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
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HANNA SKANDERA
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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	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.

(November 9-16	
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

(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

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

Nancy González, Director Email: director@rwcs.org
Michael Rael, Gov Bd President Email: mrsr102k@hotmail.com

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		

NM PED Charter School Division - Renewal Snapshot Report

Roots & Wings Community School

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

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%

Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back
The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

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

New Mexico Educational Standards--School Grading Report
(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math <u>as measured by the SBA</u>**. 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.

NMSBA NARRATIVE

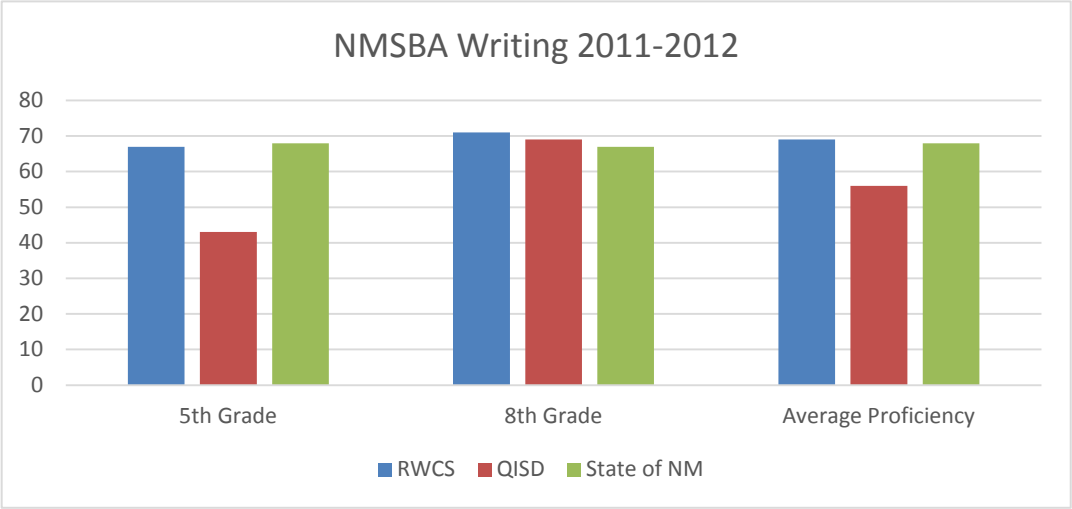
RWCS has traditionally enjoyed solid scores on the NMSBA math and ELA tests and excellent participation in the test, typically 95 per cent or more. We work to build competence in our students to take tests - while simultaneously preparing our students to succeed in the real world with innovative methodologies. It is important to note that our 2010 re-charter goal regarding the NMSBA test results was for students to show a 5% growth in their scores. We met that goal for this re-charter.

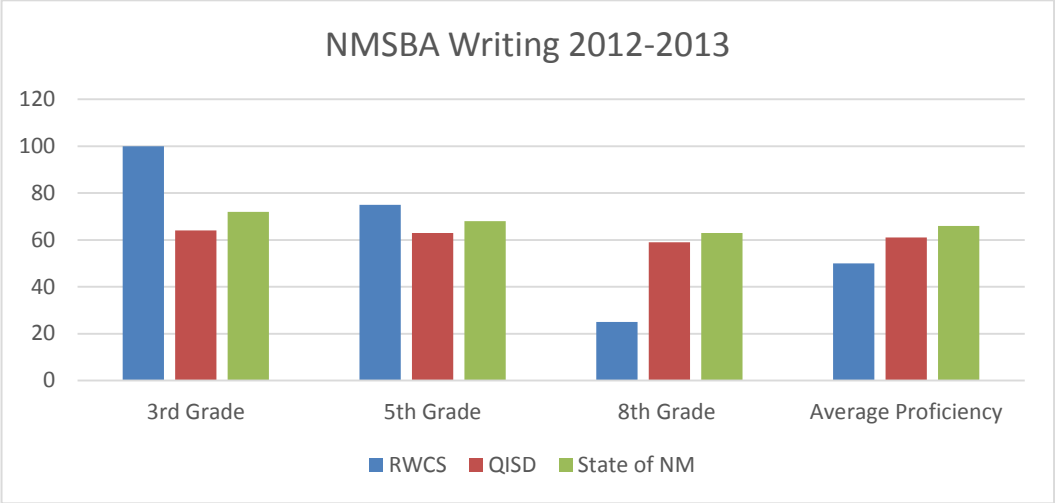
What is not immediately apparent in the NMSBA scores or other such standardized measures is the innovative nature of the Expeditionary Learning model provided at RWCS. Expeditionary Learning is one of the top models of comprehensive school reform. With an approach to curricula that links real world issues with challenging project-based learning, the EL model demands that students investigate and solve socially-relevant problems and affect meaningful change in communities outside their classroom. EL provides teachers with top-ranked professional development so that best practices in education are learned and immediately implemented. Students benefit from experiencing a different way to learn, which can be seen in a high level of engagement in students to be at school and do rigorous academic work. This excitement and achievement transfers to traditional testing contexts.

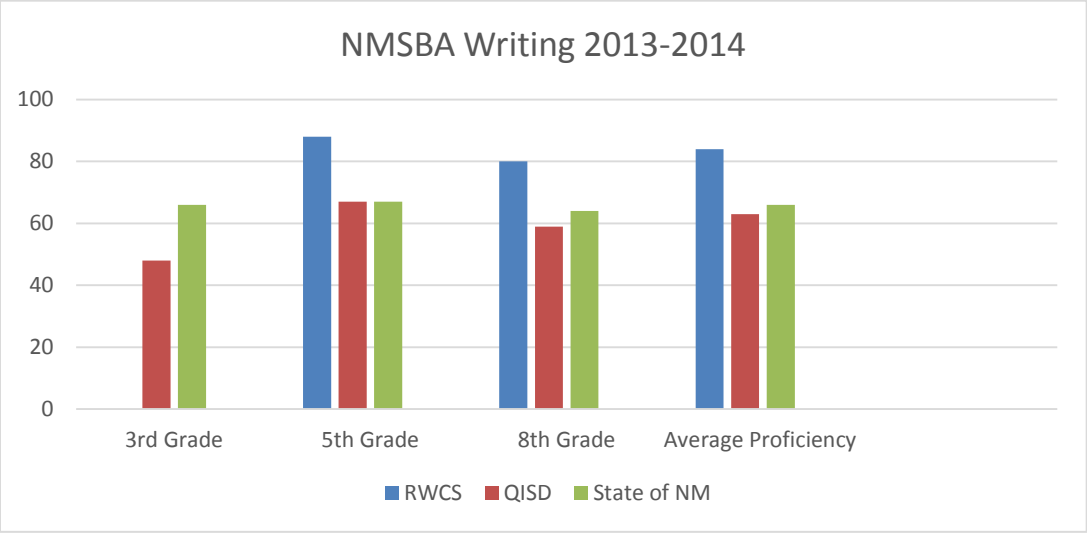
We strive to prepare our students to succeed in the world; we perceive these tests to be a data point, a snapshot. However, students shine in a myriad of ways - presenting data to the local acequia association, putting Kit Carson on trial in the county courthouse, presenting the water cycle through dance and drama. Students have even presented at national conferences, specifically at the National Mid-School math conference

two years in a row. These examples are evidence that students' growth and success are celebrated in many ways at RWCS. And through the use of these rigorous and innovative methodologies and best practices that do not teach to the test, students are able to transfer their knowledge to standardized tests. RWCS' data consistently provide evidence that this model is working.

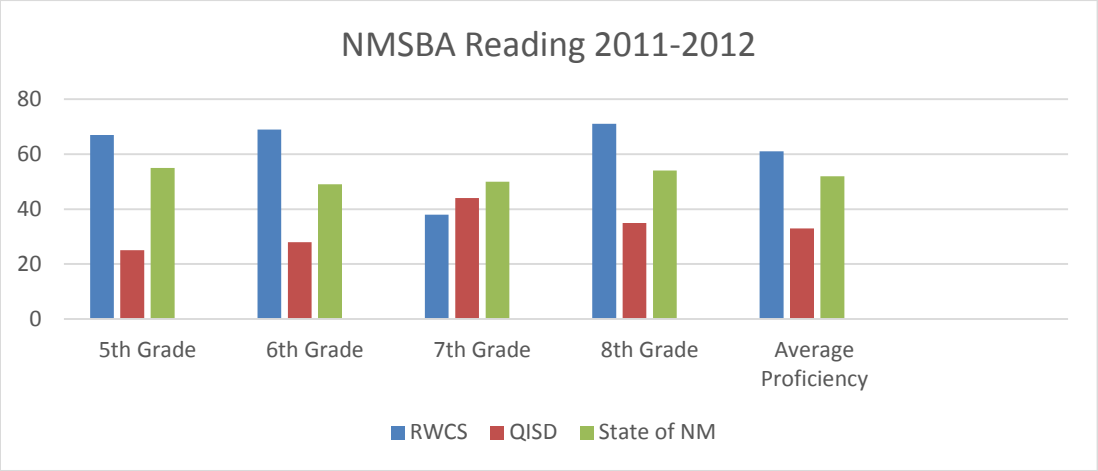
Student successes as evidenced in NMSBA data, are not due to a special self-selected student population. Roots & Wings enjoys a demographically diverse population of students that often accurately represents the overall demographic of Taos County. Sixty-eight percent of students qualify for the free and reduced lunch program at RWCS. Additionally, over the past three years, more than 21% of RWCS students qualified for special education. The RWCS model also attracts students who have been homeschooled or attended a local Waldorf School. These students often have gaps in their education. These low levels of proficiency in basic skills affect their testing and their learning.

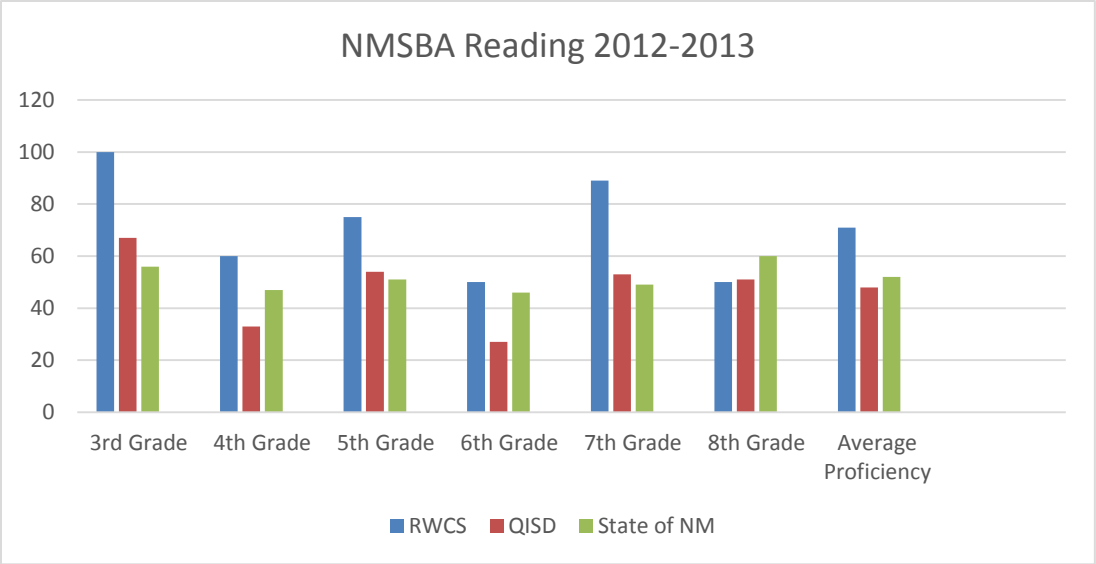


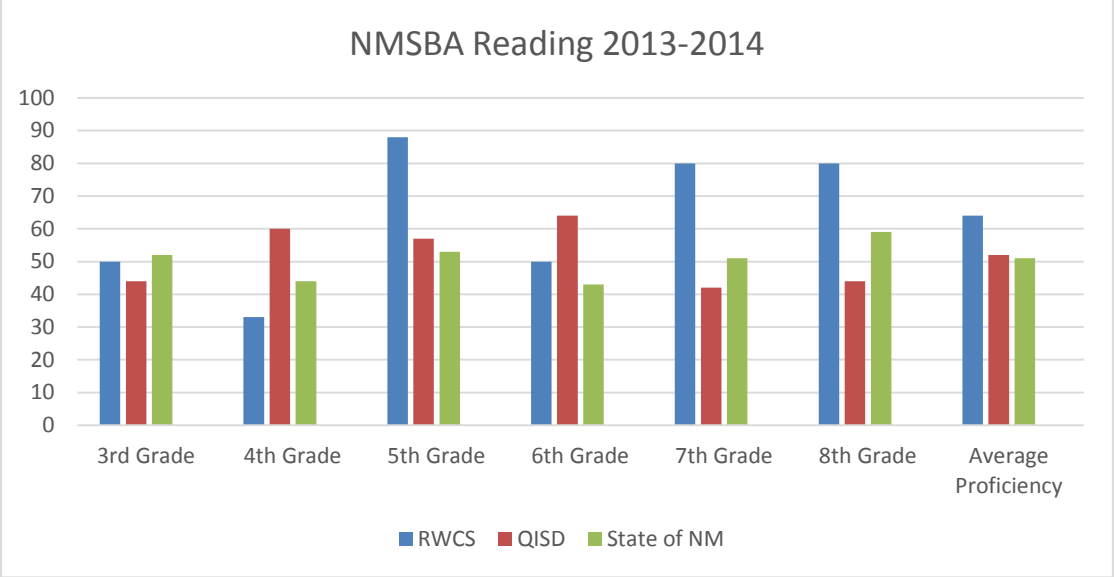




WRITING
The school average proficiencies on the NMSBA writing subtest indicate that students at RWCS were performing higher than the state and local district in two out of three years. In 2012, student proficiency rates in writing dropped to below 50% of students. Yet when focusing on this area across all grades through differentiated, research- based writing instruction, students improved and outperformed the state and district on our average writing proficiency in 2013-14.

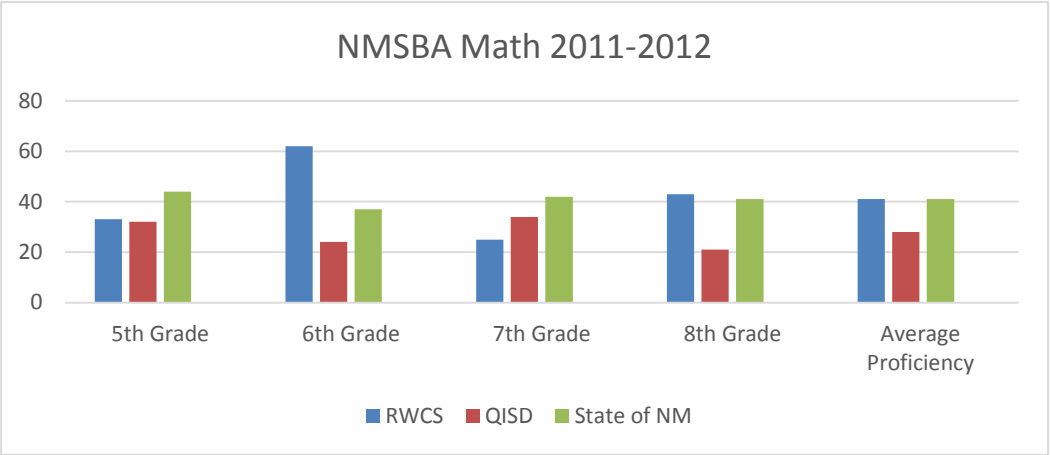


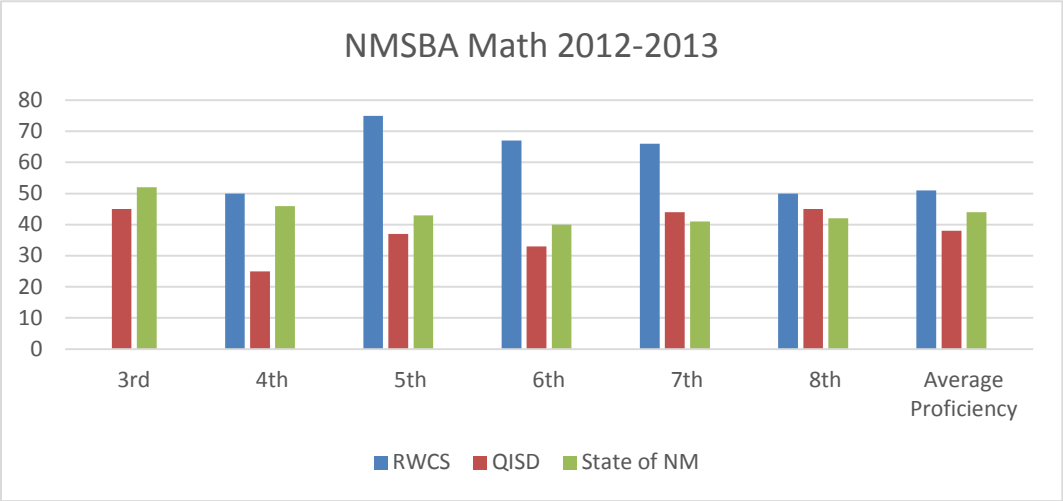


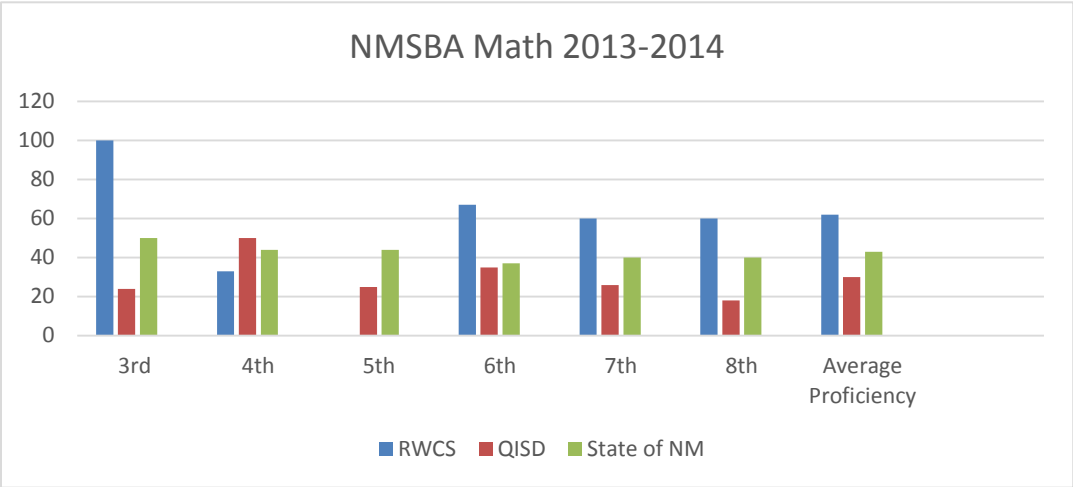


READING

If you examine the yearly averages, our students outperformed the state and district in reading for all three years. The average overall proficiency level declined in 2013-14 where our 4th and 6th grades underperformed the state. It is worth noting that our school had turnover mid-year with our director and our K-2 teacher leaving in January and March.

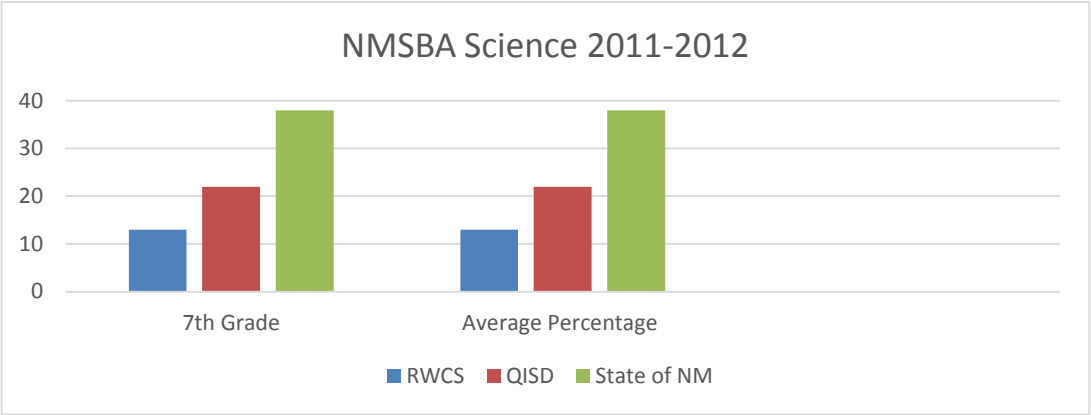


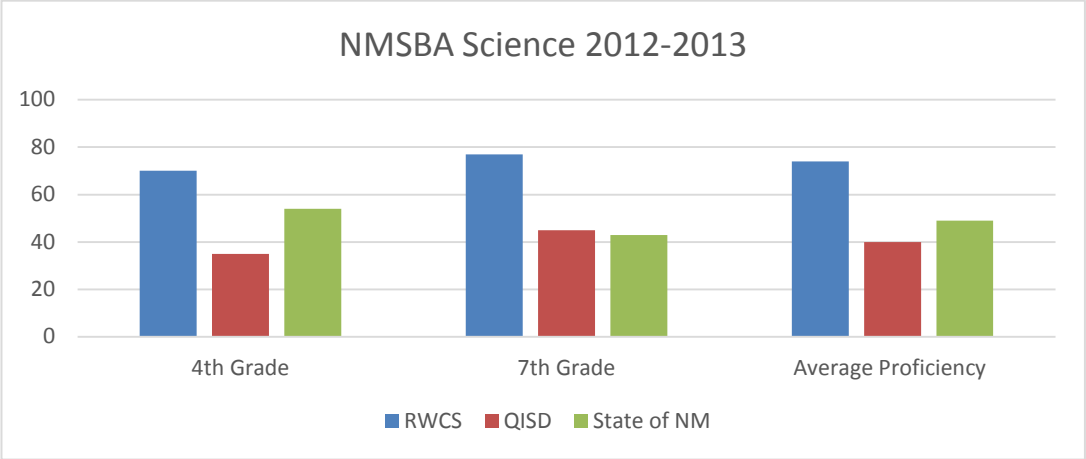


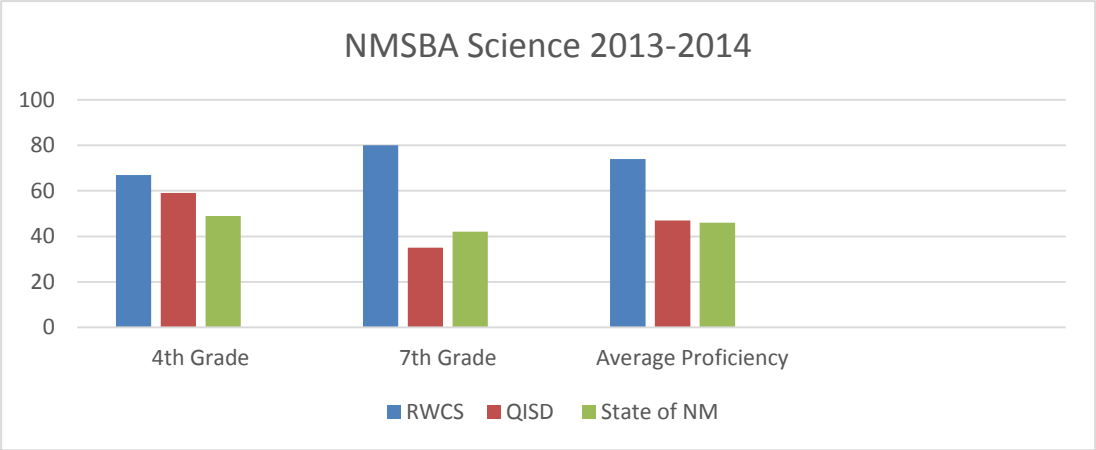


MATH

The average school proficiencies on the NMSBA indicate that students at RWCS were performing higher than the state and local district in math in all three years, except in 2011-12. The overall average proficiency was tied with the state in that year. As further comparison of the relatively high proficiency levels of RWCS in math, consider the 2013 NAEP (National Assessment of Education Progress) and the last testing of TIMSS (Trends in International Mathematics and Science Study) in 2011. In 2011, the TIMSS proficiency averages (advanced and high achieving categories) for fourth grade were 60% and 8th grade was 37%. In 2013, the NAEP scores indicated 51% proficiency in 4th grade and 45% proficiency in 8th grade. At RWCS in 2013, the average proficiency for 4th graders was 50%, and for 8th graders was 50%, which is on par with national assessments of mathematics proficiency. Note: In 2011-12 there was no 3rd and 4th grade.







SCIENCE

As for science, this content area is thematically linked with other content areas in a Learning Expedition (unit). For instance, in the water Learning Expedition (unit), chemistry and ecology standards were addressed. Most important, students learn the process and application of science. In the same water unit, the students shared their data on water management and made recommendations to the local Acequia Association and the La Lama Mutual Domestic Consumers' Water Association. These agencies have used the data to work on long-range planning for the use of this local resource. In the energy unit, the physics standards were addressed. The students composed an argument through an energy audit of the school to convince the governing board to invest in a grid-tied solar electric system. The board agreed with their findings, and the school is now energy-independent. RWCS students are scientists. Our science scores showed that students outperformed the state and the district in science proficiency in two out of three years. In the 2011-12 school year, we underperformed, compared to the state and district. Of note is the fact that 71% of the eight tested students were nearing proficiency.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

SCHOOL GRADING REPORT OVER THREE YEARS

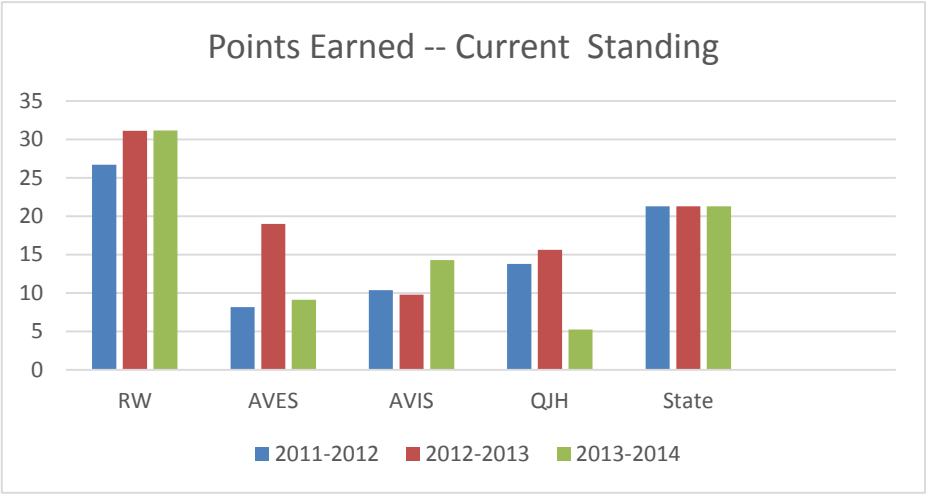
Provide a statement of progress and additional information regarding your School's Grading Report for the past three years 2012-13, 2013-14, and 2014-15).

Data for the academic year 2014-15 are not available at this time; therefore, our analysis begins with the 2011-12 school year. As illustrated in the table below, RWCS consistently earns a grade of B of better. These grade attainments highlight RWCS' accomplishments when compared to comparable district schools in our area. The local middle school, Taos Middle School, earned a grade of D in 2013 and a D in 2014. The central district elementary school, Enos Garcia, earned an F in 2013 and a D in 2014. The southern elementary school, Ranchos de Taos, earned an F in 2013 and a D in 2014. The Questa Independent School District elementary school, Alta Vista, earned a D in 2013 and an F in 2014.

	2012	2013	2014
Overall Grade	**A**	**B**	**B**
Current Standing	**B 26.7/40**	**A 31.13/40**	**A 31.18/40**
School Growth	**A 9.3/10**	**A 9.7/10**	**C 6.26/10**
Growth of Highest Performing	**A 17.3/20**	**A 15.14/20**	**B 11.16/20**
Growth of Lowest Performing	**A 19.3/20**	**F 7.14/20**	**C 16.17/20**
Opportunity to Learn	**B 8.7/10**	**B 8.68/10**	**A 9.14/10**
Bonus Points	**- .03/5**	**- 1.84/5**	**- .58/5**

The legend below explains school abbreviations for the graphs following.

School Abbreviation	School Name		
RW	Roots and Wings Community School		
AVES	Alta Vista Elementary School		
AVIS	Alta Vista Intermediate School		
QJH	Questa Junior/Senior High School		
State	State of New Mexico		



Current Standing

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

Our current standing over the past three years has shown consistent A and B levels, and the school has consistently outperformed both local school districts. The school has also shown growth in all areas over the last three years. In the current standing category, in 2011-12, 26.7 points were earned for a grade of B. In 2012-13, RWCS earned 31.13 points with a score of A. In 2013-14, 31.18 points were earned and a grade of A attained. RWCS outperformed the state in this category in all three years.

2011-14 Disaggregation of Current Standing

In 2012, the overall current standing was a B. In reading, Hispanic students and students with disabilities were underperforming. In math, Hispanics, economically disadvantaged, and students with disabilities were underperforming.

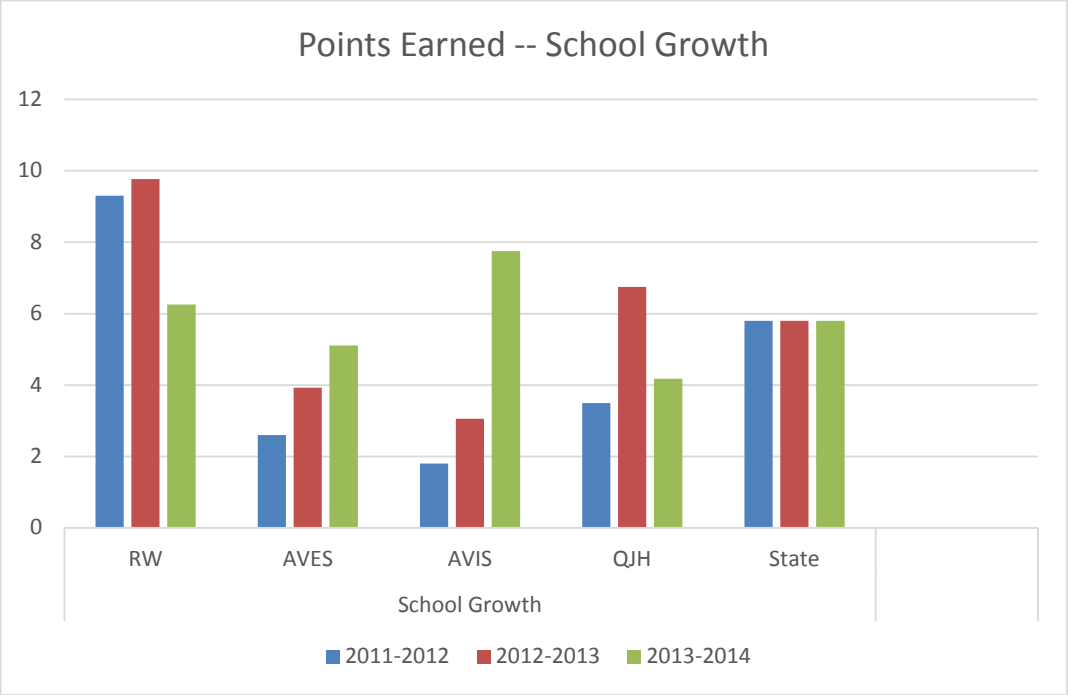
In 2013, the school's current standing increased to an A. Improvement occurred in the low performing categories from 2012. With Hispanic students, proficiency increased from 42.9% to 63.6%. Too few students with disabilities and economically disadvantaged were enrolled to report the disaggregated data.

In math, the Hispanic subcategory increased from 28.6% to 54.5% proficiency level. Economically disadvantaged students' proficiency level improved from 37.5% to 59.3%. Too few students with disabilities were enrolled to report the disaggregated data.

In 2014, the current standing remained an A. Although the Hispanic sub-population and economically disadvantaged subpopulation experienced a decline in proficiency in both subjects, the overall proficiency level remained high at 59% and 35% were nearing proficiency.

In reading, the overall proficiency level was 71%. The nearing proficiency category showed 21% of students at this level. In math, 62% were proficient and 35% were nearing proficient.

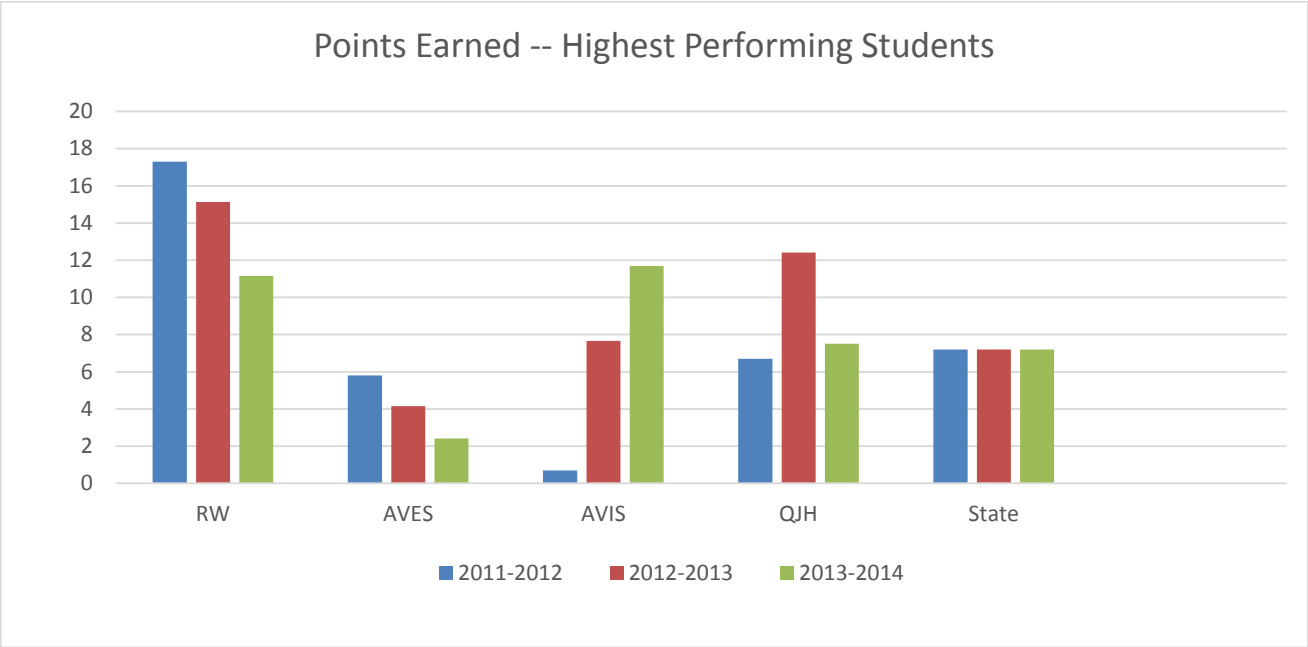
To assess the attainment of the goal of 5% growth on overall NMSBA scores from our 2010 re-charter, growth rates were calculated using the standard formula of pre-score minus the post-score divided by the pre-score times 100: Post-Test – Pre-Test/Pre-Test x 100. The 2010 charter goal of a 5% growth in their NMSBA scores was exceeded. Over four years of data, a 6.7 % overall growth in ELA proficiency on the NMSBA occurred from 2011-2014. In math, students experienced a 118.5% increase in math proficiency on the NMSBA from 2011-14. .



School Growth

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

In 2012-13, the School Growth grade was an A and remained an A for 2013. This grade category dropped to a C in 2014. In math, student growth was indicated by a 1.6 scaled score, which was -0.437 below the expected plus 2 scaled score points that indicate general improvement in a school's ability to increase student achievement. The grade in the School Growth Category dropped to a C in 2014, due to the fact that student growth has actually remained stable at a 44 average scaled score in reading and a 41 average scale score in math.



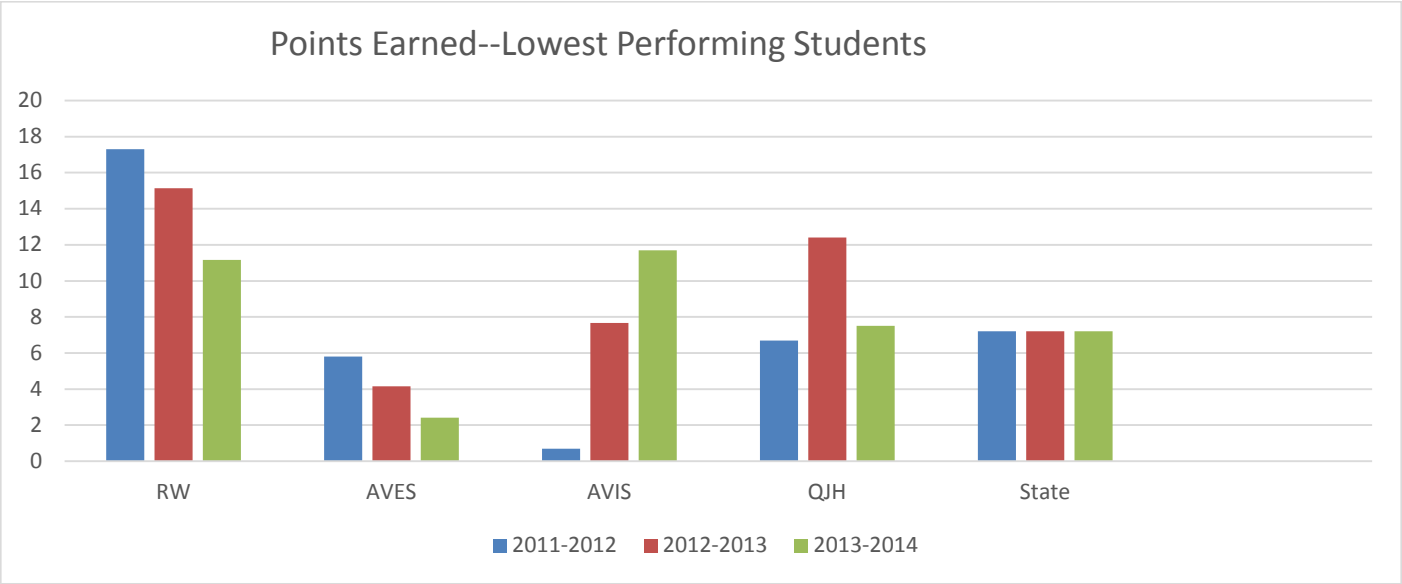
STUDENT GROWTH

According to the report card, student growth includes growth of highest and lowest performing students.

Q3 (Highest Performing 75%)

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

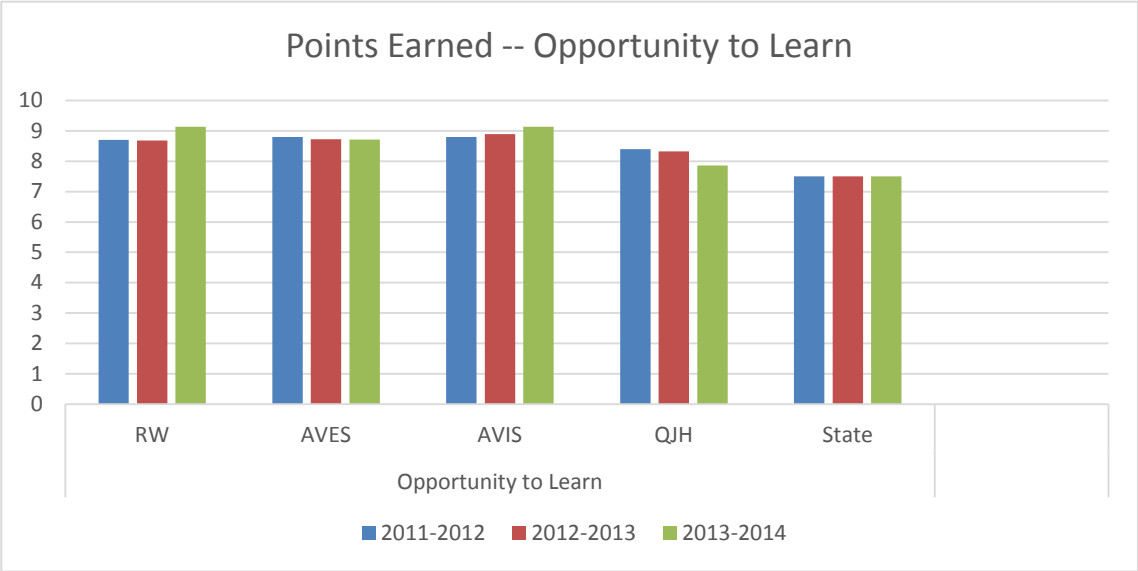
Over the years 2012-14, the grade for the highest performing students dropped from an A to a C in 2014. This decrease was due to an average scaled score showing stability, which means that student growth did not decrease during this time period. The score changed from a .5 to a -.5, indicating less than one year academic growth in math and only a slight increase from .7 to .8 scaled score in reading. Yet, RWCS outperformed the state in this category all three years.



Q1 (Lowest Performing 25%) Growth

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

From 2012-13, the RWCS grade in this category dropped from an A to an F. In 2013, the scaled score for the lowest performing students dropped to 1.6. This score then increased to 2.3 for a grade of C in 2014. It is worth noting, the points awarded in this category more than doubled from 2013-2014. Also, as a small rural school, only 10 of 38 students in 2013 and 9 of 35 students in 2014 would be included in the category of the lowest performing 25% of students.



Opportunity to Learn

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

RWCS is an Expeditionary Learning Inspired school; one of the top school reform models in the nation and based on best practices in education. RWCS provides project-based learning – learning that is connected to real life problems with real life solutions. Students have completed projects ranging from conducting an energy audit, to advising the domestic mutual water board, to the K-2 students writing and performing a play on the world-wide water project. RWCS students are consistently engaged in rigorous project-based learning connected to social activism around real world problems presenting their work to authentic audiences. With our small teacher to student ratio, the school achieves 100% participation in our projects and products and final presentations. Parent feedback indicates that students who have continually struggled in more traditional schools have felt success and enjoyment in our school. They are reaching brand new potentiality. We out-performed the state in this category in all three years.

Disaggregation of Data

Attendance at RWCS has reached 93% and better each year. Based on this survey, RWCS teachers demonstrated better classroom teaching practices. In all years, students believed that their teachers capitalized on making students explain their answers, and they felt checks for understanding were used consistently. In 2014, high scores were also seen in the category of giving helpful feedback on work.

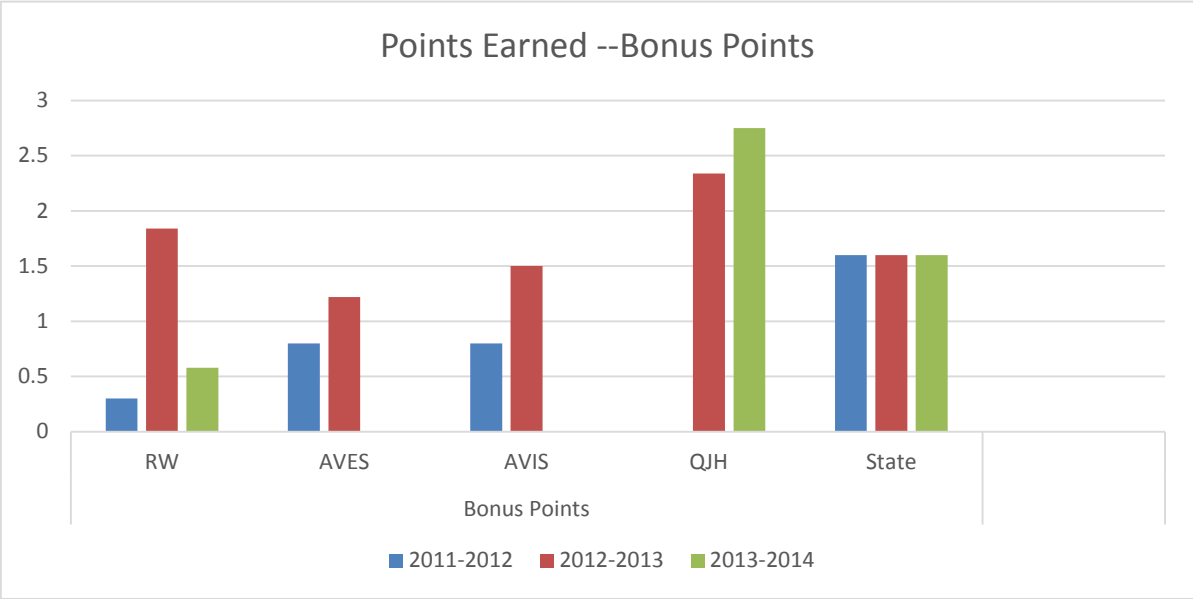
Graduation—as applicable

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

Not applicable to our K-8 population

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. RWCS participated in PARCC assessment (Partnership for Assessment of Readiness for College and Career) in the 2014-15 school year. This new assessment is designed to "assess students' current performance and point the way to what students need to learn by graduation so they are ready for college and/or a career." www.parcconline.org/



Bonus Points

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

RWCS has not succeeded in being awarded bonus points in any school report card. The past administration at RWCS did not understand this category. RWCS is very disappointed with this situation. During the years of 2012 and 2013, an inexperienced administration was unclear about how to translate the unique offerings of our charter school in language understandable by the PED for the assignment of bonus points. An instructional specialist attempted to assist in this process, the services were turned down. If the administration had done due diligence, 1.41 bonus points would have earned the school an A in 2013, .51 bonus points were needed to achieve an A in 2014.

In this re-charter document, RWCS will illustrate our efforts in the Bonus Points domain that keep students in our school and that empower their parents to actively engage in their child's education at RWCS.

ATHLETICS

The athletics at the school are untraditional. Opportunities for athletics are met in three different ways:

1. The school offers three to seven day backpack trips for students through which they experience the wonders of the wilderness and the transformation that comes from pushing themselves beyond their perceived limits. The experiences are provided two to three times a year. Students come to the school for these types of outdoor opportunities that are not offered in most public schools. This program has been offered for the entire life of our school.

2. While the charter does not require a physical education program, students experience a daily half hour of fun and outdoor games in a least restrictive model – honoring all abilities and accommodating special needs of less capable students by offering all students a role in the game. Effort and personal progress are emphasized more than competition and ingrain our program with character education. Sportsmanship and conflict negotiation are taught explicitly; if there is ever a disagreement in a game, students have learned to solve it by using "Rock, Paper, Scissors" and generally happily live with the results. Many students and parents express that the PE program is the highlight of the day.

3. Students experience content learning through Learning Expeditions, which are semester long, thematic, interdisciplinary units with an authentic exploration of content. When the Learning Expedition curriculum taught focuses on the human body, students have explicitly trained for public competitive events, such as a 5K run or a 100 Century bike ride. Within these units, students collected and analyzed data on their personal

performance. This analysis was an integral part of math class. These athletic performance expeditions occur every three years.

CLUBS

Roots & Wings does offer club activities. RWCS is a school that is responsive to the requests of students. Students created the Save the World Club, which had an agricultural and activism focus. They grew and sold their own produce during the life of this club. The students requested and created a student council, which helped in fund raising efforts and peer conflict resolution, to name a few of their self-determined tasks. In 2014-15, a music program was offered by a professional music teacher. The school also offered an authors' club in which students worked with professional authors on an historical fiction novel they wrote for their ELA class.

PARENT PARTICIPATION

The requirements placed on parents authentically encourage them to be active participants in their child's learning. This goal is accomplished in five ways. (Unfortunately, the previous administration did not retain the records necessary to document parent participation. This situation has been remedied with the current administration and staff.) Parents have participated in the following events:

1. Student-Led Conferences

All parents are required to attend student-led conferences. In **a** student-led conference, students reflect on their progress in all subjects, which are aligned with the Common Core State Standards. They do this by doing deep reflections over multiple drafts of their work. Students are required to show their areas of strength and weakness in these student-led conferences, which offers hugely valuable information for parents to understand exactly what their students are learning and the ways in which they are growing (Please see goal #2 for details on this)

2. Celebrations of Learning

All parents are required to attend Celebrations of Learning. Celebrations of Learning, are where students present to an authentic audience (parents and community) their culminating product work from the past semester. These events happen at the end of every semester. Parents celebrate the momentous civic action done by their child, and their child disseminates information to the community and their families. Examples of what students have done at Celebrations of Learning include the following products:

a. A documentary film on drought and climate in northern New Mexico.
b. A conceptual model designed to inform water management practices around local water resource use.
c. An energy audit to convince the school's governing council to invest in a grid tied solar electricity system for the school to reduce energy costs and reduce the carbon footprint.
d. An attempted plastic bag ban in Taos County.

3. Portfolios

All parents are required to attend Portfolio presentations. Students culminate their year with a performance assessment by presenting their portfolios. Parents and friends attend, and students reflect on their growth for the year. In second, fifth and eighth grades, students have to prove their readiness to matriculate to the next grade**,** through their work and presentation. Students perceive that these presentations are very high stakes, and they are professionally authentic to the world of work.

4. Fundraising

Parents sign up and volunteer for a myriad of volunteer opportunities, including musical events, bake sales, the yearly Harvest Fest, Smith's Earn and Learn, helping with testing, and more. Last year, parents spearheaded a

formal art auction fundraiser at a local venue and raised $12,000. Some of the money goes to support the outdoor program so all students can participate, and other money goes to support needed student supplies**.** All parents are required to volunteer their time to two of the annual fundraising events, and other smaller events such as bake sales.

5. Orientation
The year begins with almost a full day of orientation for parents. Parents learn about the school and help clean up the grounds. It culminates in a pizza party at a beautiful, local camp where the pizza is baked in a traditional horno (outdoor oven), and parents bring potluck contributions for a huge party. This event provides a chance for parents get to know each other and form a community of parents early in the year. Those relationships with staff and parents go a long way to community building. Orientation is a required event for families.

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:
Students will show an average of 5% increase in their MAPS (Discovery) mathematics and reading testing over the course of a year.

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

ELA Discovery Pre and Post Test Proficiency by Grade						
Grade Level	**Year 1 School Year 12-13 Percent Proficient Pre and Post Test**		**Year 2 School Year 13-14 Percent Proficient Pre and Post Test**		**Year 3 School Year 14-15 Percent Proficient Pre and Post Test**	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
K	60	100	100	50	No Students	No Students
1	No students	No students	100	100	0	50
2	0	60	No Students	No Students	33	50
3	100	50	0	100	50	33
4	25	66	100	100	50	50
5	100	86	50	75	33	0
6	60	80	50	66	50	50
7	64	50	89	89	83	20
8	42	25	100	80	87	85
AVERAGE	**48**	**49**	**74**	**83**	**48**	**42**
% Growth	**2%**		**12%**		**-12%**	

Math Discovery Pre and Post Test Proficiency by Grade						
Grade Level	**Year 1 School Year 12-13 Percent Proficient Pre and Post Test**		**Year 2 School Year 13-14 Percent Proficient Pre and Post Test**		**Year 3 School Year 14-15 Percent Proficient Pre and Post Test**	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
K	40	100	66	66	No Students	No Students
1	No Students	No Students	100	100	33	50
2	0	100	No Students	No Students	0	0
3	0	0	60	100	50	0
4	0	33	0	25	50	50
5	40	71	38	22	0	0
6	20	40	33	43	38	43
7	45	66	77	40	66	33
8	0	25	60	60	50	50
AVERAGE	**13**	**54**	**54**	**57**	**36**	**28**
% Growth	**315%**		**6%**		**-22%**	

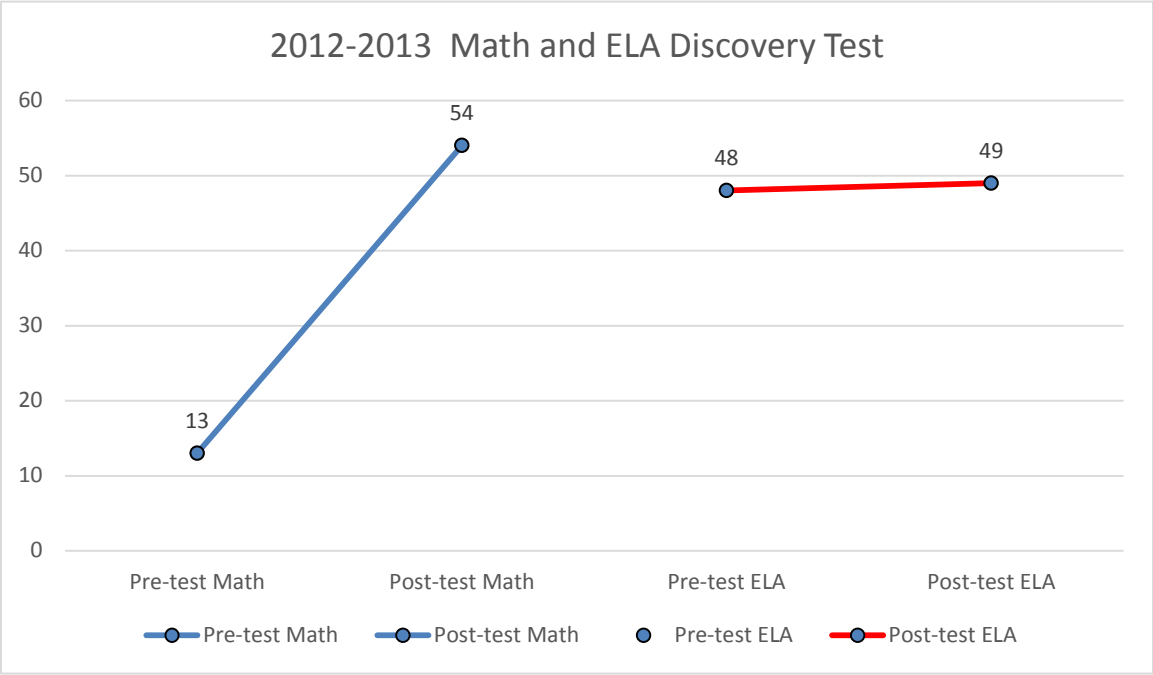
Provide a statement of progress and additional information regarding the above data:

DISCOVERY TEST NARRATIVE

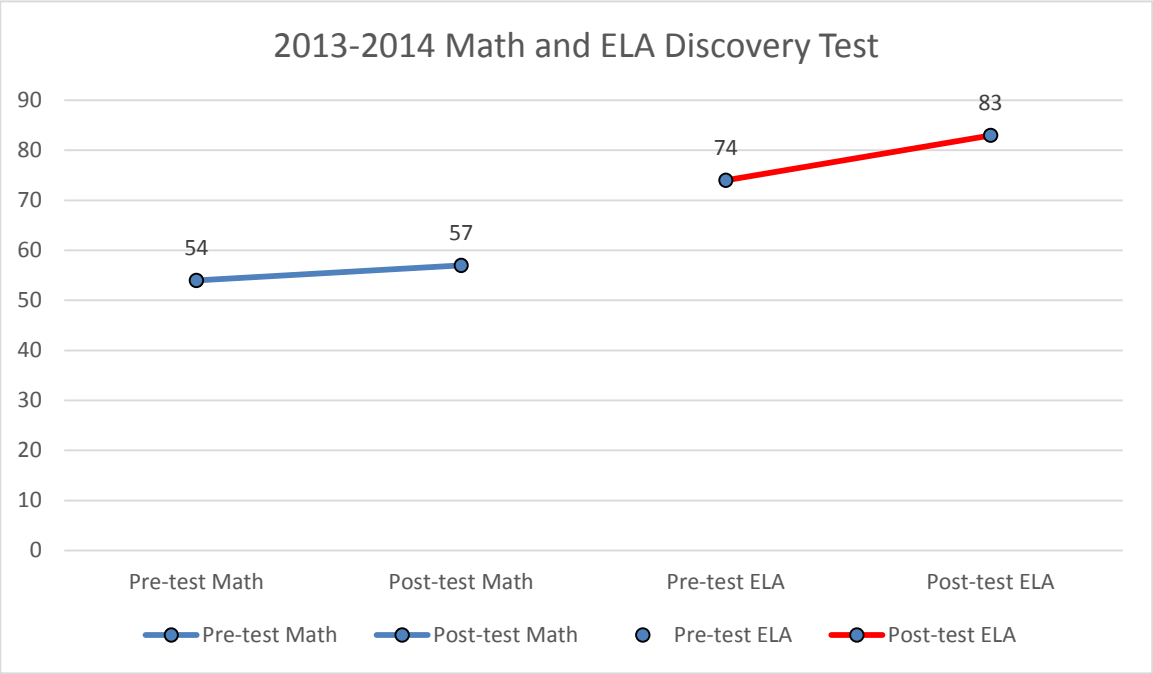
In 2012, RWCS transitioned to Discovery testing system, because it is a test offering more detailed data and opportunities for students to learn from their test mistakes. In the 2012-13 and 2013-14 academic years, the 5% goal of growth from the 2010 re-charter in MAPS/Discovery testing was met or exceeded. For these same two years, overall percent growth in ELA was 7% and for math was 160%.

The year 2014-15 was not included in the aggregate analysis of growth scores on the Discovery Assessment; this year was an anomaly due to the introduction of the PARCC test. Due to the two testing windows of PARCC in March and May, the school chose to not subject students to yet another testing situation in May; therefore, the post-test data from this year are from February. During January through March of 2015, the school was continually requiring students to take PARCC practice test sessions, as the State of NM recommended in the required test coordinator trainings. Students reported frustration, boredom, a lack of confidence, and intimidation of the PARCC. The February administration of the Discovery interim assessment was influenced heavily by the students' negative perception of the state summative PARCC assessment. RWCS students traditionally enjoy interim testing, because they sincerely look forward to analyzing their own testing mistakes and gaps in their knowledge. Therefore, the interim assessment growth during 2014-15 cannot accurately be compared to other years, due to the post-test not representing a full year of instruction at RWCS; importantly, the 2014-15 interim data also do not represent a typical year for students in terms of their attitude toward testing. However, in mathematics, even with 2014-15 included in the aggregated percent growth over 3 years, the growth remained high at 99%.

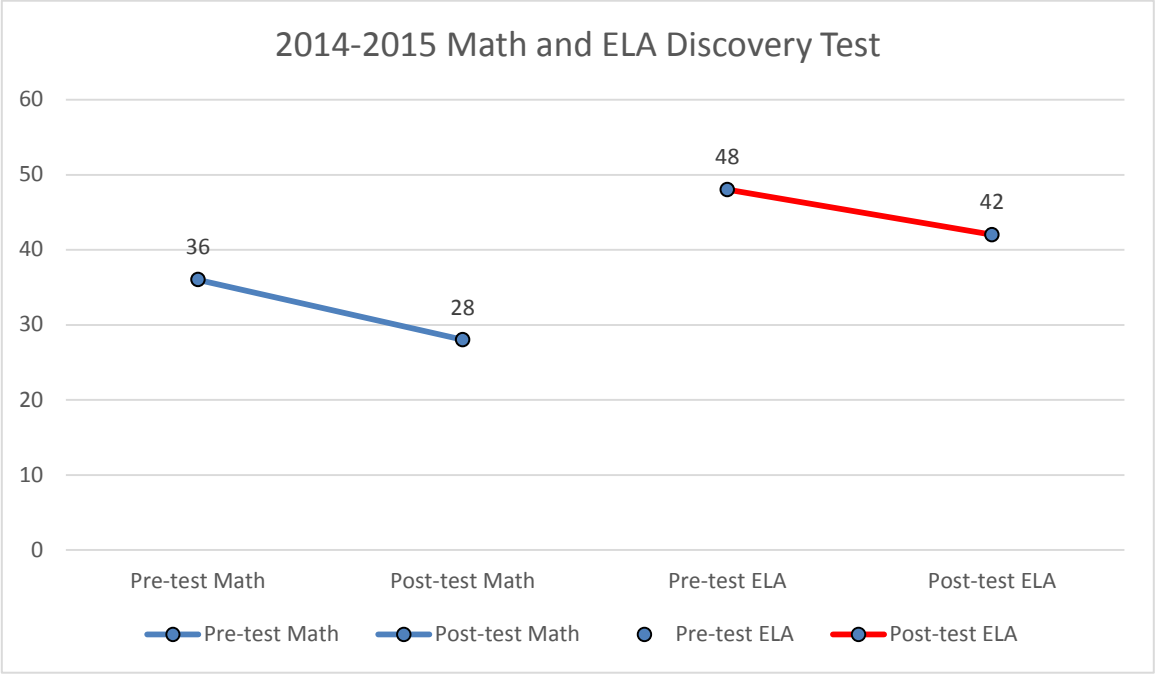
RWCS had other concerns regarding academic growth for 2014-15 as well. RWCS had an inexperienced teacher in the 3-5 cohort and teacher turnover in the 6-8 cohort. As well, a large proportion of special education students were enrolled in each grade cohort: 40% of students in the K-2 cohort were either identified as special education or proceeding through the SAT process. 71% of the 3-5 cohort were either identified as special education or proceeding through the SAT process. 27% of the 6-8 cohort were identified special education. The staffing situation has been remedied with qualified teachers hired. The school is providing adequate, formal PD for all teachers on a weekly basis with the modified four-day week.



Percent growth in Math: 315%
Percent growth in ELA: 2%



Percent growth in math: 6%
Percent growth in ELA: 12%



Percent growth in math: -22%
Percent growth in ELA: -12%

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

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

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

Student Performance Standard/Goal #1:
2010 GOAL:
Students will defend their progress, work, and learning in bi-annual student-led conferences. Conference notes will become part of their portfolio.

Measure(s) Used
Student Led Conference Data (please see attached artifacts)

Provide a statement of progress and additional information regarding the above data:
Student-led conferences at RWCS are designed to promote student reflection on their work and projects. These events also foster a dialogue between students and parents about student goals, academic improvement, and growth. Student-led conferences are different from conventional parent-teacher conferences, which are largely teacher driven and dominated by teacher talk.

At RWCS, students present to their parents through student-led conferences twice a year. Parents have always been asked to fill out feedback forms after participating in their child's student-led conference. Anecdotal feedback as to how to improve this experience has always been valuable to staff. The feedback forms are available for perusal at any time, and several are attached in our appendix for reading at this time. The following comments came from the Fall of 2014:

"I am stunned and amazed at my child's growth. He was well-prepared and very articulate throughout his conference. The (Student-Led Conferences) were very professional and serious. I feel totally blessed and grateful our child is in this middle school. He has transformed in so many ways. Thank you for everything!" (Artifact #1)

"My child continues to learn and grow wonderfully here at RWCS. She is very informative (as a presenter) and shows excitement about her work. I think Student Led conferences are great." (Artifact #2)

"My child's reading has improved and his scientific explanations are spectacular! The positive highlight is my understanding of what my student is learning." (Artifact #3)

"My child seems to be doing great in school. I am happy to hear she is so organized and makes me wonder if you are sure that's my kid! It is so nice to hear your child tell you about what they are learning. I wouldn't change a thing (about the Student-Led Conferences). It was all positive. The highlight is hearing my child tell me what she has been learning." (Artifact #4)

Feedback forms from 2014-15 are available, but previous years' forms were given to the former administration. With administrative turnover, current and past feedback forms disappeared. We plan to formalize and digitize the process for keeping feedback forms in the future.

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

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

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

Student Performance Standard/Goal #2:
2010 GOAL:
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.

Measure(s) Used: Artifacts from student portfolios.

Provide a statement of progress and additional information regarding the above data:
A requirement of RWCS students is the creation and maintenance of a cumulative portfolio of their work. Student portfolios demonstrate proficiency of content and skills over time. They also show student growth and proficiency regarding habits of work and learning—standards to assess professionalism and scholarly behavior. Students' portfolios include multiple drafts, self-reflections, and feedback from teachers that show how their work has improved and how they have met the standards-based learning targets. The student goal in creating a portfolio is to take responsibility in thoughtfully assessing their own work and growth on academic learning targets. Students demonstrate an ease in looking at their own work; and their perspective informs their teachers' understanding of them as academics. Students compile and reflect on the multiple drafts that are required for creating projects and products. Projects are shorter-term assessments of or for learning, for example a diorama, a tri-fold poster, or a fishbowl debate. Products are disseminated to the community. For example, students worked to persuade the town council to pass a plastic bag ban; and they did an energy audit that culminated in the purchase and installation of a grid tied solar system for the school.

In the appendix are samples of the following student work:

The Sun Watcher Equinox math project (two students, Artifacts #7a-d, and #8 a-c)

The Lunar Rhythm Project (one student, Artifacts #9 a-b)

Water Distribution Project (one student, Artifacts #10 a-d)

A former student, now a sophomore in college, stated that he used his RWCS portfolio for college admission, because the work and reflection were so much more rigorous than his high school portfolio requirements. The school can connect you with this student if needed. Student portfolios are available for perusal at any time; and several example pages are attached in our appendix for reading at this time.

Some samples from student work are shown here and scanned samples are in the appendix (student initials are used):

SS (student initials) from 2014-15 completed several drafts of "The Sun Watcher" showing a clearer understanding of the mathematics of the relationship of the sun and earth at equinox, winter solstice and summer solstice from the school's latitude. The CCSS mathematics taught was geometry. The data were used to

construct a labyrinth for a local summer camp. This labyrinth is aligned geometrically with the solar and lunar angles at our exact latitude. These calculations were completed by students and applied to the design. This product was initiated by the interests of the students.

AG, from 2013, was a special education student with Asperger's who was very successful by the time he graduated, after learning about perseverance in all of his work. Through multiple drafts of projects, such as creating his own five-page Hero's Journey story and writing a more than 17 page novel that was published as a paperback book, he totally evolved as a writer. His comments on writing were the following: "Writing long pieces, (specifically) writing a hero's journey off the top of my head was difficult. Writing a novel last year was easier because all you had to do was put in detailed history into your story. I can now be more creative and not be afraid of long writing assignments. "

Another student, KT, wrote more than a 50-page novel (when placed in paperback format). Even as a gifted student, he always struggled through multiple revisions, thinking his work was always good enough the first draft. His comments about multiple drafts included the following: "When I first went there (to RWCS), I was completely numb to revisions, because I thought I was perfect and my writing was impeccable. But after a while, it made me realize that I was a horrible writer. But after some more time, I got better and better. And it was a great feeling when I read some kids' papers that came from the Middle School, and you can't get past the first paragraph without having to guess what each sentence was saying. I'm not going to lie; I am not the most perfect student. But now looking back, I have improved so much with writing and just school in general, that I 99.99% wanted to purposely fail 8th grade forever so I could keep coming back to a school that changed my life."

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

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

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

Organizational Performance Standard/School Goal #1:

Many of the Smart goals in the 2010 re-charter document referred to the Implementation Review score from our annual external review by Expeditionary Learning. Those goals include:

- Scoring 3 out of 4 on Leadership and School Improvement
- Scoring 3 out of 4 in Core Practice, Culture and Character
- Scoring 3 out of 4 in Implementing and Supporting Quality Learning Expeditions
- Scoring 3 out of 4 on Producing and Presenting High Quality Student work

Measure(s) Used:

Expeditionary Learning Annual Implementation Review

Data:
The table below outlines these goals and the results of the EL implementation review. We are aggregating multiple goals from the 2010 re-charter into one analysis.

Goal	Year 2010-2011	Year 2011-2012	Year 2012-2013
Leadership and School Improvement	3	3	3
Culture and Character	3	4	3
Support Quality Learning Expeditions	2	4	4
High Quality Student Work	2	4	4

GLOSSARY from the Core Practices to define words used above that are from our goals

Leadership-- School leaders establish and articulate a clear vision for data use across the school and develop organizational structures (e.g., data inquiry teams comprised of school staff) and faculty norms consistent with that vision. This included professional development, time to critique and review each other's plans, and feedback from leadership.

Culture and Character--Character is clearly an intentional focus throughout the day; it is embedded in all aspects of school culture and permeates academic studies.

Learning Expeditions--Learning expeditions include all of the following components implemented: learning targets, guiding questions, kickoff experience, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event.

Case Studies (part of a Learning Expedition) -- Case studies are standards-based and all key content and concepts from the standards are covered within Projects and Products. Projects are mostly used as a core structure for learning important skills and content standards during the school day.

Supporting all Students--Teachers regularly establish flexible student groups to provide all students with respectful tasks that will move them toward proficiency.

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

Prior to the academic year 2010-11, the school experienced a lot of teacher turn-over and little to no implementation of the best practices advocated by the Expeditionary Learning model. Beginning in 2011, the staff experienced more stability, despite some changes and the low-performance of an administrator. As a result, the implementation of the EL model improved drastically. As you can see from the table above, the only indicator to remain stable was Leadership and School Improvement. The best practices intended to be implemented in the classroom showed improvement. As an aside, the best practices advocated by Expeditionary Learning are reflected in the NM Opportunity to Learn Survey: building background knowledge, explanations for learning, equitable checking for understanding techniques to hear every student voice, explaining answers, using data to guide instruction, using descriptive feedback, and debriefing the day's learning. In addition, EL advocates implementing a revision process in which students track and reflect on their own progress and the use of protocols to guide classroom activities so that every experience is equitable for all students in a least restrictive environment. Not only have RWCS teachers embraced these best practices, they engage in a deeply reflective community of reflective learners on a weekly basis. This is done with the modified four-day week in the academic calendar, where Mondays are reserved for professional development.

We are no longer an officially recognized EL school, because their prices outstripped our meager school budget. We have permission from the organization, as a highly implemented school, to continue to call ourselves an EL-inspired school. EL is just a collection of best practices in education that any teacher or school can implement. We research these practices, learn about them and implement them. We only have IR scores for the first three years of this current charter because of the lack of knowledge of our director to continue these evaluations. Because he did not want to continue them, he simply dropped them, and nothing else was added. As noted before, our administration turned over mid-year, and the current administration has been working to improve consistency in this area. As well, EL re-designed and solidified their Implementation Review (IR) so wording changed in their evaluation tools throughout the three years but the themes stayed the same.

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)		Audit report for 2014-2015 has not been completed	N/A
1 (10-11)	1	PED Cash Reports-Internal Control Significant Deficiencies & Compliance **Condition**-The NMPED Cash Report was inconsistent with the audited cash balances as of June 30, 2011 **Criteria**-NMAC 1978, 6.20.2.11(B)(6) and regulation SBE-6 requires that all reports submitted to the NMPED agree to RWCS general ledger and must be submitted quarterly and annually by July 31. **Cause**- The reconciled balances did not agree with the School's PED cash report balances because of an incorrect coding of a deposit between funds 11000 and 25146 of $1000.00. The Business Manager did not know the grant had its own fund number. **Effect**- As a result of this inaccuracy, the school has failed to remain in compliance with statutory and regulatory provisions. **Recommendation** – RWCS should designate appropriate individuals to review all reports prior to submission to ensure that they are accurate and properly reflect all applicable information.	**Response** - Revenue was posted to the wrong account and found by the auditor. The posting error caused the cash report to be different than the audit.

1 (11-12)	2	Personnel Files – Compliance and Internal Control Condition-During a test of eight personnel files no evidence of background check. **Criteria** – NMAC.6.20.2.18 states the local board shall establish written payroll policies and procedures which comply with state and federal regulations on payroll as well as maintaining strict internal controls, close supervision and financial accounting in accordance with GAAP. **Cause** – RWCS was unaware that the employees had incomplete files. **Effect**- RWCS is not in compliance with New Mexico State Statutes **Recommendation** – RWCS needs to obtain all required information and retain necessary documents in the personnel files followed by periodic checks. Expenditure Issues-Compliance and Internal Control **Condition**- During examination of sample expenditures, none of the expenditures were canceled out to prevent double payment. **Criteria** – According to NMSA 1978 Section 6-6-3, the school is expected to conform to the rules and regulations that they have adopted relating to internal controls. **Cause** – Internal controls over cash disbursements are not being enforced. **Effect** – The lack of effective internal controls over disbursement may result in the double payment of goods and/or services. **Recommendation** – The school must enforce policies and procedures that are set in place for the purchase of goods and/or services. There should be consequences to violations.	**Response** – Business Manager reviewed all documents and will requests all employees provide updated background checks. A form for personal development programs will be prepared to include in the files. **Response** – In the Visions software, duplicate payment is not allowed. Business Manager will purchase and use a "paid" stamp to indicate the invoice has been paid.

2 (12-13)	2	FS 12-01 Personnel Files – Compliance and Internal Control **Condition** – During our walkthrough and test work of the payroll transaction cycle we noted that management does not review payroll reports for accuracy or irregularities. **Criteria** – A review of payroll reports and proper authorization and approval for wages, as indicated in NMSA 1978 Section 6-63 are required to be maintained in order to have proper and sufficient internal controls to duce the risk of fraudulent activities. NMAC 6.20.2.18 state the local board shall establish written payroll policies and procedures which comply with state and federal regulations on payroll as well as maintaining strict internal controls, close supervision and financial accounting in accordance with GAAP. **Cause** – For the fiscal year 2013 management did not follow its own policies to ensure internal controls were in place and working properly **Effect** – The School Is not in compliance with New Mexico State Statutes **Recommendation** – RWCS should obtain all required information and retain the necessary documents in the personnel files with periodic checks.	

3 (13-14)		Personnel Files – Modified and Repeated (Compliance) **Condition** – Walkthrough and test work of the payroll transaction cycle noted the following exceptions: lack of employment contracts (7of 10), lack of I-9 form (1 of 10), lack of W-4 Form (2 of 10), background check within last five years (5 of 10), no Drug Free Policy for all employees. **Criteria** – Payroll reports and proper authorization and approval for wages, as indicated in NMSA 1978 Section 6-6-3 are required to be maintained in order to have proper and sufficient internal controls to reduce the risk of fraudulent activities. **Cause** – RWCS did not maintain an organized and reliable general ledger electronically or manually. **Effect** – RWCS is in violation of NMAC 6.220.2.11. RWCS does not have a control structure in place to adequately document and monitor the competence of all cash receipts. **Recommendation** – RWCS should follow its internal controls over receipts that are in place and perform periodic reviews.	**Response** – The Director and Business Manager will review every 2014-2015 employee file to assure RWCS is in compliance on all issues. **Response** - While all cash received was deposited to the bank in a timely basis, backup detail for the deposit was not attached to the receipt. Staff is now trained it is the school's intention to use all funds received for all trips/events and for all students regardless if a student/parent can assist in funding or not.

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

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.*	x 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	X☐No As a note, In 2011-2012 RWCS added a K-3 program. The request went to QISD for approval and then sent to NMPED. In 2012-2013 RWCS did away with the Bilingual program with approval from the Governance Council. RWCS did not have certified personnel to fulfill the requirements of the program and contracting and hiring individuals was too costly.	

Educational Requirements—Assurances

1) ☒ Yes ☐ No The school complies with instructional days/hours requirements.
2) ☒ Yes ☐ No 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. RWCS *has been working on setting systems in place and* the current EPSS in place needs a thorough update and review.

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 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.

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.

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. RWCS does not have public transportation nor a cafeteria, although RWCS serves a hot meal once a week from a licensed kitchen.

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.

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.

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.
Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.) Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

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

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	☒
Other Attachment(s)	Describe: RWCS Budget Graphs 2011-2015, Celebration of Learning Parent Sign-In Sheet2014,	☐

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

The overall academic priority for RWCS the next five years is to increase our overall School Growth scaled score from where it has remained around 0, indicating that students score about as expected on standardized summative assessments, such as the NMSBA and, now, the PARCC. RWCS appears to offer a mediocre educational experience, if this overall School Growth parameter is the only data point examined. In actuality, RWCS offers a cutting edge, engaging, and authentic education that stimulates and motivates young minds. The successes of the educational program are evident in the growth shown by students in annual interim assessment pre- and post-test analyses, and when RWCS' NMSBA and School Grade Card scores are presented in comparison with other local, district schools, the State of NM, and nationally.

RWCS students offer a challenging demographic. Approximately 68% of our students qualify for free and reduced lunch. Many of the students enroll in the school as a transition from home-school and the local Waldorf school. A large proportion of the students also transfer from the local, failing district schools. All of these students have large gaps in their basic skills in all the academic content areas. Our average percentage of special education students from 2011-2015 was 20.35%.

RWCS practices a full inclusion model where all students, both gifted and learning disabled, learn in the same room in a least restrictive environment. The special education teacher co-teaches at different times during the day so that the special needs of students can be met. The design of the small school is teaching in multi-grade classrooms, which provides great opportunities for leadership of students and peer mentoring. But this arrangement also presents challenges in terms of the need to differentiate instruction for a very wide range of proficiency levels. In order to achieve the overall goal of increasing the School Growth scaled score, the focus of instruction needs to be the balance of the authentic and rigorous curriculum and shoring up gaps in students' basic skills in reading, writing, and mathematics.

Reading instruction at RWCS occurs in all content areas, including mathematics and science. The ELA CCSS are taught and assessed in every content area using rubrics and standards-based grading. This reading instruction takes place using primary texts and authentic products requiring student writing to explain the learning that took place from reading. RWCS also teaches a large number of students with dyslexia and other reading challenges, who are facing reduced accommodations on the independent reading sections during high-stakes PARCC testing. These instructions to reduce accommodations for these SPED students were communicated to the RWCS special education teacher and the administration by a State of NM representative in a post-PARCC personal visit. This situation creates a detriment for these students in the testing situation.

The RWCS thematic curriculum is project-based and heavily emphasizes writing; and the teachers are trained in using strategies to support writing to learn in daily instruction in all content areas, including math and science. This approach to teaching writing (i.e., proficiency- and rubric-based) does not necessarily address the genre of on-demand writing to inauthentic prompts, as assessed using standardized measures. This particular writing skill has a valid place in the adult world; it should be and will be systematically taught throughout the curriculum.

RWCS students often enter the school below grade level in mathematics, with chasmic gaps in their conceptual understanding of basic math (e.g., multiplication and division, multi-digit addition and subtraction, fractions). The approach to mathematics instruction at RWCS includes complex problems that lead to grappling and opportunities to build conceptual understanding, yet teachers are often encountering the need to teach concepts that were to have been mastered at earlier grades. The challenge RWCS will overcome in mathematics instruction is in implementing balanced math classroom in which the complex problem instruction co-exists with more conventional teaching methods to build conceptual understanding in the areas on which students are below grade level.

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

Three main strategies will be implemented to address the academic priorities of RWCS over the next five years.

1. Student-engaged assessment/data-driven instruction

Assessment experiences increase student motivation. Assessments are not just administered to students but are discussed, analyzed, and sometimes created by students. In the proficiency-based classroom, students see assessments as a source of information that helps them learn. Student-engaged assessment, including self-reflection on assessments that are in diverse formats and for multiple purposes, is integral to student understanding and motivation. Teachers offer clear, standards-based, descriptive feedback on work, often from a rubric. This feedback is specific, emphasizes strengths and areas of improvement, and provides clear strategies to improve and gain proficiency on the learning targets.

Students examine their results and track their work patterns and needs on interim and standardized tests. They analyze their own and anonymous, whole-class data to gain insight into what learning needs to happen in order to improve on these measures. Teachers analyze data from these same sources in systematic ways in order to track student progress and implement data-driven instructional interventions.

In class, students and teachers assess and reflect upon their own work and analyze it for progress and patterns. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Classrooms are characterized by a culture of striving for excellence. Students regularly assess their own growth through organizing and reflecting on portfolios of their work. They are required and supported to present their work publicly and reflect on strengths, challenges, and goals.

2. Differentiation

To meet our goal of improving the overall School Growth scaled score and to meet the needs of the schools diverse demographic, teachers will implement solid differentiation strategies in writing and implementing curriculum. RWCS will continue to offer supplemental services (e.g., tutors, reading programs, interventions) that provide additional support and intervention to students whose needs are not met in the regular education setting. These school-wide structures are developed based on the recommendations of a multidisciplinary team (e.g., special education teachers, literacy specialists, counselors, classroom teachers).

Within the classroom:

a. Students will work toward the same long-term learning targets, and teachers will provide multiple pathways for meeting the learning targets based on student needs (e.g., tiering and compacting lessons, etc).
b. Teachers will determine student needs through the use of assessment strategies (e.g., pre-assessments, student self-assessments, inventories, and providing multiple opportunities for

success).

c. Teachers will use instructional practices to ensure that all students are thinking and participating (e.g., providing texts for different reading levels, designing tasks based on different learning styles).
d. Teachers will examine their own classroom equity practices using protocols and checking for understanding techniques, such as equity sticks and tracking patterns of student participation in the classroom.
e. Students will know and learn with a diverse group of peers.
f. Teachers will learn about the home, cultural and community backgrounds of their students.

As a team of teachers…

a. School leaders thoroughly examine staffing, scheduling, and structures in order to choose models that best meet the needs of all students.
b. Collaborative teams that work with students with disabilities are provided with adequate planning time to support this student population.
c. Collaborative teams evaluate accommodations and consider innovative strategies for diverse student populations.
d. Modifications are developed based on specific student needs, with the intention of achieving the most rigorous outcome possible for the student.

3. Parental Involvement

Recent research consistently points to the power of parental involvement and student academic achievement. "Increased parent involvement, defined as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance, measured by both a standardized achievement test and teacher ratings of the child's classroom academic performance. Further, parent involvement was significantly related to academic performance above and beyond the impact of the child's intelligence (IQ)."* "In fact, parental involvement in a child's school increases students' standardized test scores ½ of a standard deviation over students without the same level of parental involvement."**

RWCS has a long history of high levels of parental involvement and participation. The school will continue to develop, support, and target areas of concern with active communication between teachers, students and parents through newsletters and personal outreach for participation in all student events (e.g. student-led conferences, Presentations of Learning, etc.). At RWCS, the school leader supports the collection and shared analysis of data about community engagement using multiple sources, including student and family satisfaction surveys, community attendance at school events, and community events and partnerships.

* Topor, D.R.; Keane, S.P.; Shelton, T.L.; and Calkins, S.D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. Journal of prevention & intervention in the community, 38(3): 183-197.

** Harvard Family Research Project. (2015). http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluating-family-involvement-programs/parental-involvement-and-secondary-school-student-educational-outcomes-a-meta-analysis. Page visited 24 September 2015.

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

The RWCS school leadership team (SLT) represents stakeholders from all areas of the community — teachers, parents, outside community members, administration, non-profit leaders, and a governing board member. The SLT meets quarterly from August to March and then monthly from April to June to analyze school data from all sources.

Teachers and the school leader first process the school data for use by the SLT. Data from multiple sources, such as interim assessments, NMSBA/PARCC, and the NM School Grade Card, are organized into data displays so that they can be analyzed effectively and efficiently by the SLT. These data are presented to the SLT in a timely manner so the data are still relevant and helpful. Other data collected and disseminated to the SLT by the school leader are about organizational performance, including lottery applications and enrollment patterns; budget targets; resources and fundraising; and staff recruitment, retention, and satisfaction.

In order to monitor student achievement, the SLT analyzes data related to student achievement on standardized tests; the School Report Card; interim assessment data; analysis of student work; and other measures related to character, motivation, and engagement. Additionally, the SLT analyzes data concerning instructional practices and school culture, particularly from school-wide walkthroughs and the data collected to document growth on teacher professional development plans.

The data conversations within the SLT are driven by questions that inform a process of inquiry, problem-solving, and collaboration. They are guided by clearly identified norms, guidelines to maintain a culture of relational trust and support a culture of productive data use and collective ownership of student success.

The outcomes of these conversations are the use of data to craft the annual EPSS and internal work plan. The internal work plan is used to foster the implementation of the EL-inspired education model and to support continuous school improvement efforts. Furthermore, these data are used to tell the RWCS story, for the following purposes: to leverage change by crafting the annual professional development calendar and agendas and to make recommendations to the Governing Council regarding the allocation of resources.

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?

As mentioned in the strategy implementation section, RWCS teachers will focus more on intensive use of differentiation strategies. Differentiation can raise the bar for all students. Designed differentiation is the deliberate act of modifying instruction or an assignment in order to fit the particular developmental level and skills of a student or group of students. RWCS teachers will be given professional development training to plan proactively for varied approaches to what students need to learn, how they will learn it, and how they express what they've learned. If small group pull-out is necessary, that strategy will be implemented as well. RWCS operates on a modified four-day week. Mondays are for staff only and professional development classes are in the calendar for the entire year before school starts. At least 4 of those PD days will be devoted to differentiation strategies and facilitated by professional peers.

RWCS has shown success with students who have special needs. We can further these positive results by crafting Individual Learning Plans for students with accompanying academic, behavior, and community expectations. All expectations have identified indicators for growth and are based on data. These plans are created for each student regardless of disability or circumstance. Again, although we have room to grow in

academic achievement, our existing instructional strategies, flexibility in scheduling, and focus on individualized needs do appear to narrow the achievement gap traditionally experienced by students in the areas of SPED/ELL and economically disadvantaged. RWCS will continue to further meet the needs of SPED/ELL and economically disadvantaged students by continuing to support implemented strategies such as scaffolding the learning environment, encouraging peer collaboration, implementing differentiation strategies, scheduling one-on-one instruction with tutors, and offering flexible scheduling.

Lastly, parents need to be more involved in the learning of their child, as this factor profoundly influences achievement regardless even of IQ. While RWCS parents tend to have high levels of participation in school events, the data have not been maintained in systematic ways. We have instituted a school wide policy of documentation of all parental involvement, so that the data can be used by the SLT to suggest interventions for families with low rates of involvement.

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 process for reflecting on and addressing school performance data at RWCS is tiered.

- The work begins with the internal analysis and presentation of data by the teachers and school leader.
- These data presentations are then provided to the School Leadership Team for analysis to guide the team's recommendations for professional development agendas, need for data from other sources, recommendations for budgetary spending, and assessment of progress toward school improvement goals.
- The school leader then presents this overarching analysis of all data, particularly of the School Report Card, Discovery interim assessment data, and data used to monitor progress toward school goals, to the RWCS Governing Council. The analysis also includes the recommendations made by the SLT, especially regarding budgetary spending and monitoring progress on the EPSS and internal work plan.
- The Governing Council (GC) discusses the data and recommendations and creates action items as needed for future meeting agendas.

Also as part of the regular monthly business of the GC, and on a rotating basis, members of the RWCS faculty are asked to make a presentation to the GC that highlights the teacher's learning targets and corresponding curriculum and to provide their personal assessment of their student's progress in meeting student learning targets. Often, the presentation includes physical exhibits of the student's work along with other empirical data to substantiate the headway being made throughout the year. Following each presentation, a 5-10 minute exchange occurs between the GC members and the teacher, giving the presenter an opportunity to answer any questions that the GC may have, as well as elaborate on any details presented. It also provides the staff member the opportunity to seek feedback and direction from the GC in resolving classroom or performance issues that, from time to time, may arise.

The Director and the Governing Council respect the professional educators who work daily with RWCS students. RWCS staff, faculty, students and parents are given a chance to review the Director for accountability through the use of internally created surveys. The Governing Council uses these data as a source of assessment data regarding the performance of the Director, as well as their own assessment of continual improvement in performance data.

Most importantly, the GC recognizes that the Instructional Leader of a school is the foundation of school improvement and success for all students. Therefore, the RWCS Governing Council holds the school director accountable for school performance by following the mandated HOUSSE evaluation process. The HOUSSE evaluation process is specifically geared toward the assessment of progress toward EPSS and other school improvement goals. The process follows these basic steps:

- The school leader engages in a self-reflection process based on the Principle Leadership Competencies and Indicators.
- The professional development plan (PDP) is created in collaboration with a representative of the RWCS Governing Council. This plan is founded on the school leaders self-reflection and based on the EPSS and other, internal improvement plans' performance expectations. This plan includes details on the evidence that will be collected from appropriate data sources to monitor the improvement on the competencies and indicators chosen for the PDP.
- The GC representative completes multiple site visits designed to assess the school and the implementation of instruction to meet school goals.
- A mid-year review of the evidence to monitor progress on the PDP is completed through collaboration

between the school leader and the GC representative.

- The school leader, at the end of the academic year, completes a self-reflection on progress toward goals.
- A summative evaluation is completed in which the evidence is reviewed to monitor the completion of the PDP and to discuss the PDP goal(s) for the next year.

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 Roots & Wings Community Charter School Mission

Our mission is to inspire our students to academic and personal excellence. Our innovative learning community creates classroom, farm and wilderness adventure – *engaging the head, hands and heart* – enabling students to achieve more than they think possible and to take an active role in our ever-changing world.

Adopted February 2015

Proposed Mission Indicator Goal #1

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

Proposed Performance Indicator:

Student proficiency in ELA and mathematics, as measured by the PARCC, will increase 5% over the next five years of the re-charter period.

Proposed goals measures and metrics:

Exceeds Standards: More than 76% of students attain the proficient or advanced category in ELA, and more than 65% of students attain the proficient or advanced category in mathematics.

Meets Standards: 76% of students attain the proficient or advanced category in ELA, and 65% of students

attain the proficient or advanced category in mathematics.

Does Not Meet Standards: The percentage of students attaining the category of proficient or advanced in ELA remains at the current levels around 70% in ELA and 60% in mathematics.

Falls Below Standards: Proficiency rates are less than 70% in ELA and 60% in 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.
- Analysis of the percentage of students in the proficient and advanced categories on the PARCC in ELA and mathematics for upward trends.
- More than 95% of students participate in bi-annual Student-Led Conferences.
- More than 95% of students participate in the annual, deeply reflective Passage Portfolio presentations.
- All students will experience thematic, rigorous project-based learning resulting in multiple revisions of work to a final, publishable product.
- More than 95% of students will publish and disseminate their work at bi-annual Celebrations of Learning.
- More than 95% of parents will be involved in Student-Led Conferences, Passage Portfolio presentations, Celebrations of Learning, Orientation, and fundraising events.

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.
- The school administration will maintain spreadsheets of student participation and parent participation in Student-Led Conferences, Passage Portfolio presentations, Celebrations of Learning, Orientation, and fundraising events.

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. This task can be accomplished 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.
- 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.

C. Amendment Requests

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

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

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

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

Name of State-Chartered School: _____

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

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

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

Printed Name of Governing Council President or Designee:
_____

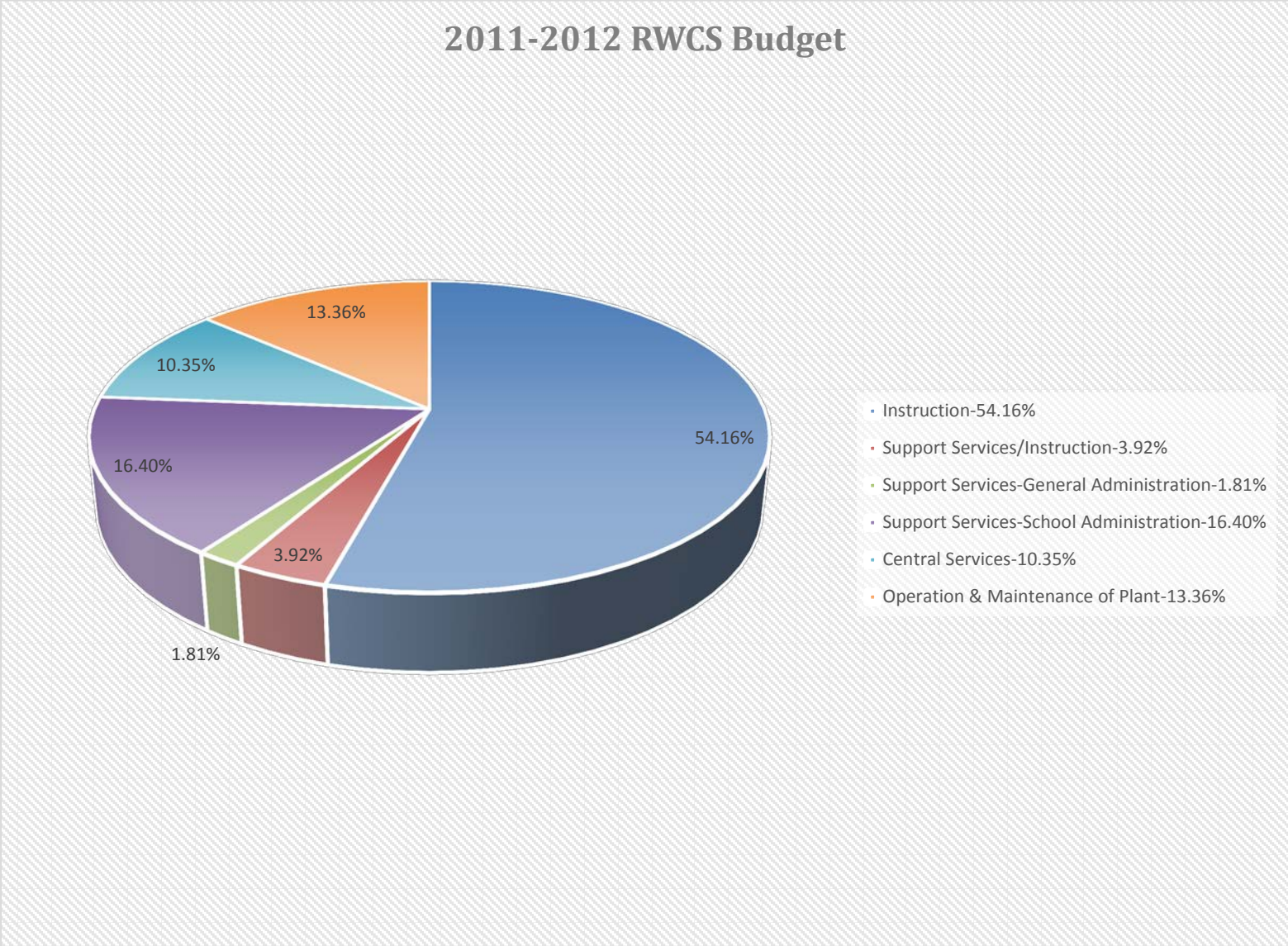
Public Education Department use only

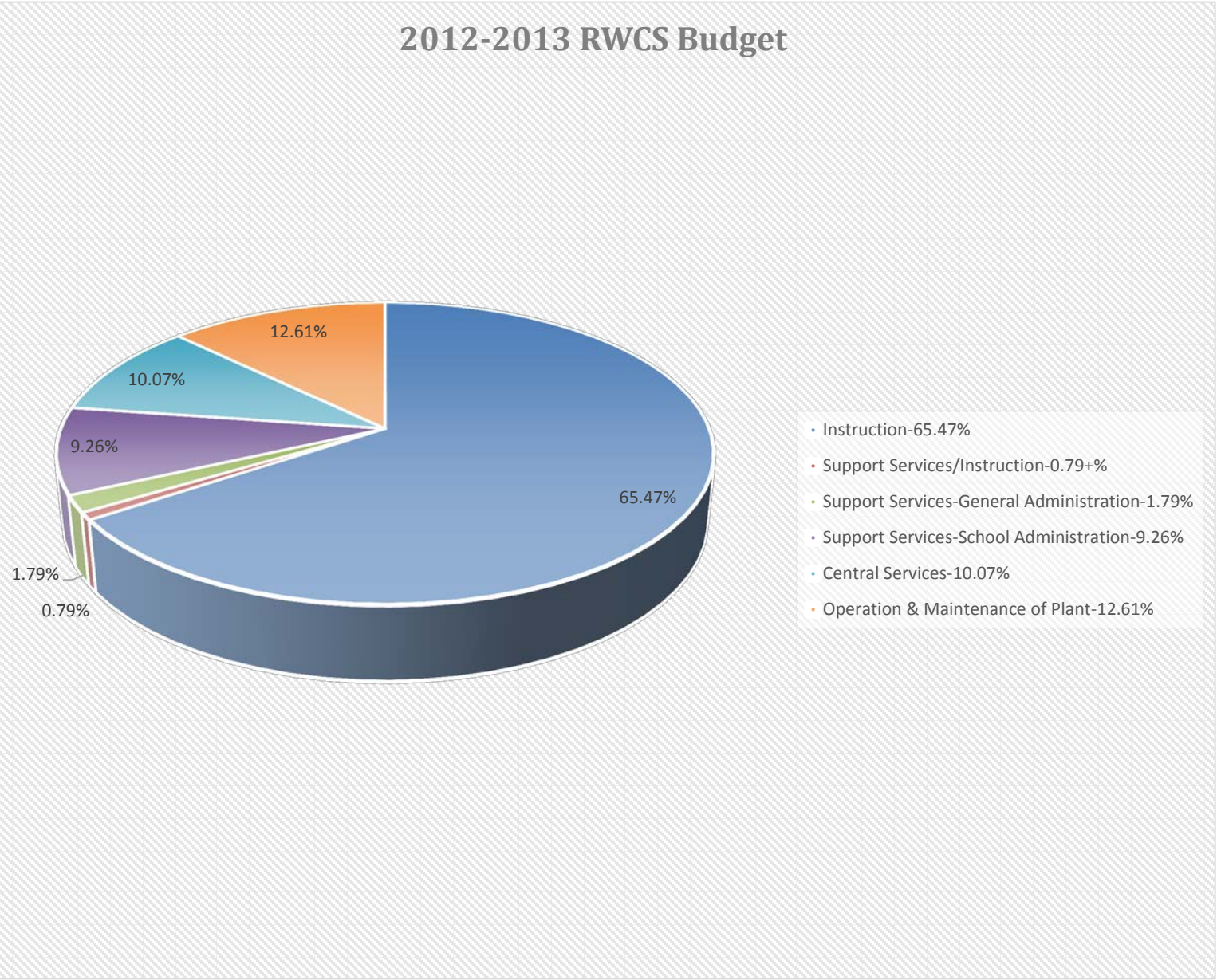
Director/General Manager approves change: _____ Date: _____

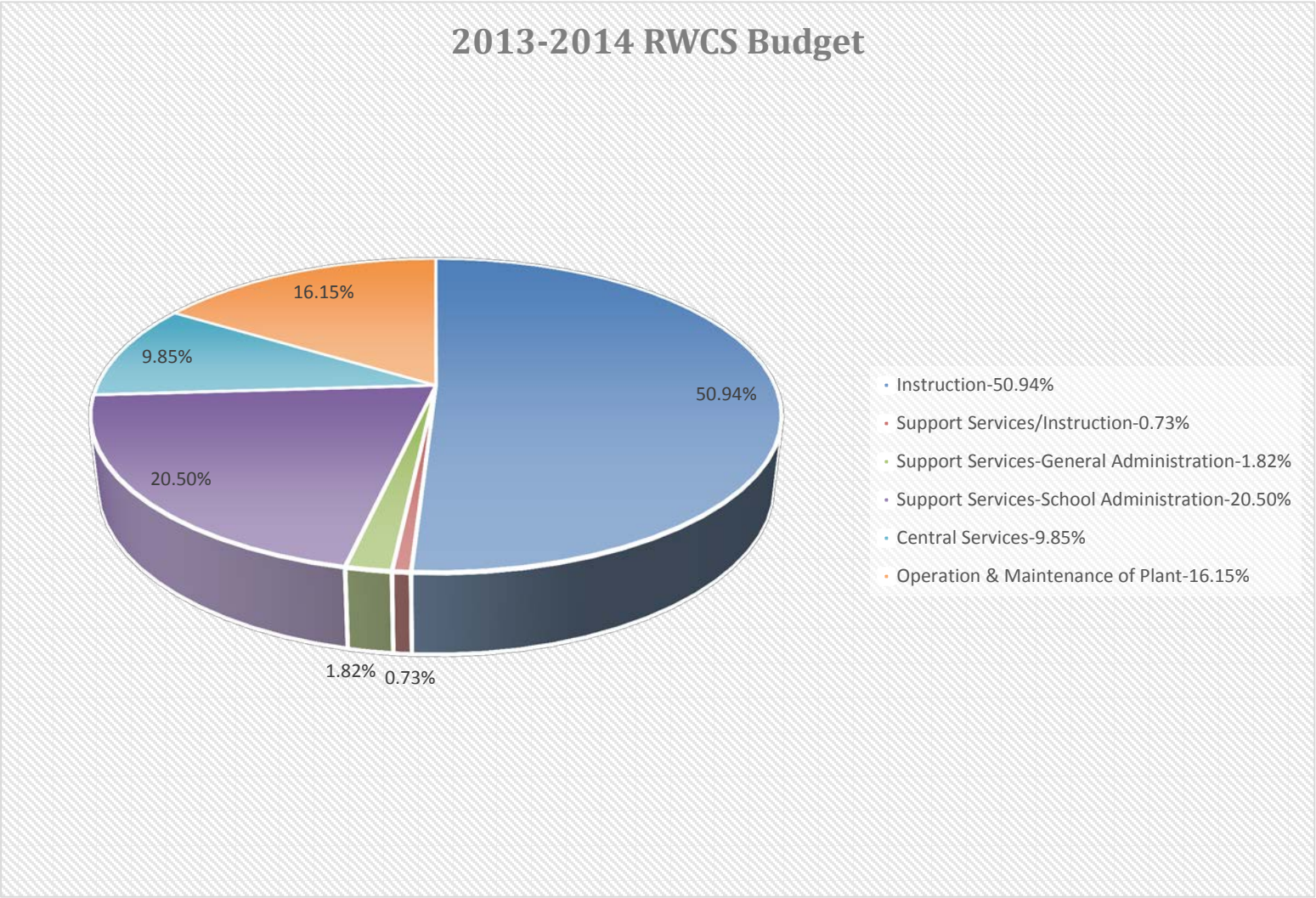
(No further action taken.)

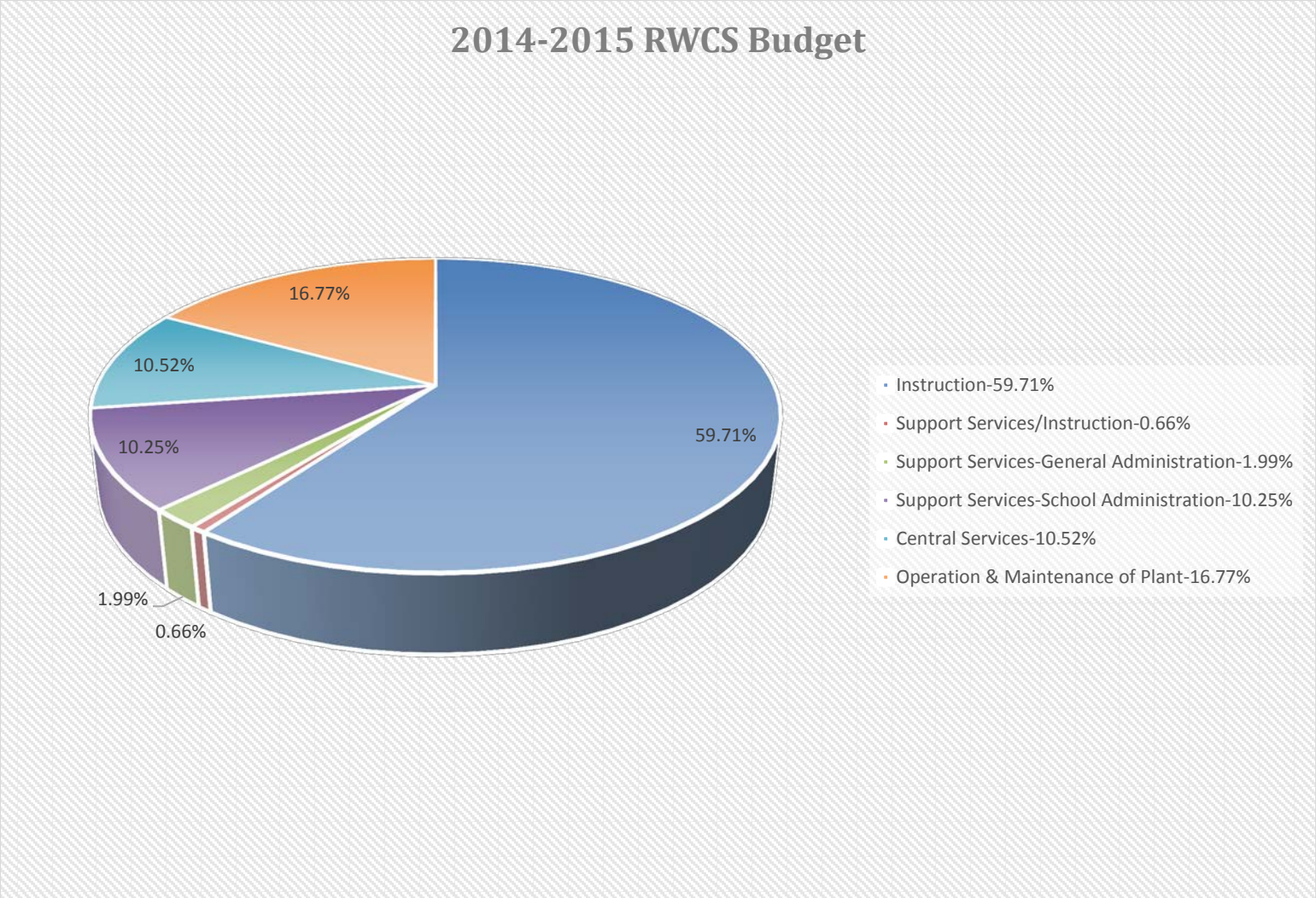
Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED


2011-2012 RWCS Budget
13.36%
10.35%
16.40%
54.16%
3.92%
1.81%
Instruction-54.16%
Support Services/Instruction-3.92%
Support Services-General Administration-1.81%
Support Services-School Administration-16.40%
Central Services-10.35%
Operation & Maintenance of Plant-13.36%


2012-2013 RWCS Budget
12.61%
10.07%
9.26%
65.47%
1.79%
0.79%
Instruction-65.47%
Support Services/Instruction-0.79+%
Support Services-General Administration-1.79%
Support Services-School Administration-9.26%
Central Services-10.07%
Operation & Maintenance of Plant-12.61%


2013-2014 RWCS Budget
16.15%
9.85%
50.94%
20.50%
1.82%
0.73%
Instruction-50.94%
Support Services/Instruction-0.73%
Support Services-General Administration-1.82%
Support Services-School Administration-20.50%
Central Services-9.85%
Operation & Maintenance of Plant-16.15%


2014-2015 RWCS Budget
16.77%
10.52%
10.25%
59.71%
1.99%
0.66%
Instruction-59.71%
Support Services/Instruction-0.66%
Support Services-General Administration-1.99%
Support Services-School Administration-10.25%
Central Services-10.52%
Operation & Maintenance of Plant-16.77%