet capability. During the testing situation, the test was continually dropping students from the testing site and other technological issues from the PARCC site

were a constant challenge and focus. The state was even required to designate a second IT professional to the school to deal with the myriad of testing platform issues. Troubleshooting at the level of the PARCC platform was all consuming. The director focused on understanding the PARCC program in the attempt to minimize interruptions to the testing situation and providing a calm environment conducive to testing. For special needs accommodations, RWCS staff, with support from the Special Education Director from QISD, set up the accommodations. At the time of the NMPED visit the director was informed that the accommodations are for the most profound special needs students. At RWCS there are quite a few special needs students and now knowing and understanding for which students the accommodations are designed, RWCS will support the special needs students as allowable, without creating irregularities. In defense of RWCS, the QISD Superintendent did not communicate with the director prior to the NMPED visiting the school. The director is honest and trustworthy in responding to issues that affect RWCS with the intent to continue student safety as a priority as well as academic excellence.