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Part A: Data Report and Current Charter Contract Terms

North Valley Academy Charter School

School Address: 7939 4th Street, Los Ranchos, NM 87114

Head Administrator: Ms. Susan McConnell

Business Manager: Ms. Sarah Pina

Authorized Grade Levels: Pre-Kindergarten through 8th Grade

Mission: *"North Valley Academy Charter School is committed to provide students with a rich and well-balanced education, through a rigorous focus on Mathematics, Language Arts, and an emphasis on Health and Wellness."*

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

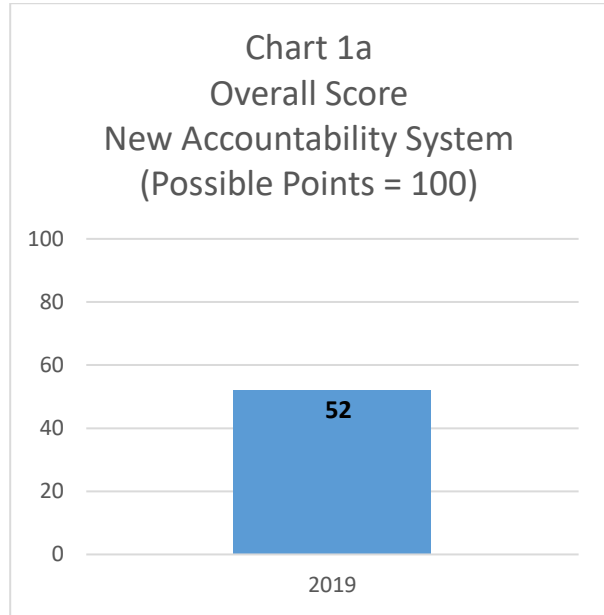
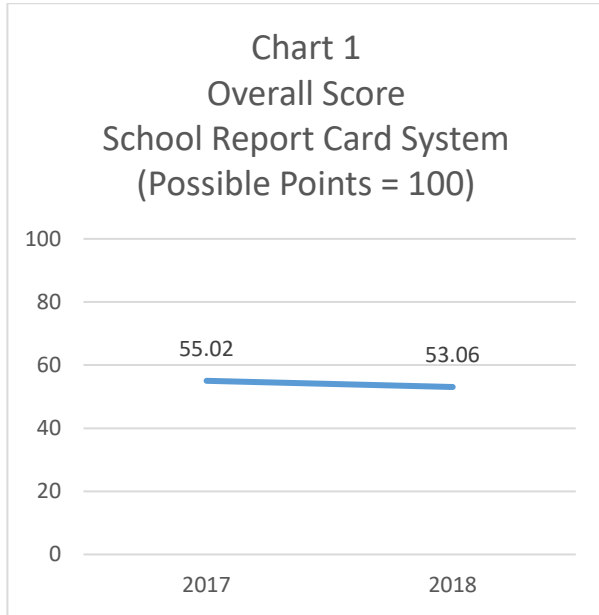
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from the NM System of School Support and Accountability Reports is also provided.

For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state mandated assessments and were unable to complete other assessments and projects required to meet mission specific goals. Therefore, state assessment data is not available.

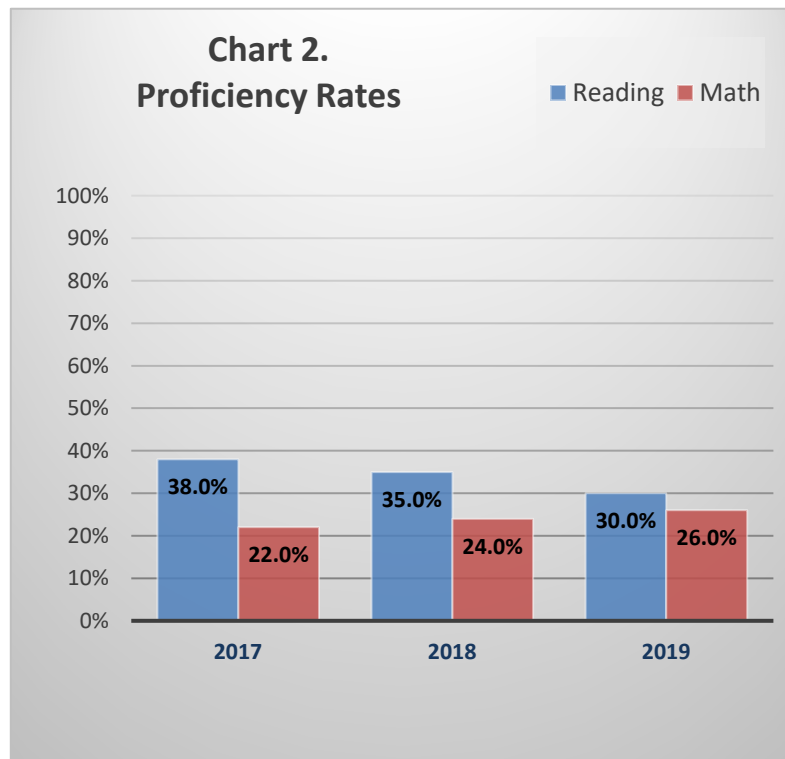
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

1a. Department's Standards of Excellence

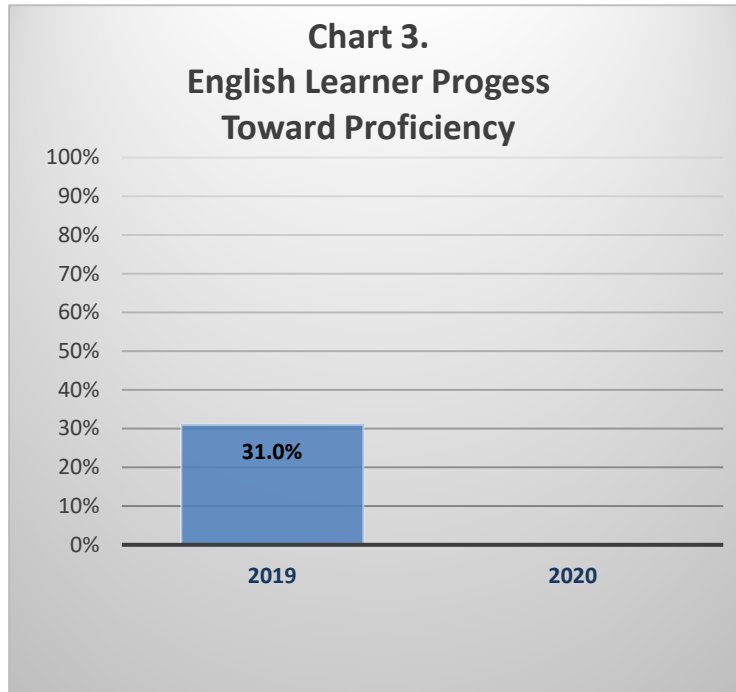
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



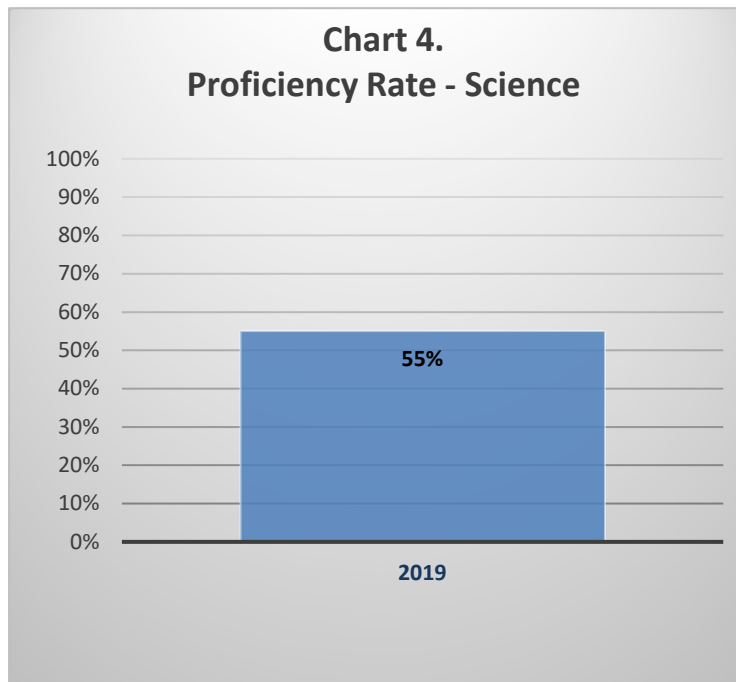
Proficiency Rates: Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



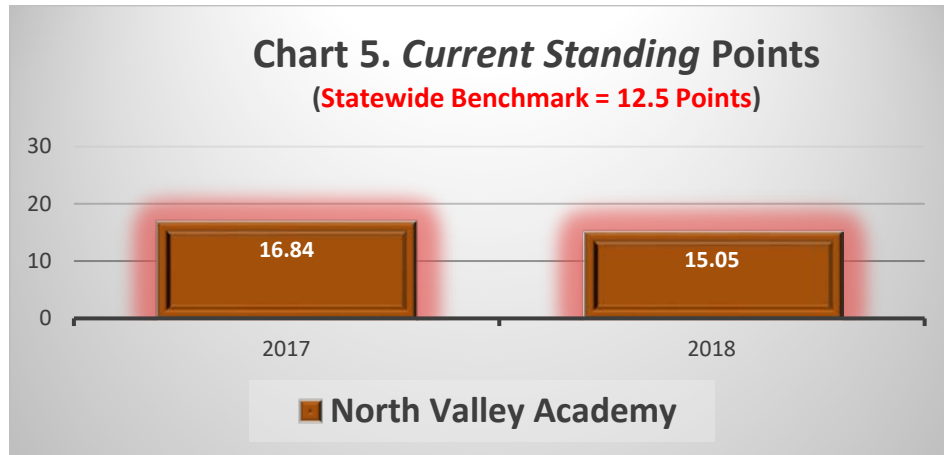
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



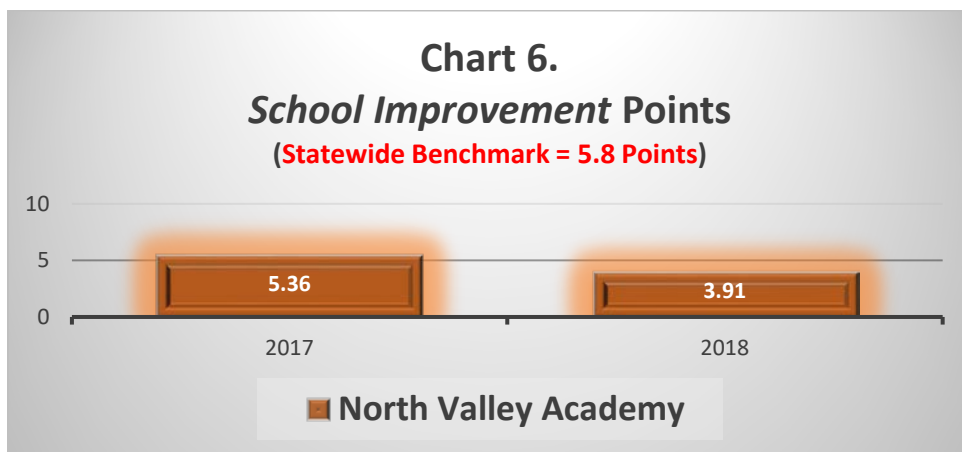
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



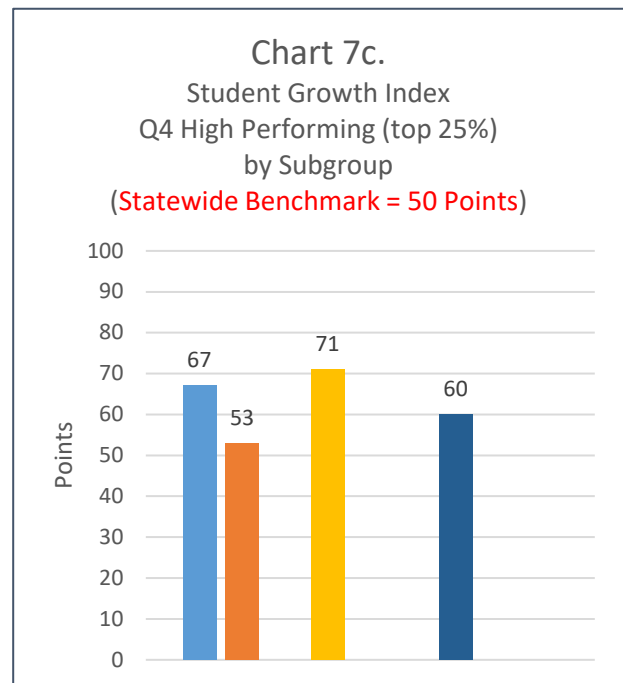
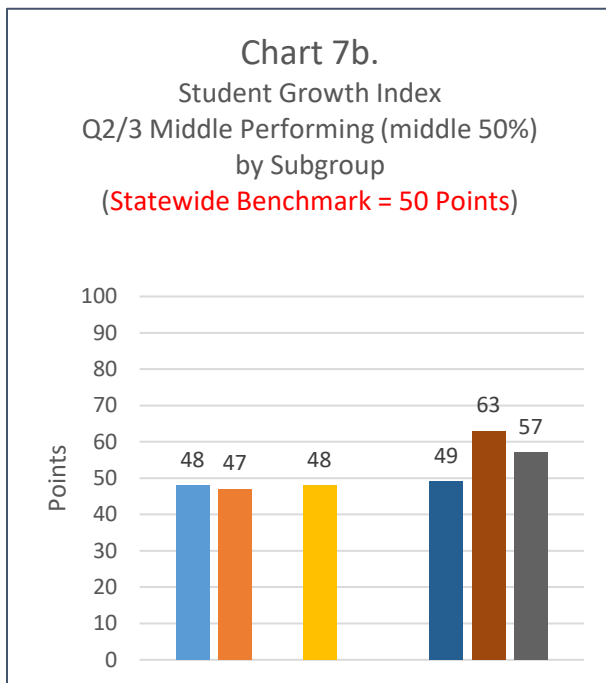
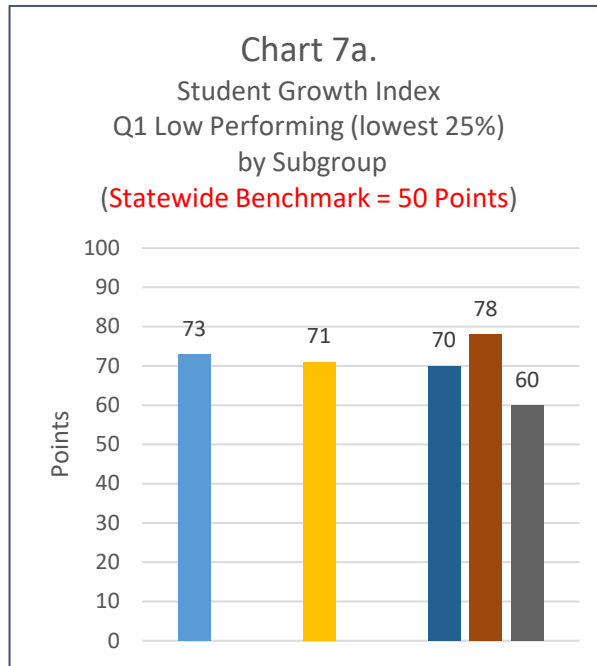
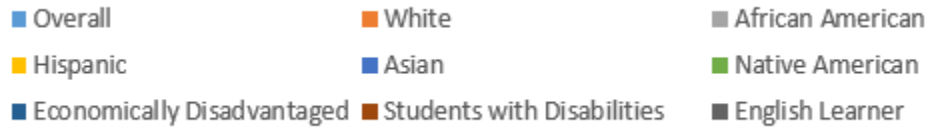
Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. *As of FY19, this measure is no longer available*



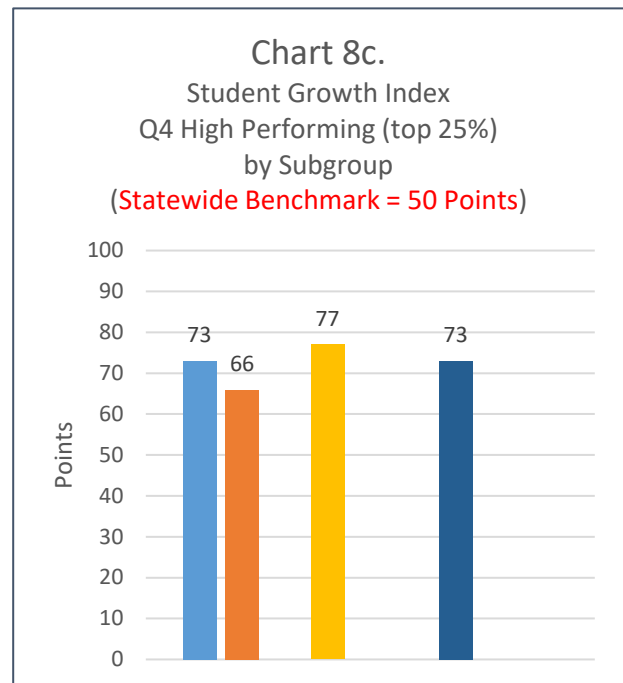
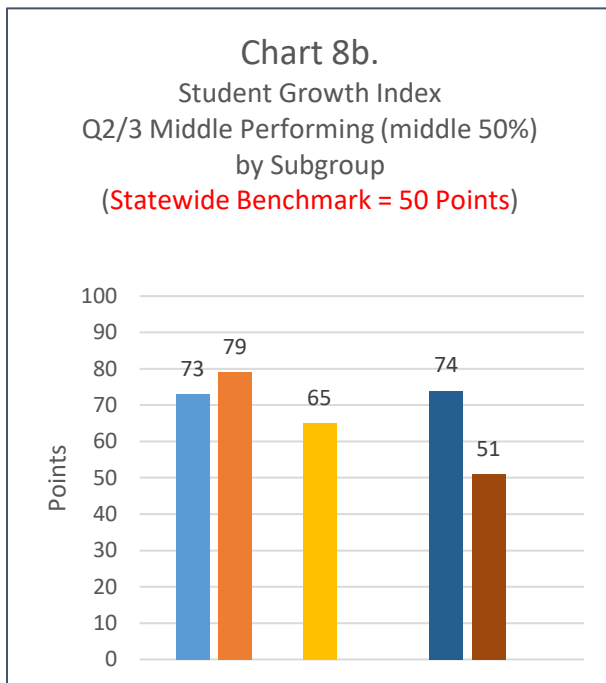
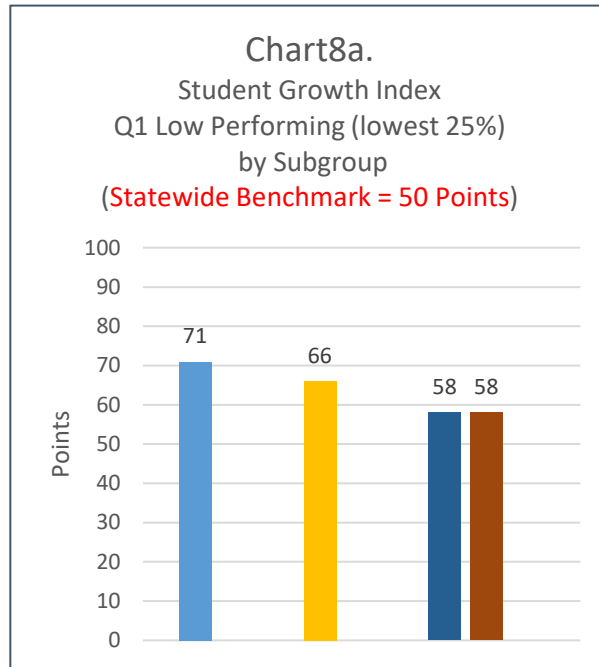
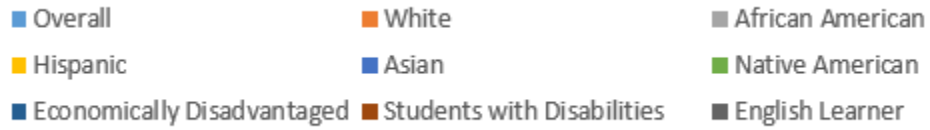
School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. *As of FY19, this measure is no longer available*



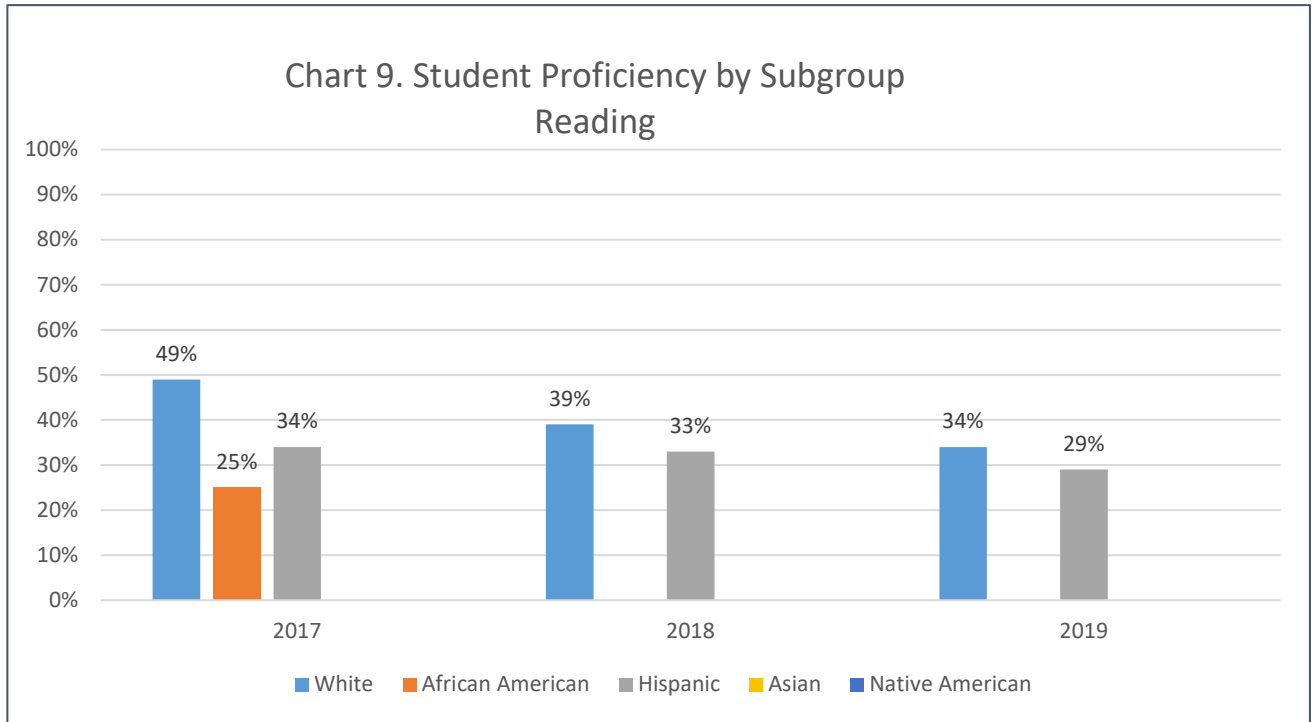
Growth Index for Reading FY2019



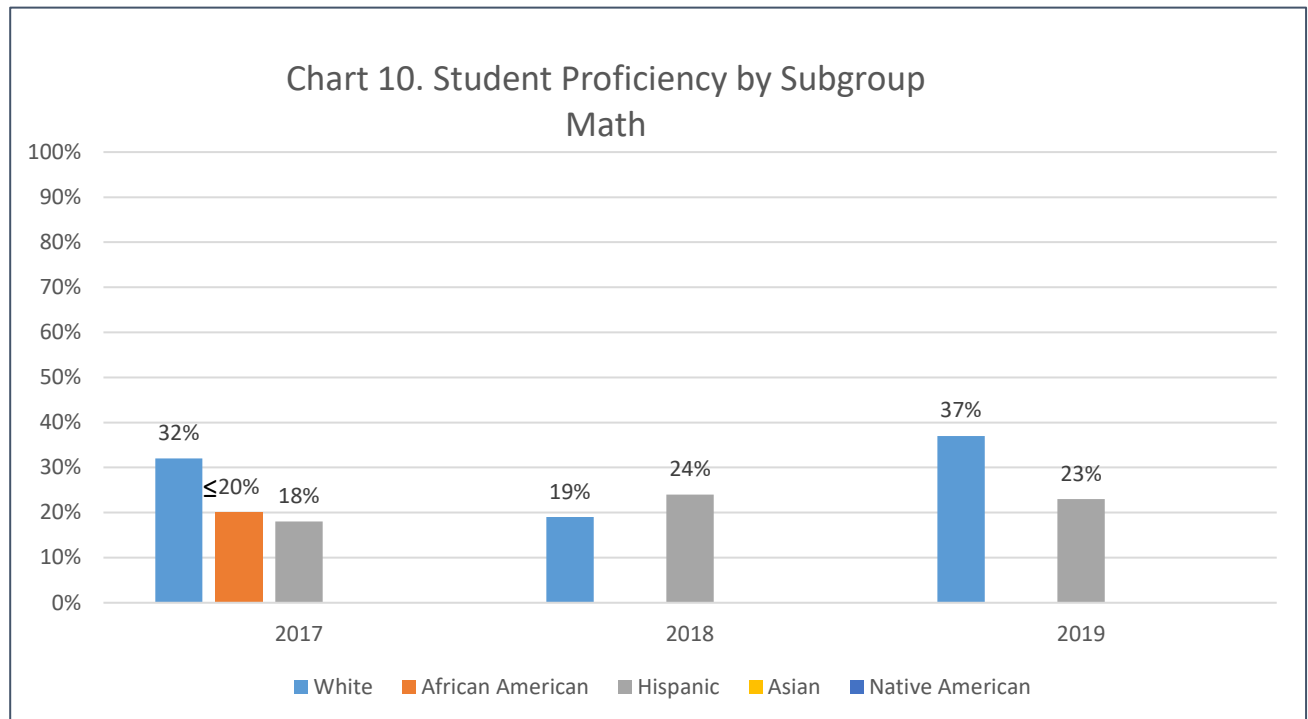
Growth Index for Math FY2019



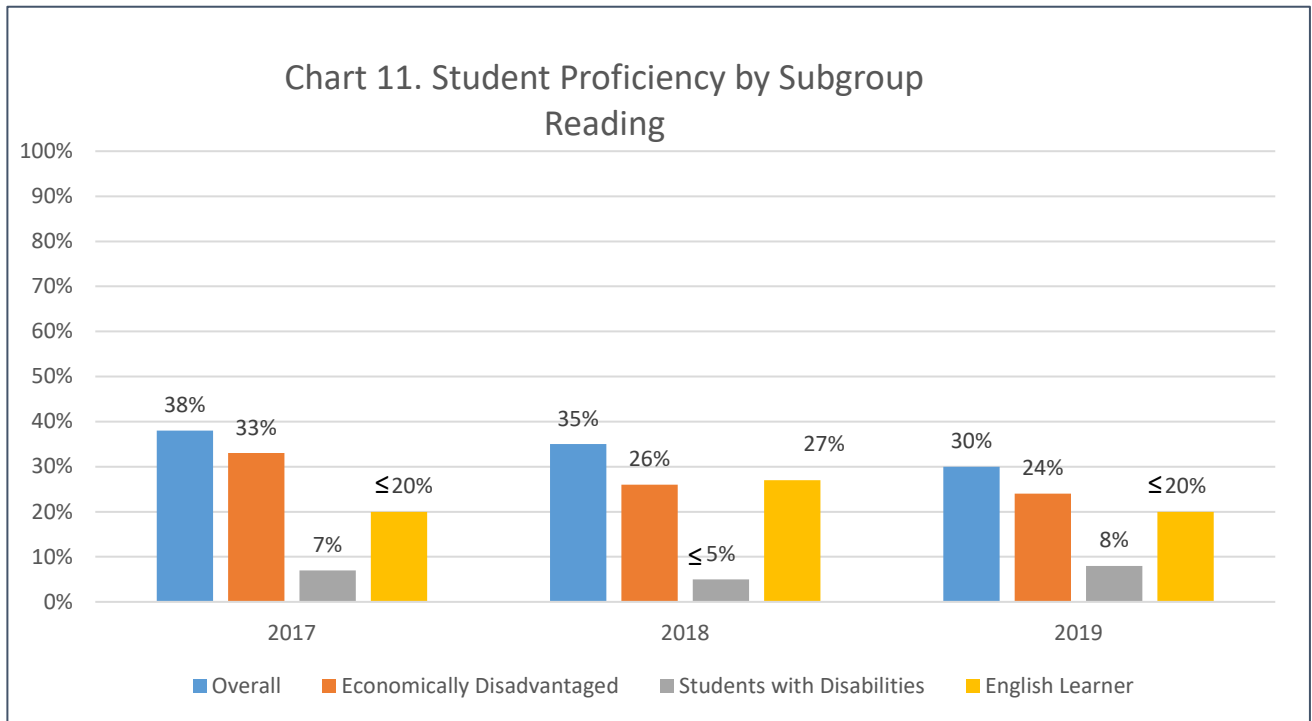
Race/Ethnicity Subgroups - Proficiency in Reading



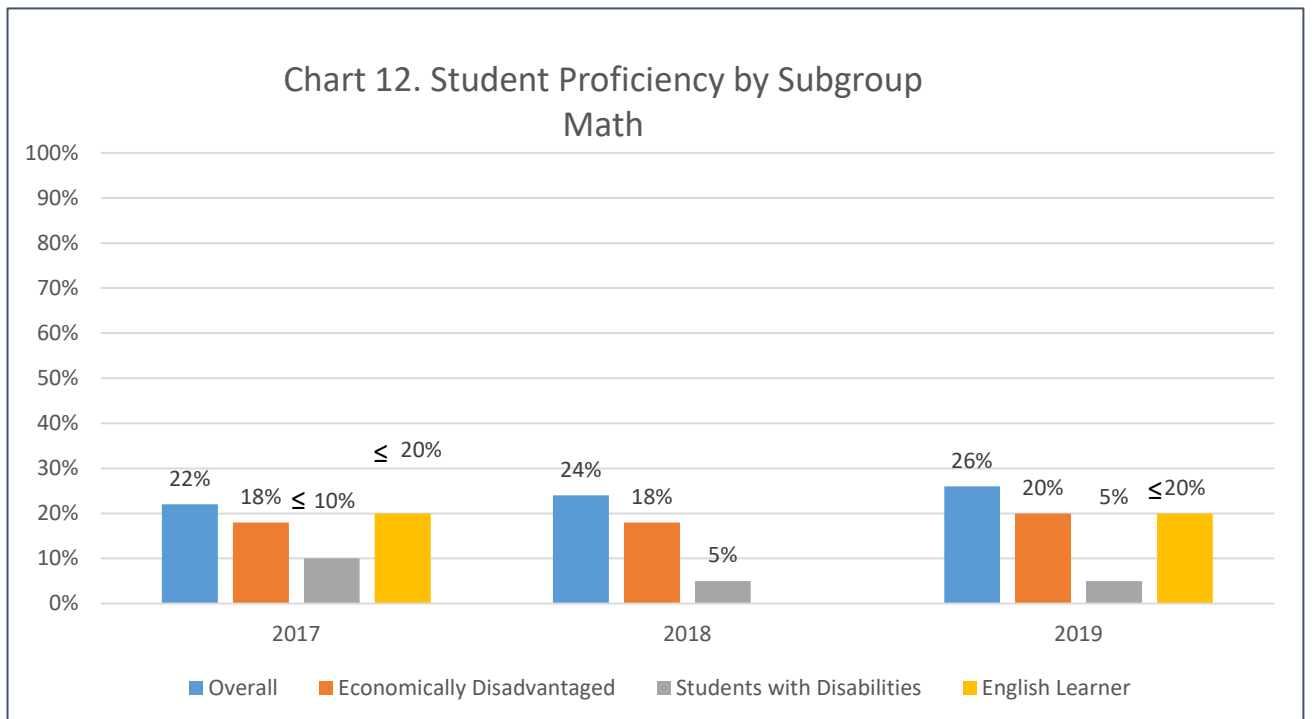
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

1) SHORT-CYCLE ASSESSMENT READING: GRADES K-5

Short-cycle assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of full academic year (FAY) students grades K-5.

2) SHORT-CYCLE ASSESSMENT MATH: GRADES K-5

Short-cycle assessment data (Discovery) will be used to measure academic growth in Math of full academic year {FAY) students grades K-5.

3) SHORT-CYCLE ASSESSMENT READING: GRADES 6-8

Short-cycle assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of full academic year (FAY) students grades 6-8.

4) SHORT-CYCLE ASSESSMENT MATH GRADES 6-8

Short-cycle assessment data (Discovery) will be used to measure academic growth in Math of full academic year (FAY) students grades 6-8.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3	Goal 4
2017	Meets Standard	Exceeds Standard	Meets Standard	Meets Standard
2018	Does not Meet Standard	Does not Meet Standard	Meets Standard	Does not Meet Standard
2019	Meets Standard	Meets Standard	Meets Standard	Exceeds Standard

Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020.

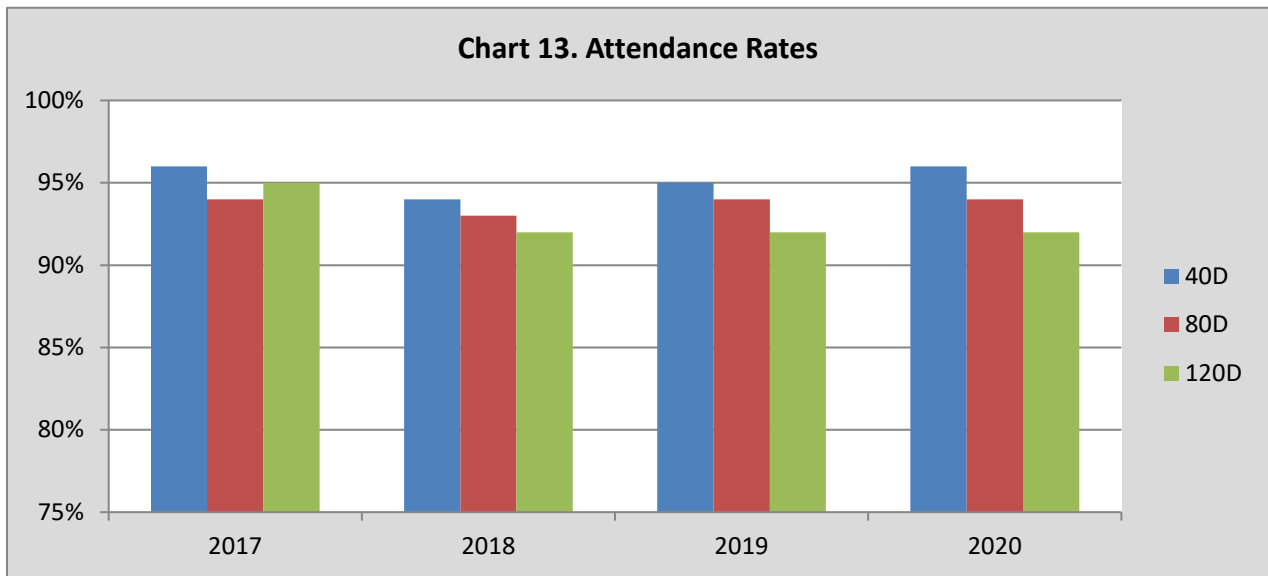
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

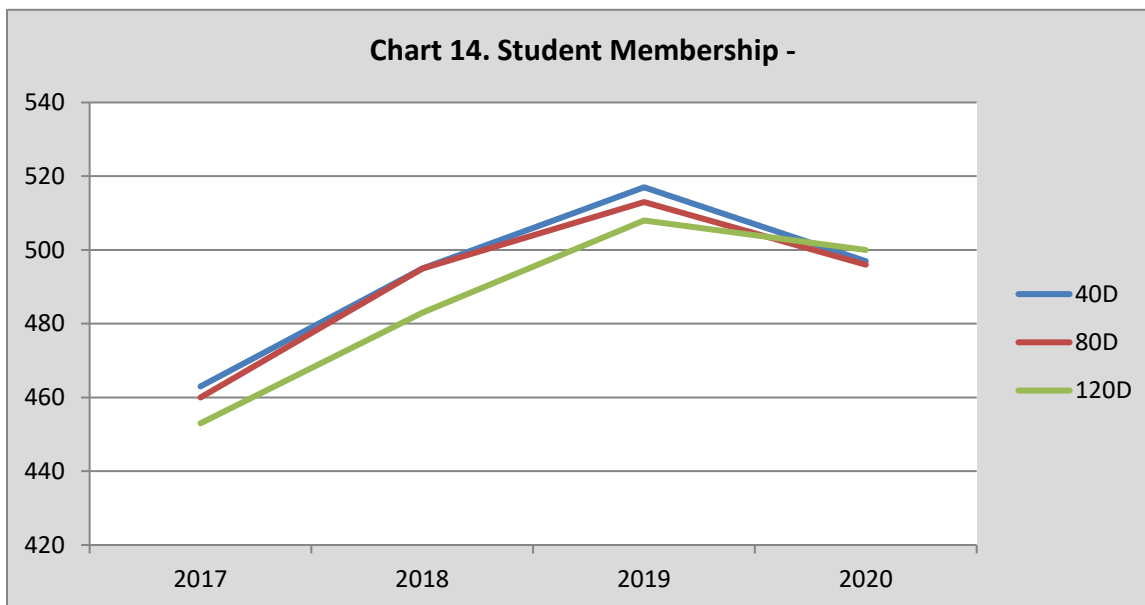
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



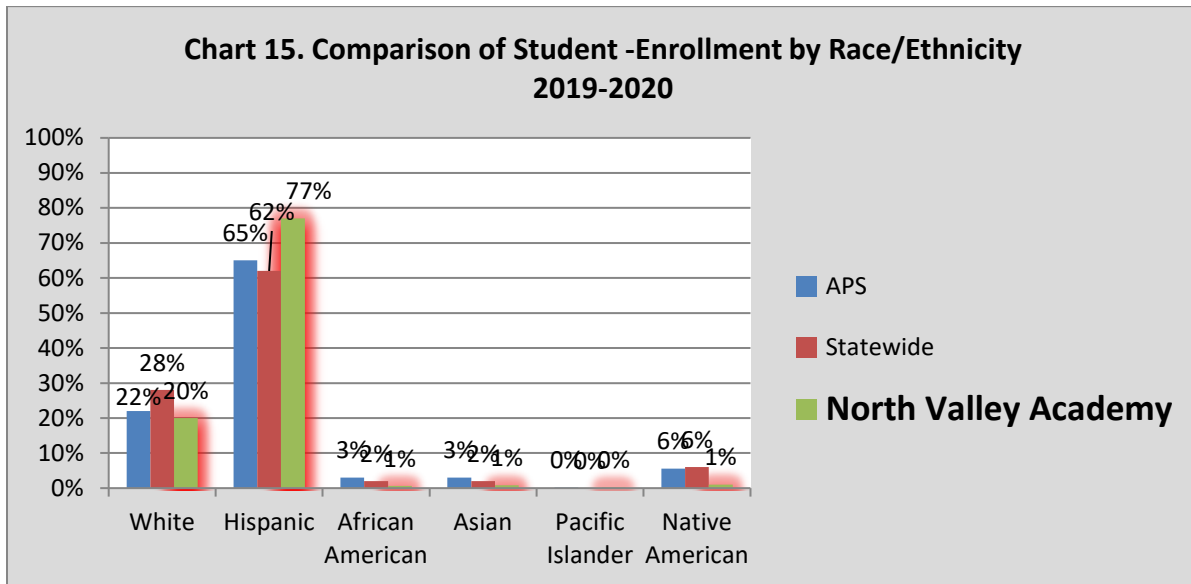
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

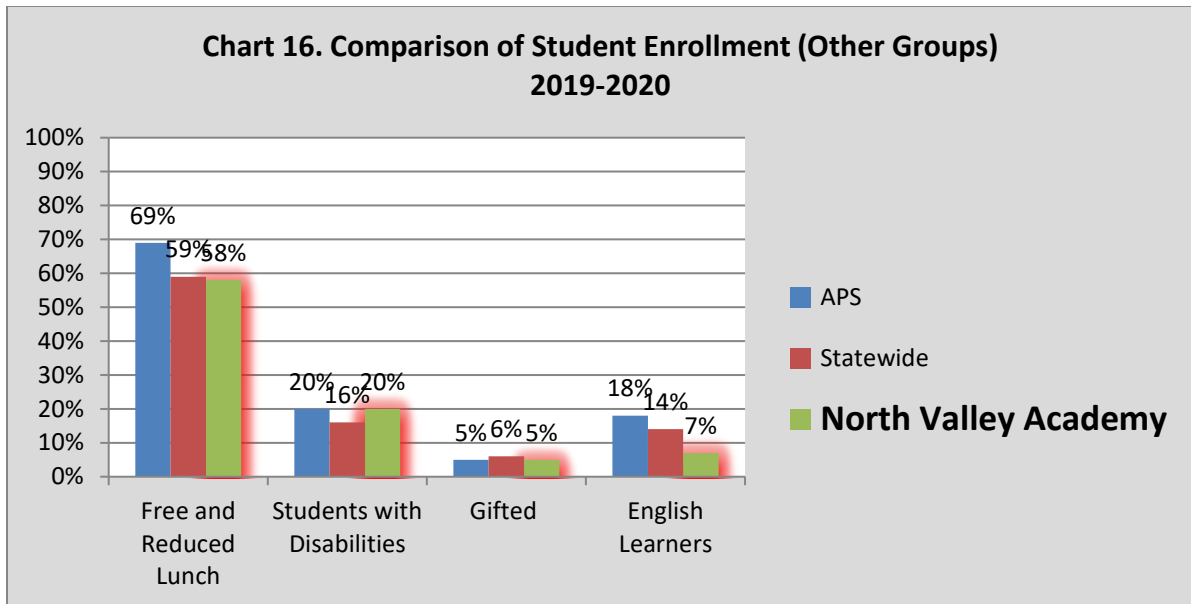


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

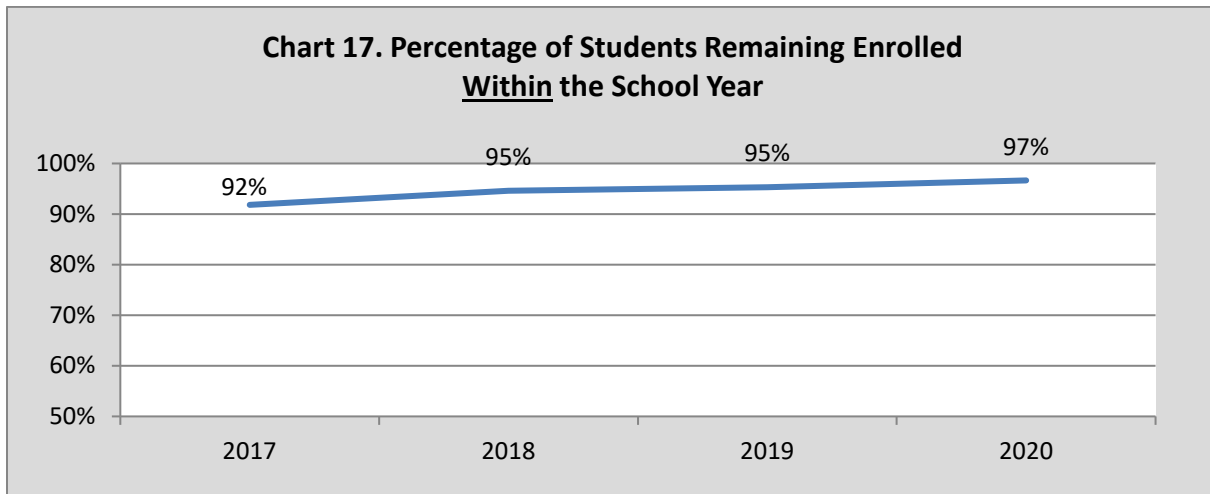


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

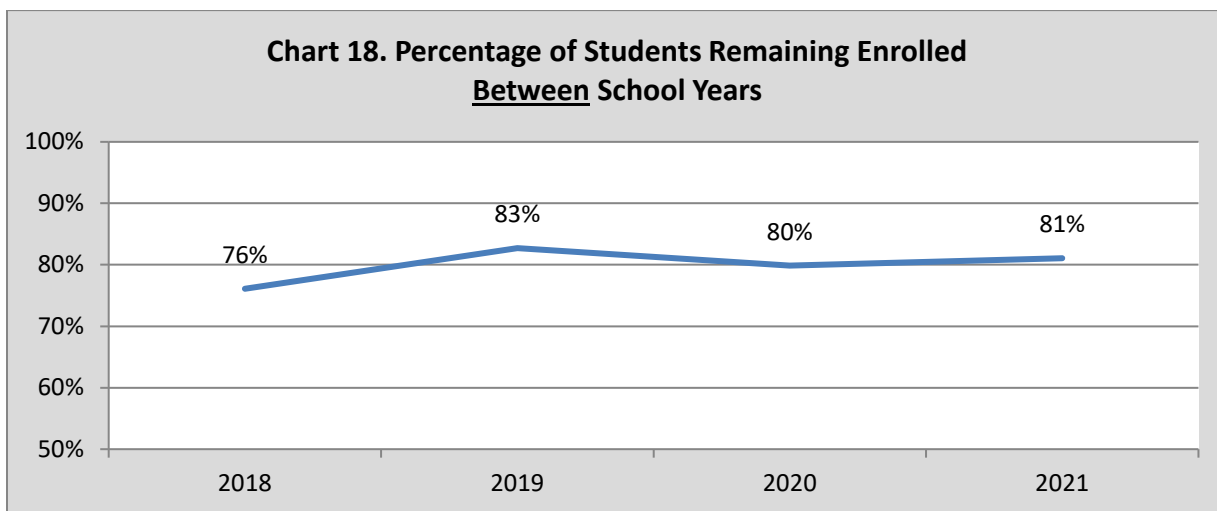
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 17, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set, Chart 18.

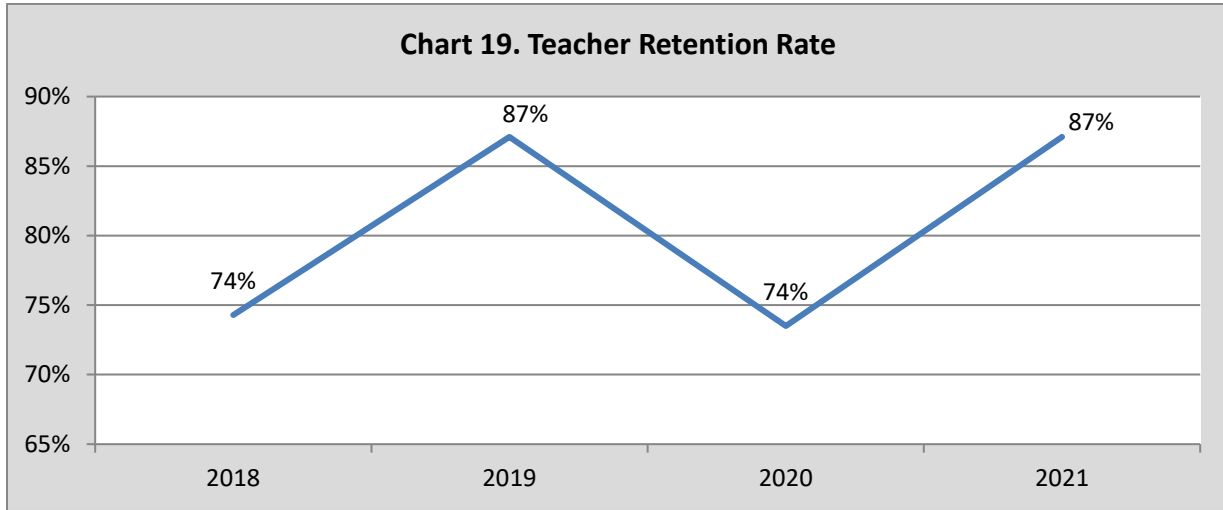


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 19 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	2	0	0
FY18	1	0	0
FY17	0	0	0

Summary of Most Recent Fiscal Report

In FY19, the school received the following audit finding:

2019-001 Controls over Employee Contracts (Other Matters)

Condition/Context: During our review of 8 employee files and related employee contract documentation, we identified one stipend for an employee in the amount of \$2,000 in which the school was unable to provide documentation to support the authorization of the stipend payment.

Management's Response: A signed copy of the employee stipend was not able to be located in the employee's personnel file. Stipend contract was created and authorized by Head Administrator prior to processing in payroll. School will ensure that all payroll related contracts are appropriately filed once signed.

2019-002 Internal Controls over Capital Assets (Other Matters)

Condition/Context: During our audit, we identified the following exceptions related to capital asset additions:

- The school incorrectly excluded \$3,277 in applicable taxes on one of the school's FY19 capital asset additions related to building improvements.
- The school incorrectly classified a \$14,000 contribution from the PTO and the subsequent capital expenditure of drinking water fountains in an activity fund instead of a governmental fund of the school, which required a reclassification adjustment of this activity.

Management's Response: 1 - Business Manager will review all invoices related to capital assets and building improvements to ensure that the entire cost, including sales tax, is accurately recorded in the fixed asset listing. 2 - Donations received by the school will be recorded in an appropriate governmental fund that allows for accurate tracking of expenditures for capital assets.

2b. Board of Finance

The school's Board of Finance has been maintained during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program

1. DATA-DRIVEN INSTRUCTION, including instruction guided by Formative Assessments.
(This will be shown by presenting the running records documentation.)
2. PLC-BASED PROFESSIONAL DEVELOPMENT, including Instructional Coaching.
(This will be shown by presenting the minutes of PLC meetings.)
3. SCHOOL FOCUS is HEAL TH & WELLNESS
(This will be shown by presenting the Personal Activity Metric logs.)

Student Focused Term(s)

1. A FOCUS ON HEAL TH & WELLNESS
2. ACADEMIC EXCELLENCE
 - Common Core Standards
 - Project Based Learning
 - Differentiated Instruction
 - Concentration on "The Whole Student"
3. AN INNOVATIVE EDUCATIONAL APPROACH AND PHILOSOPHY using
 - a. Blended Technology including a blended use of computer-based learning in both classrooms and homework; and
 - b. Mastery Progression which is individual, functional mastery of each level, prior to moving to the next level.
4. STUDENT /TEACHER / PARENT COMPACT defines Educational & Behavioral Expectations
5. After School Programs, such as art and music, Cheerleading, Basketball, and Soccer.
6. Significant parental involvement is an expectation at North Valley Academy. A parent/teacher/student compact will be used to help educate and clearly state educational and behavioral expectations.

Teacher Focused Term(s)

1. PROFESSIONAL STAFF DEVELOPMENT
 - a. PLC-Based structure to improve instruction
 - b. Instructional coaching
 - c. External training opportunities
2. NVA CLASSROOM INITIATIVE
 - a. Commitment of budget/staff/resources, to focus on the classroom.
 - b. NVA Classroom Delivery Model
 - c. Instructional strategies
3. The School has a Lead Team that helps provide information from the teachers to the School leadership.

Parental Involvement

1. PARENTAL INVOLVEMENT
 - a. Annual "TIP Survey"
 - b. Parent / Teacher / Student Compact
 - c. Family-Centered Special Events
2. EXTRA-CURRICULAR ACTIVITIES & PROGRAMS
 - d. Athletics, Fitness, Teamwork, Academics, Character Dev. & Social Skills
3. PARENTAL INFORMATION & RESOURCES
 - e. Parent Information System
 - f. Parent Resource Center

3b. Organizational Performance Framework

North Valley Academy	2016-2017	2017-2018	2018-2019	2019-2020
Category I. Academic Performance Framework				
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	
I-A.01 Required Academic Performance Indicators	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework				
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework				
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework				
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has 6 members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
Victor <u>Marthe</u>		7/5/2018	Active	6	8	0
Claudia Zamora	Chair	?	Active	6	12	0
William Duran		8/16/2018	Active	6	6	0
Craig <u>Sinsabaugh</u>	Vice Chair	8/15/2016	Active	6	6	0
Gayle Edward	Secretary	10/16/2017	Active	6	8	0
Thomas <u>Walmsley</u>		4/20/2017	Active	6	6	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.