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RYAN STEWART, ED. L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Data Report and Current Charter Contract Terms

RED RIVER VALLEY CHARTER SCHOOL

School Address: 500 E High St, Red River, NM 87558

Head Administrator: Kimberly Ritterhouse

Business Manager: Zach Kirchgessner

Authorized Grade Levels: K-8

Mission:

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

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In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.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

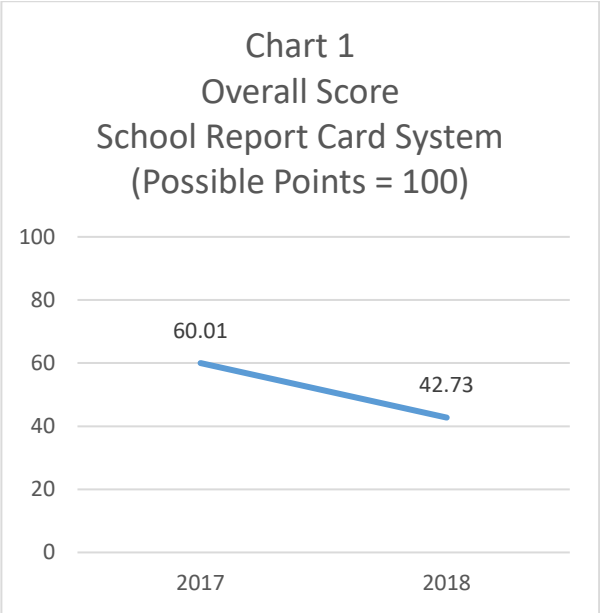
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from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

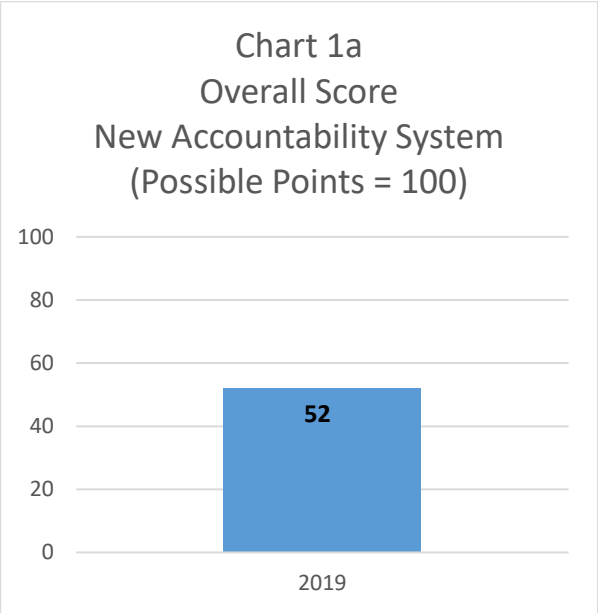
For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state mandated assessments and were unable to complete other assessments and projects required to meet mission specific goals. Therefore, state assessment data is not available.

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.

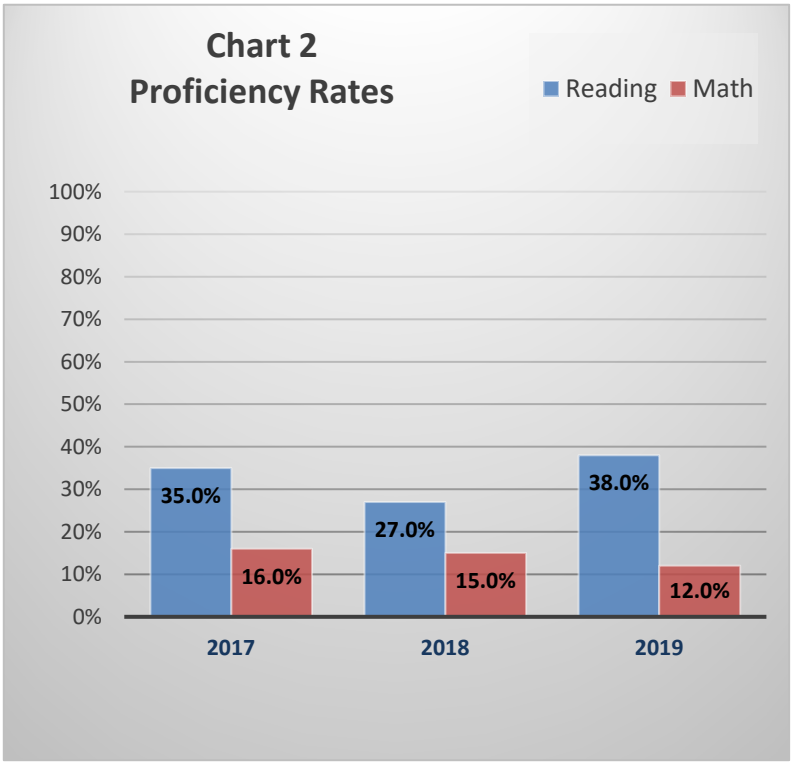
1a. Department's Standards of Excellence

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).

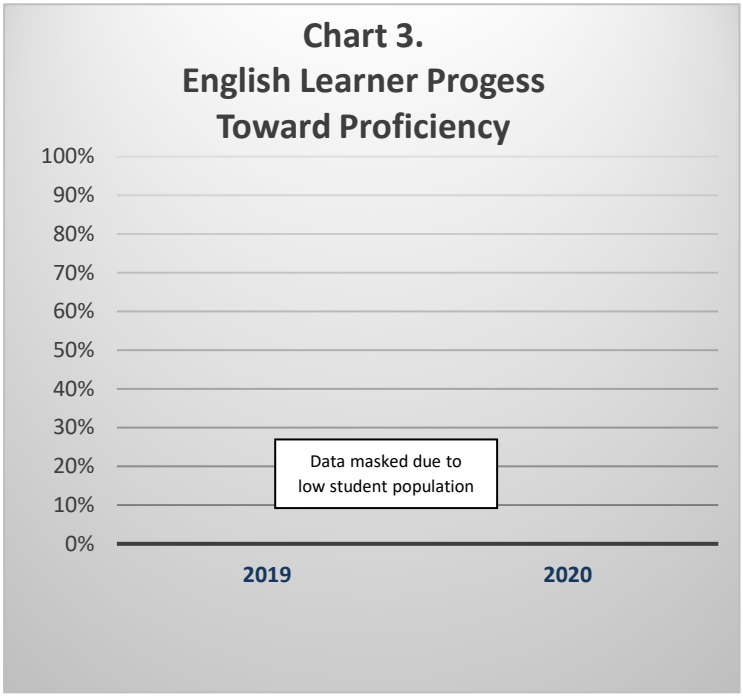




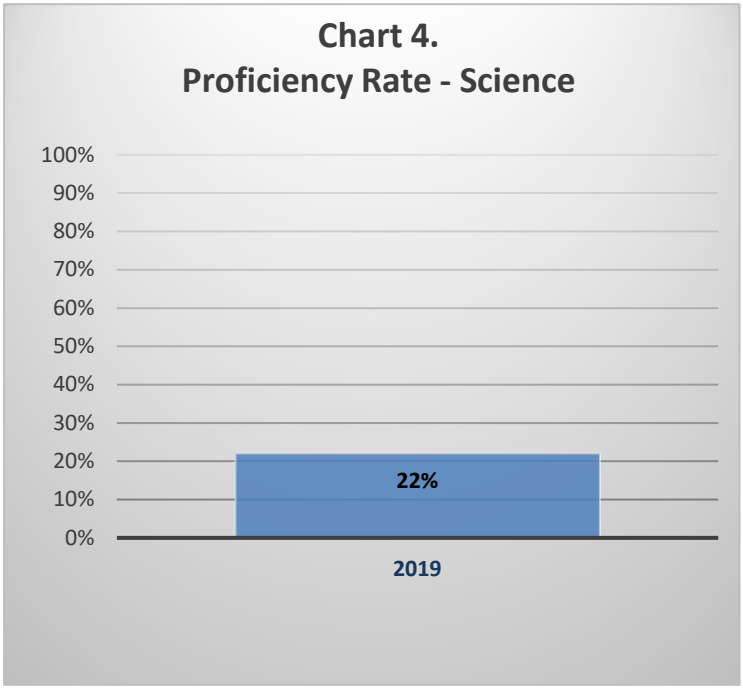
Proficiency Rates: Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



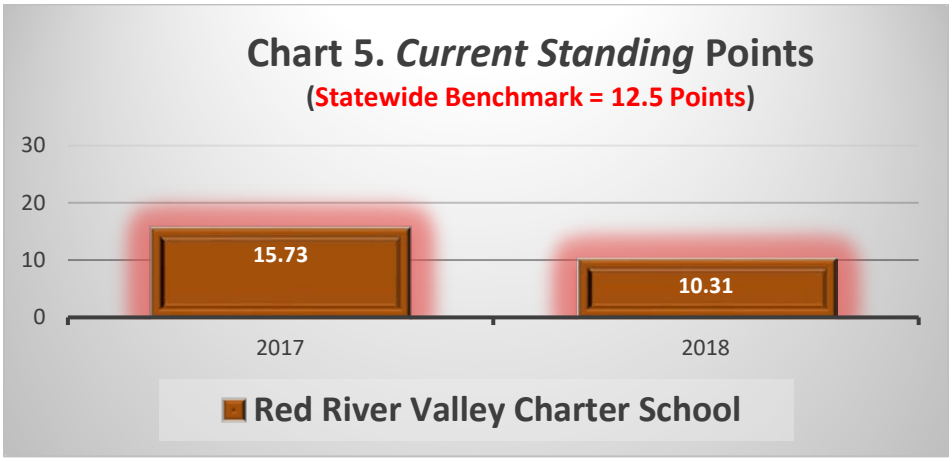
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are "on track" to achieve English Proficiency in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



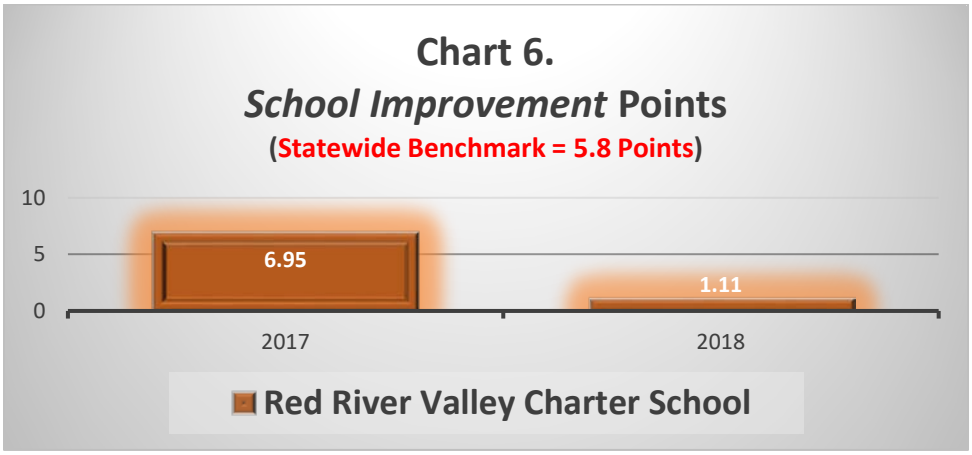
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State's overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



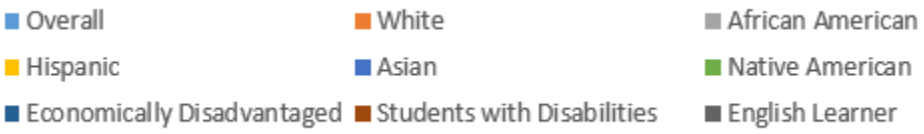
Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. *As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

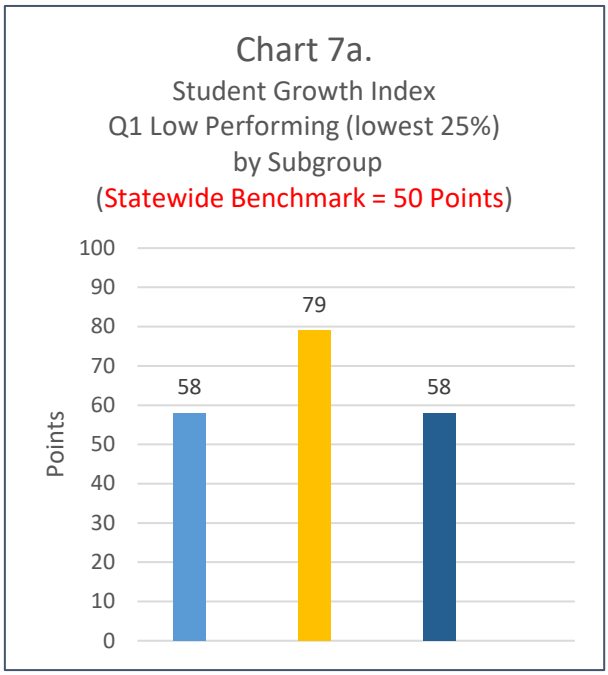


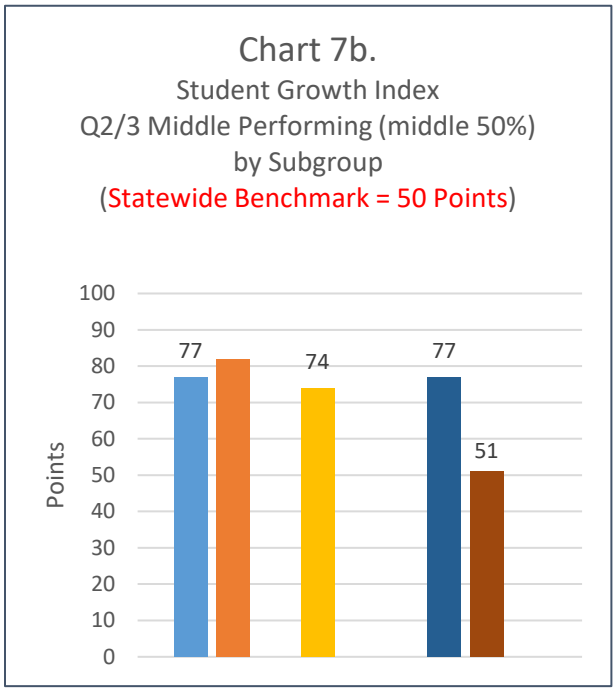
School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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

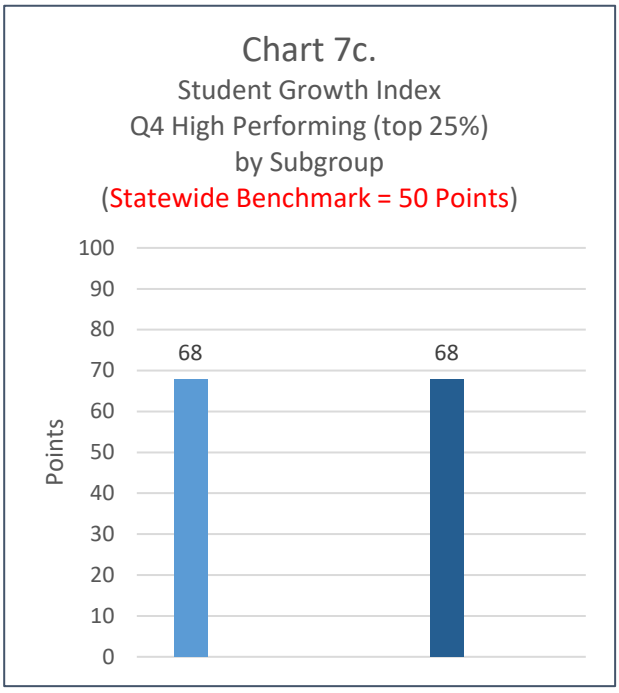


Growth Index for Reading FY2019

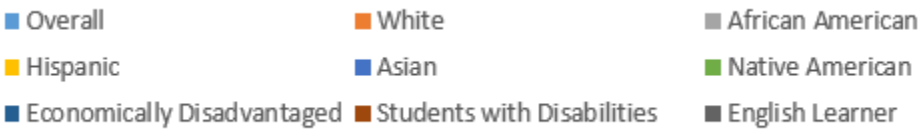


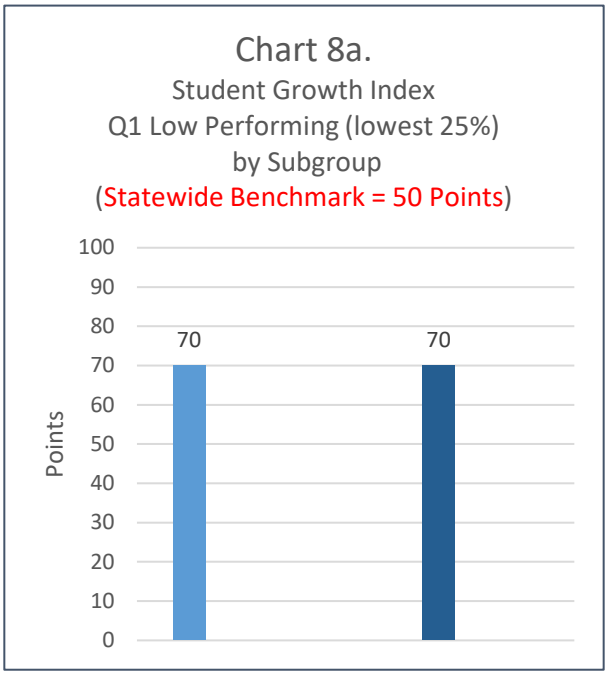


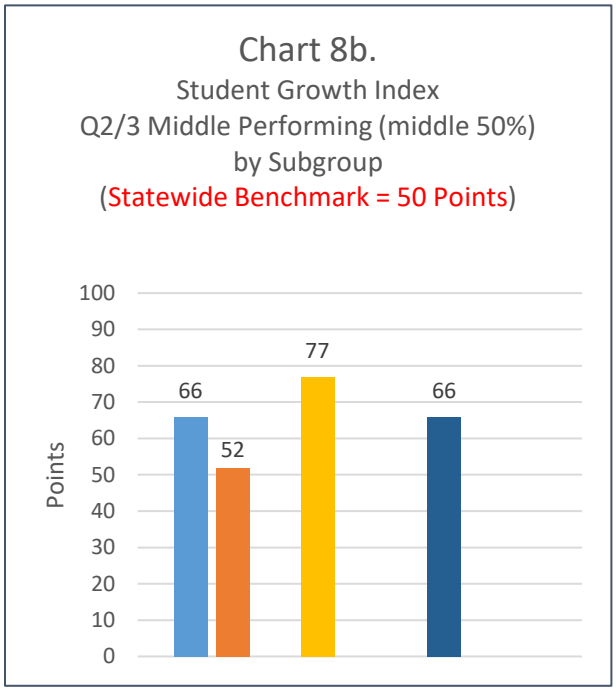


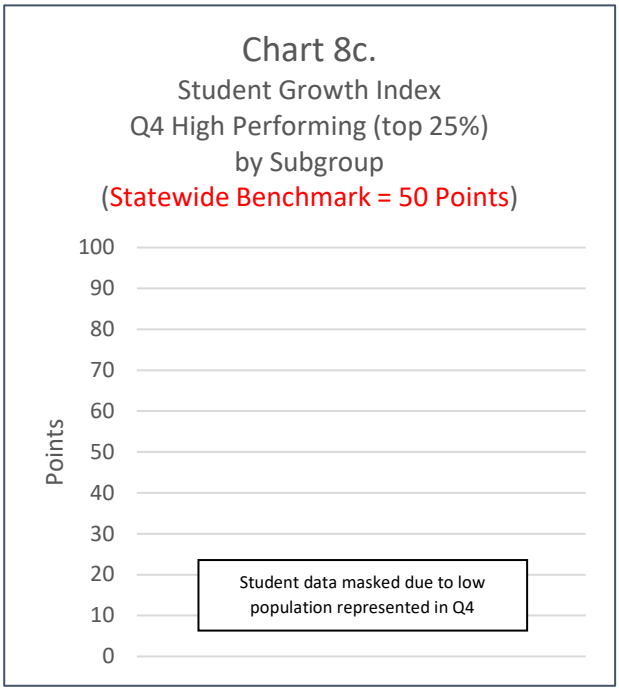


Growth Index for Math FY2019

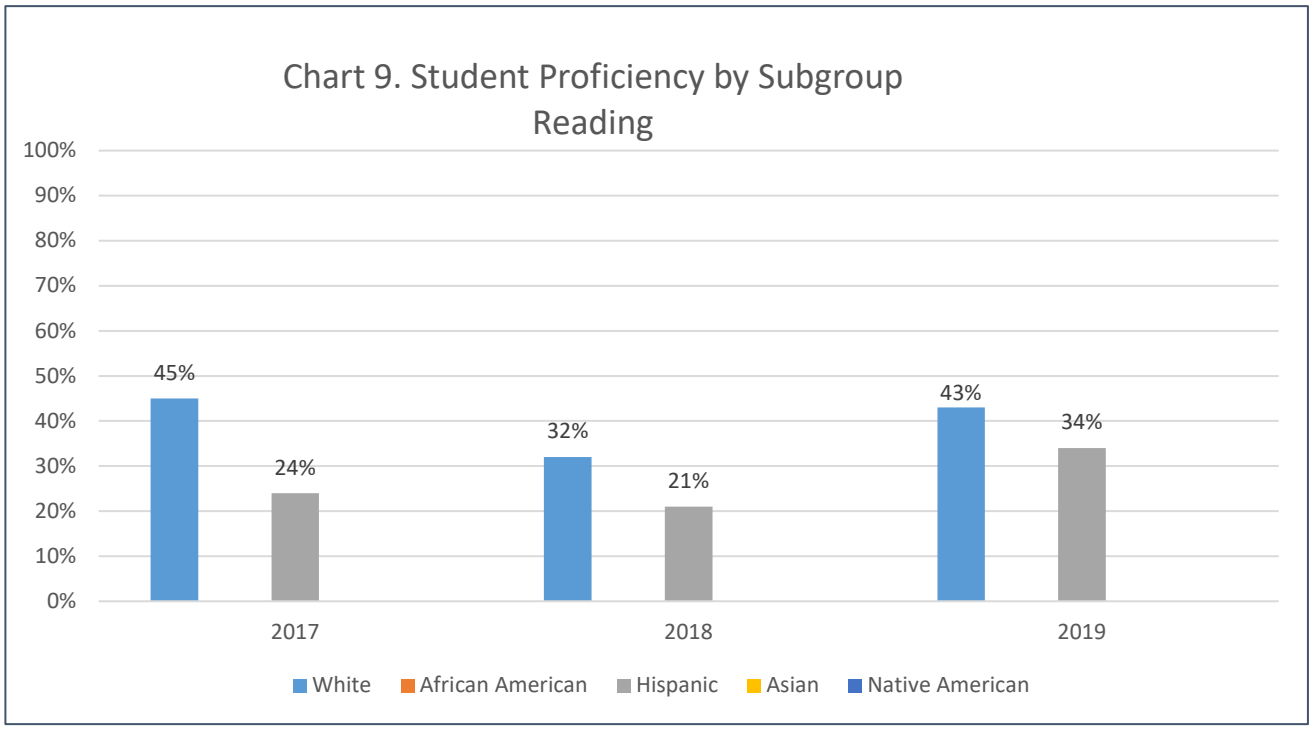




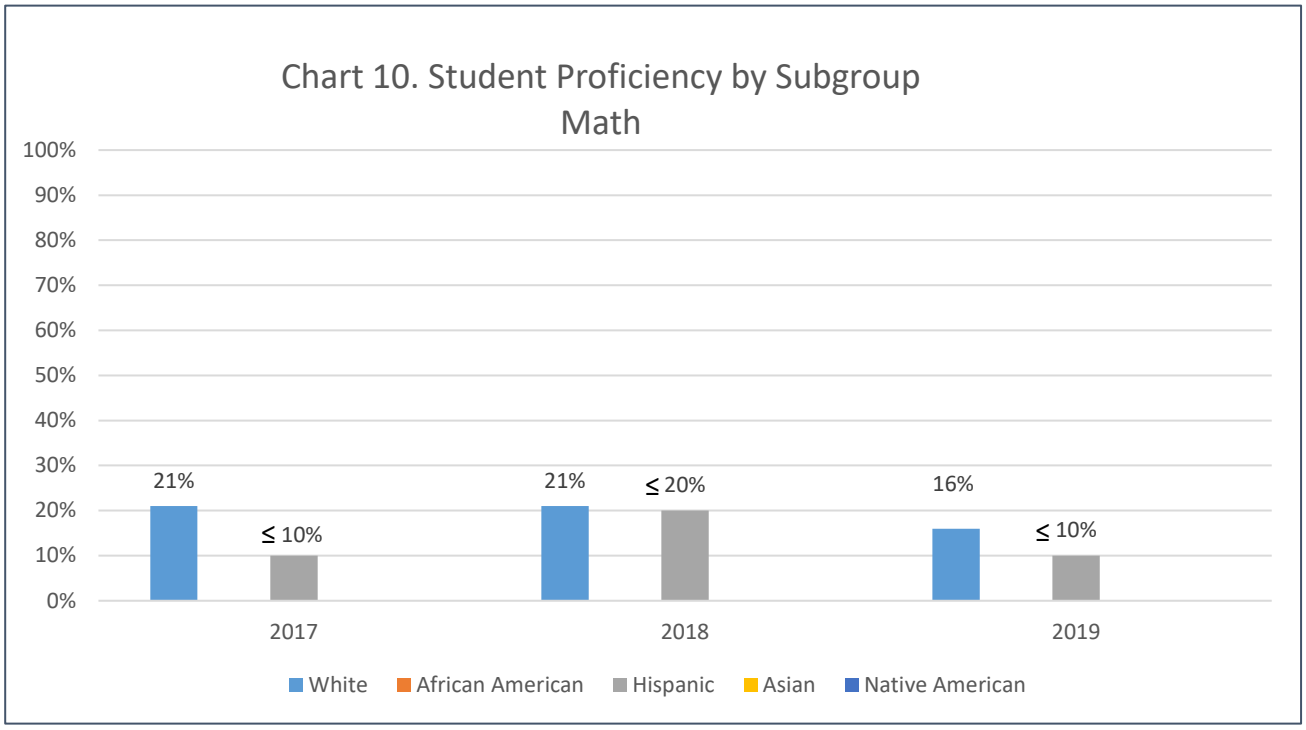




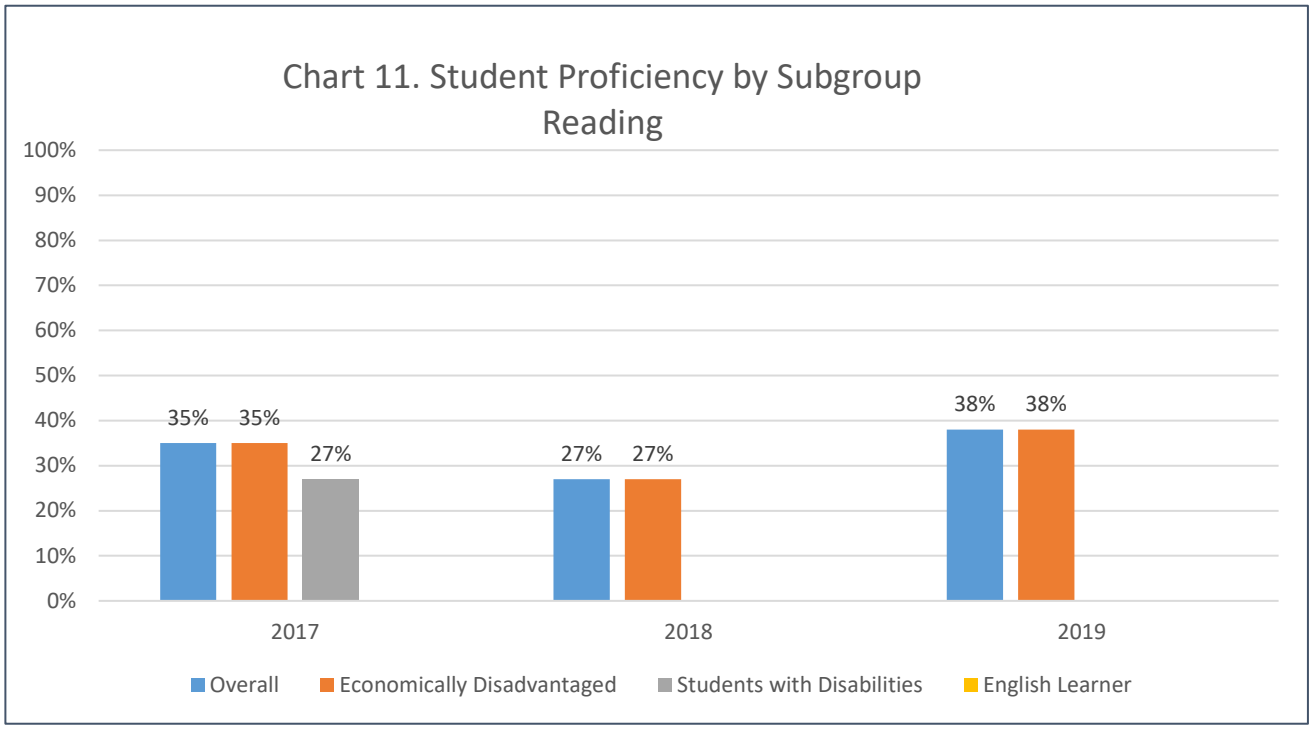
Race/Ethnicity Subgroups - Proficiency in Reading



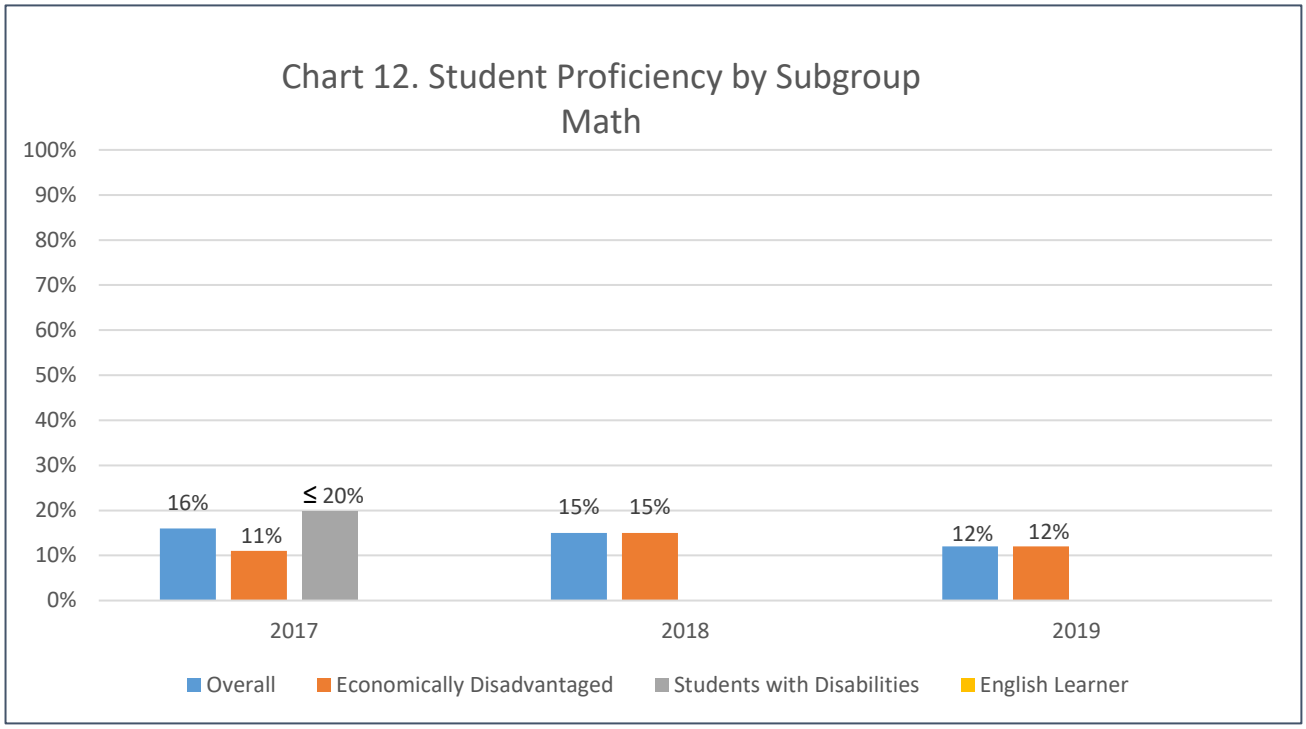
Race/Ethnicity Subgroups - Proficiency in Math



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.

Charter Specific Goals / Mission Goals

2.a Short Cycle Assessment READING Short Cycle Assessment data (STAR) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students, 3rd through 8th grades.

2.b short Cycle Assessment READING Short Cycle Assessment data (Dibels) will be used to measure adequate reading progress of FAY students grades 1-2

2.c short Cycle Assessment math Short Cycle Assessment data (STAR) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, 1st through 8th grades.

Figure 2. Progress towards Charter Specific Goals.[1]

	Goal 1	Goal 2	Goal 3
2017	Exceeds	Falls Far Below	Exceeds
2018	Meets	Exceeds	Meets
2019	Exceeds	Exceeds	Exceeds

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 2019-2020.

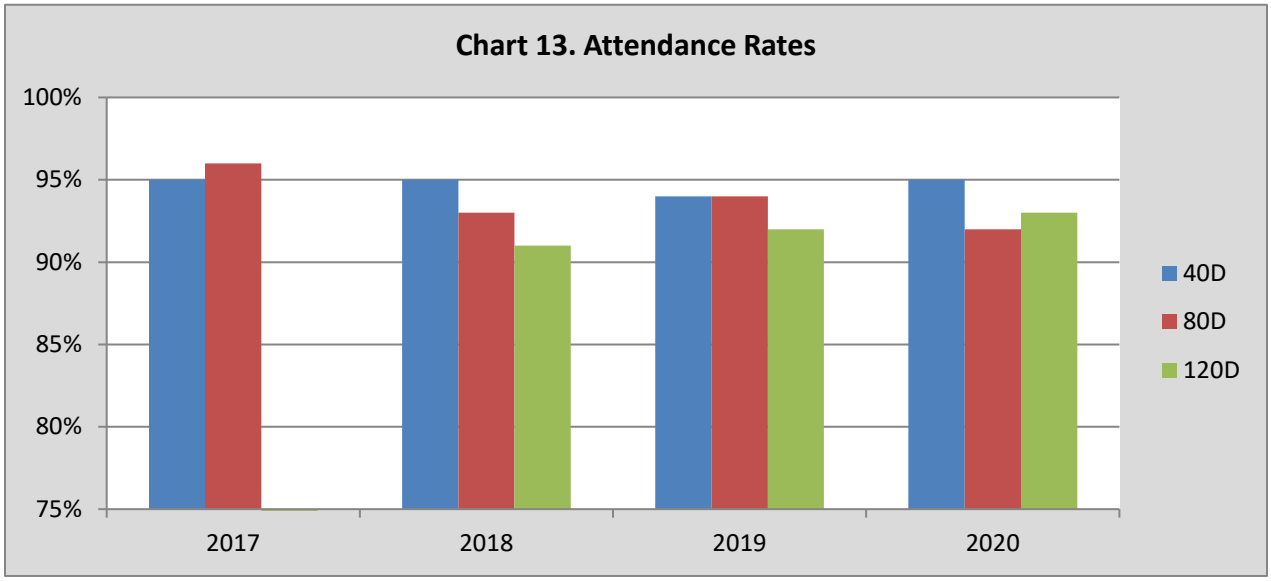
[1] Charter Specific Goals are referred to as "*Mission-Specific Indicators*" or "*Performance Indicators*" in the school's contract and performance framework.

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.)

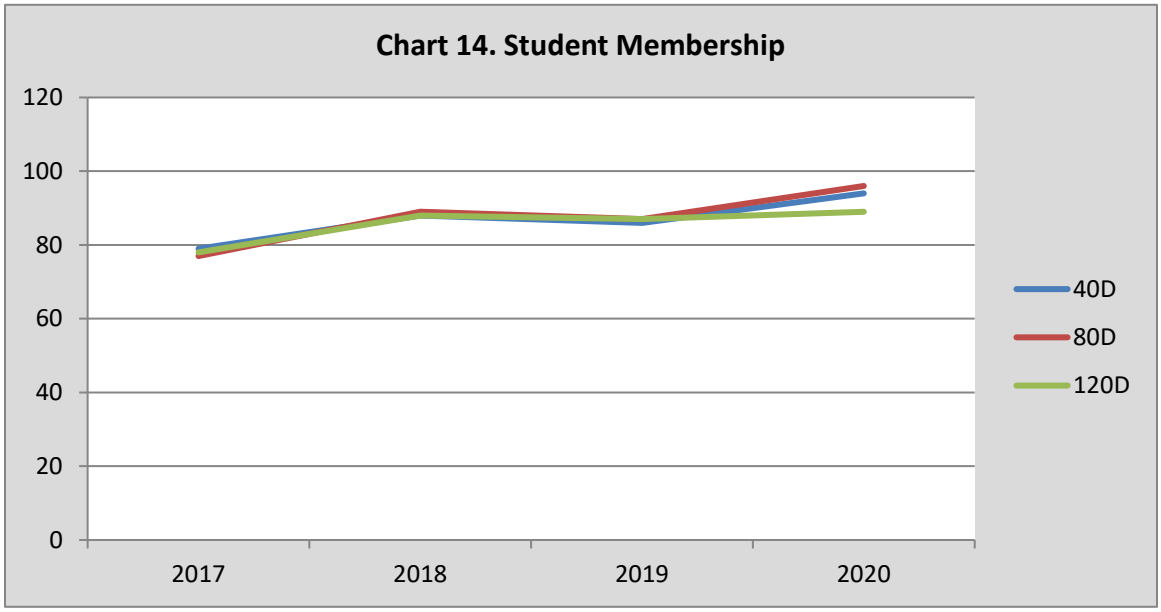
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



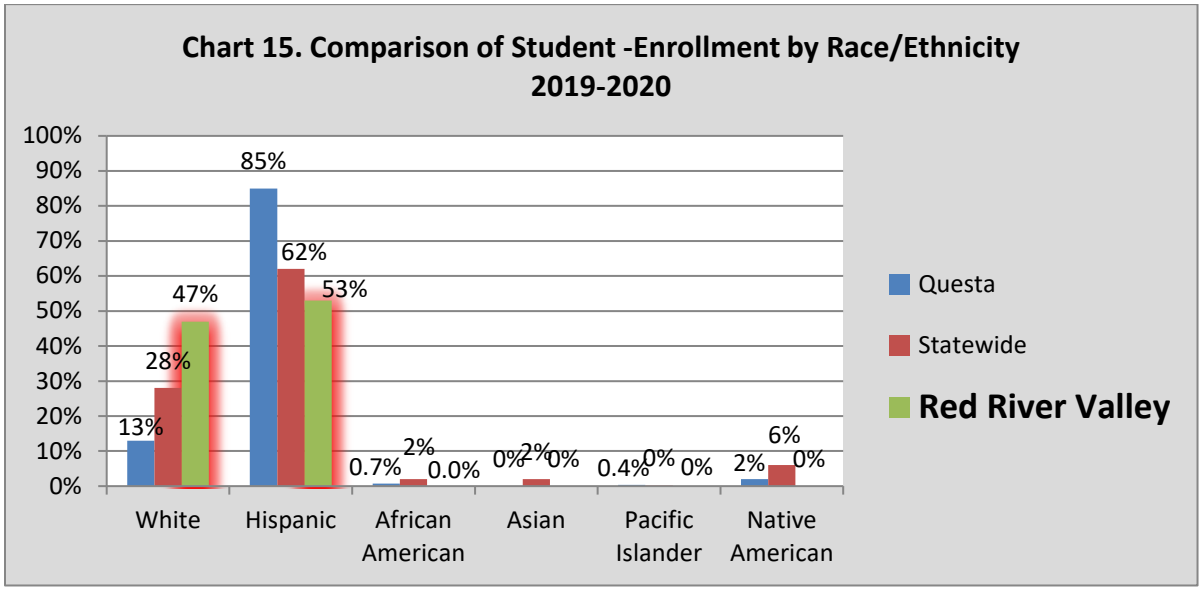
Student Membership (Enrollment)

The chart 14 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

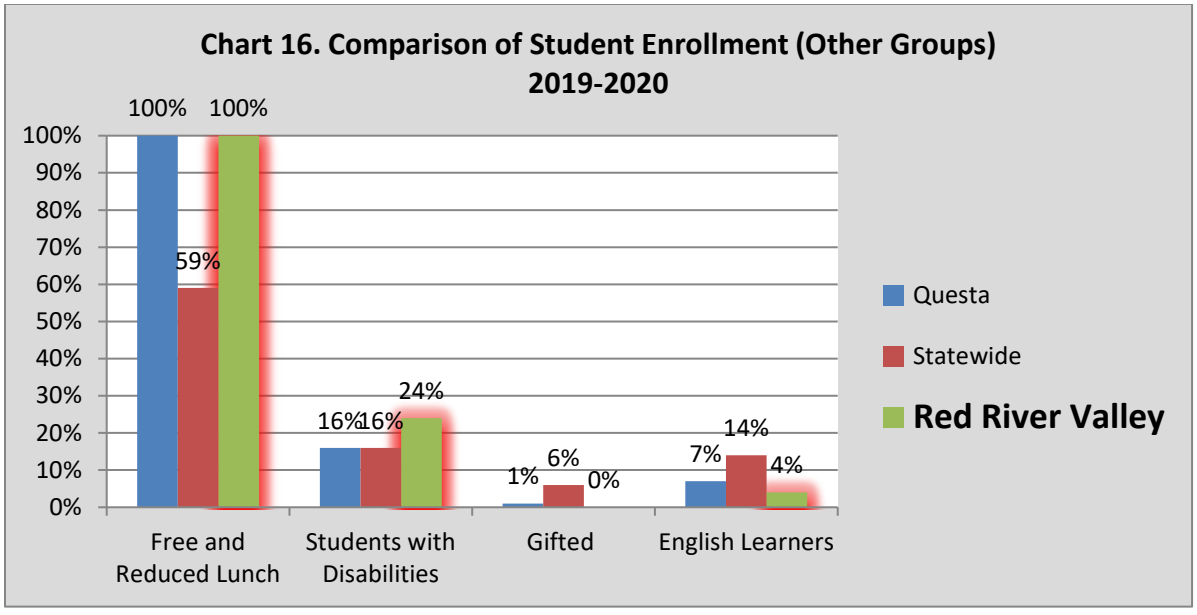


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

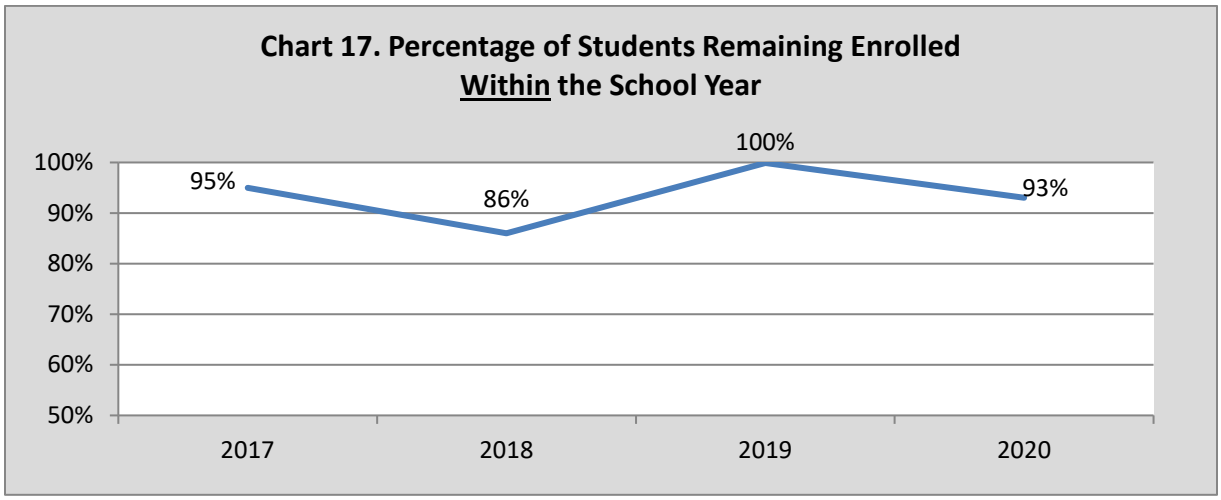


Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

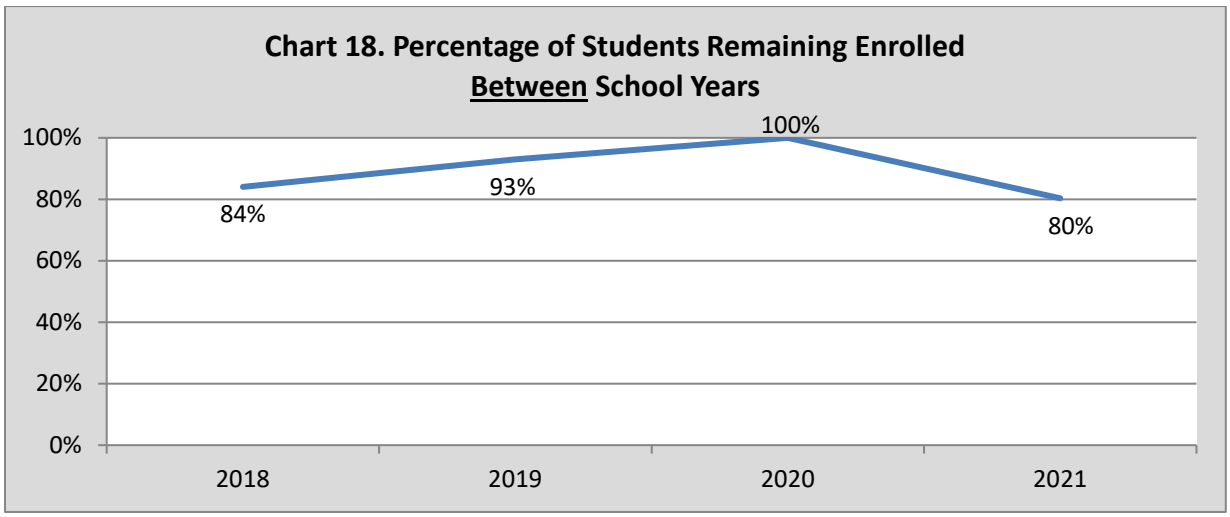
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 in Chart 18.

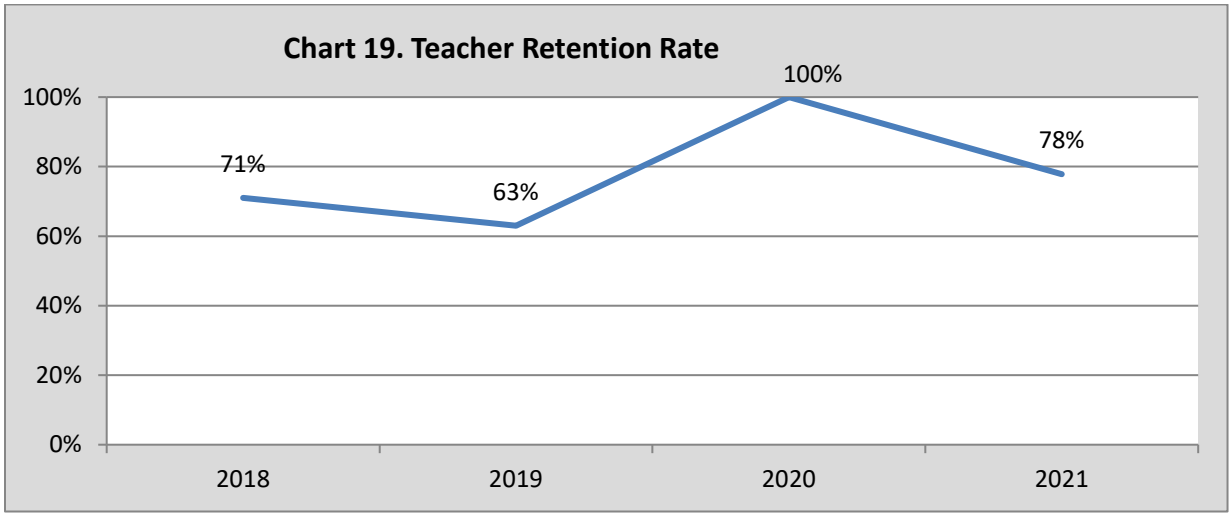


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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 2016-2017 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	4	1	1
FY17	7	2	2

Summary of Most Recent Fiscal Report

In FY19, the school received the following audit finding:

2019-001 Financial Close and Reporting (Other Matters)
Condition/Context: During our review of subsequent receipts, we noted two receipts totaling $14,947.75 that were not properly identified as accounts receivable by the school. Both receipts were earned during fiscal year 2019 and should have been listed on the school's accounts receivable listing.
Management's Response: The Vigil Group will institute an accounts receivable tracking system. The tracking system will be shared with the Finance Committee and Governance Council as appropriate.

2019-002 Budgetary Compliance (Other Noncompliance)
Condition/Context: During our review of Budget Adjustment Request (BAR) #0014-M, we noted this BAR was not appropriately referenced in the April 15, 2019 Board Minutes. It appears that BAR #0018-I was listed incorrectly as it was approved in both the March 18, 2019 and April 15, 2019 Board Minutes.
Management's Response: Management will do a closer review of their minutes to ensure BAR numbers are correct. The Business Manager will review the board minutes for accuracy of BAR numbers.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

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

Student Focused Terms
Weekly tutoring sessions are offered once a week to all students.

Teacher Focused Terms
Teachers and administrator participate in an annual PLC, conducted monthly and incorporated into teacher contracts. The PLC topic is determined by collaborative decision making and is based on needs assessment and school wide data analysis for the school year. The PLC is directly related to instructional practice and student learning, is teacher-lead, and provides on-going peer observations and feedback.

Parent Focused Terms
Parents and teachers elect the Governance Council from a list of parents of enrolled students.
At least five to seven parent and community events are held each school year {Shared Learning Events).

3b. Organizational Performance Framework

	B	C	D	E	F
1	**Red River Valley**	2016-2017	2017-2018	2018-2019	2019-2020
2	**Category I. Academic Performance Framework**				
3	I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	
4	I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	
5	I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
6	**Category II. Financial Performance Framework**				
7	II-A.00-06 Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
8	**Category III. Organizational Performance Framework**				
9	III-A.00 Educational Plan: material terms of the approved charter application	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
10	III-A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
11	III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
12	III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
13	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
14	III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
15	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
16	IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
17	IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
18	V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
19	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
20	VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
21	VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
22	VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
24	VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
25	VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
26	VII-A.02 School Environment: handling information appropriately	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
27	**Category: Organizational Performance Framework**				
28	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 currently has five (5) 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
Heather Larson	Treasurer	5/1/2016	Active	8	10	0
Courtney Henderson	President	5/1/2015	Active	8	10	0
JoeBen Mandonado	VP	8/1/2014	Active	8	8	0
Reen Weimer		8/7/2019	Active	10	10	0
Liz Tate	Secretary	10/1/2019	Active	10	13	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.