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SECRETARY OF EDUCATION

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GOVERNOR

## Part A: Data Report and Current Charter Contract Terms

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# ROOTS AND WINGS COMMUNITY SCHOOL

**School Address:** HC 81, Box 22 Questa, NM 87556

**Head Administrator:** Jon Orris

**Business Manager:** Sarah Piña

**Authorized Grade Levels:** K-8

**Mission:** The mission of Roots and Wings Charter School 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.

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**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**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

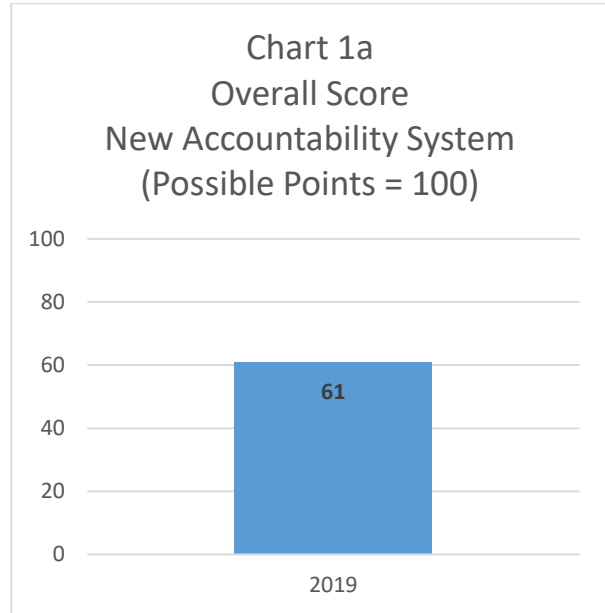
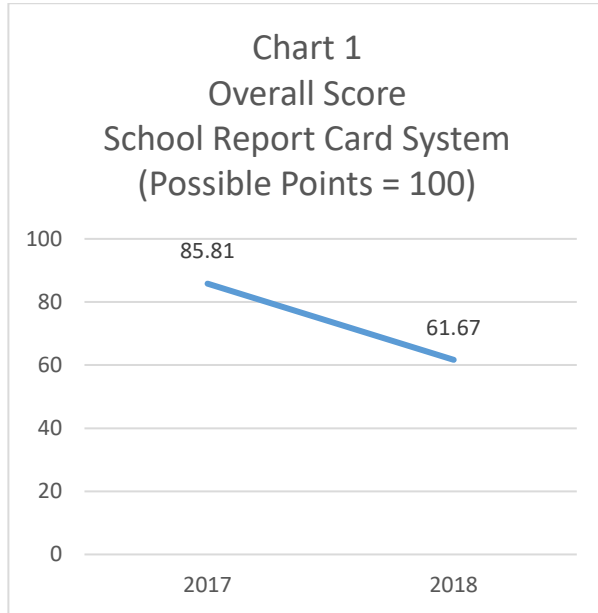
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from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

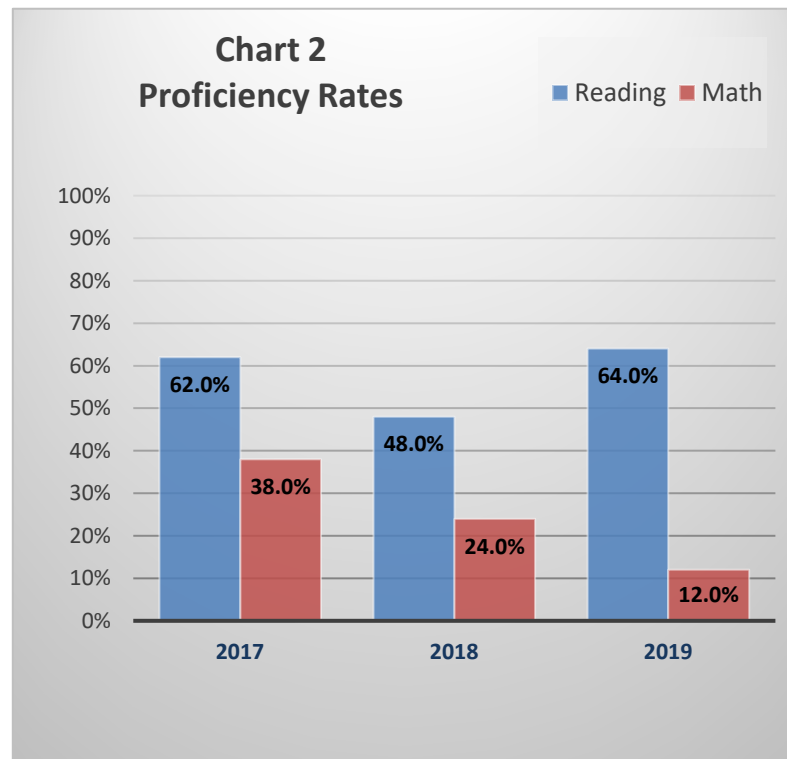
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

## 1a. Department's Standards of Excellence

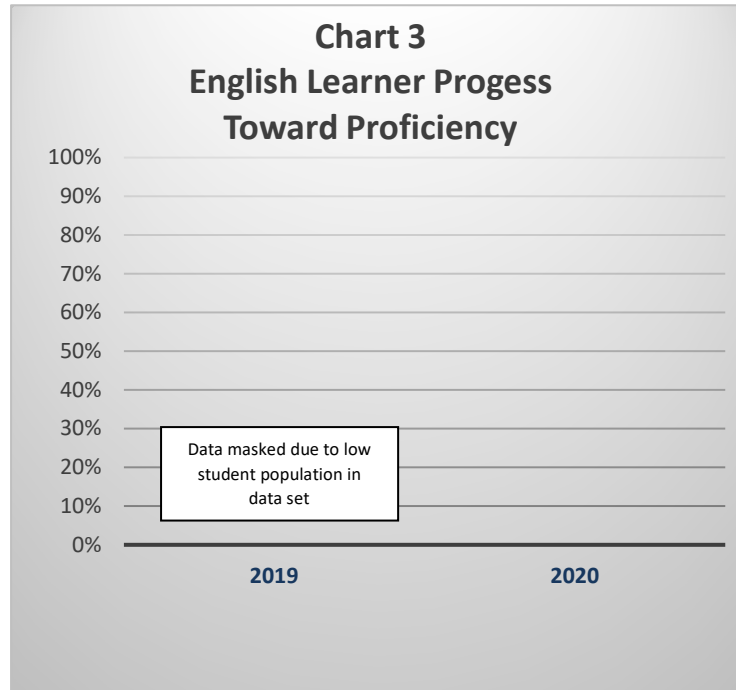
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



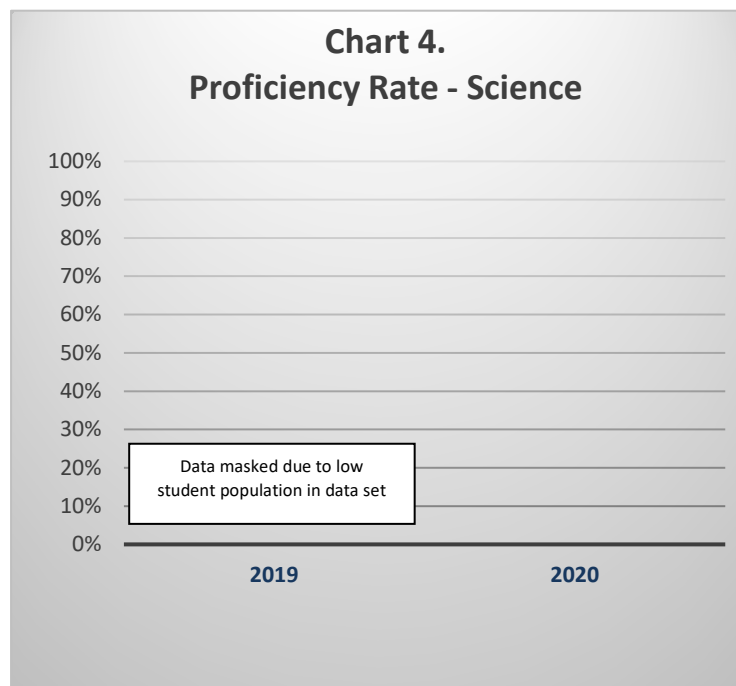
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



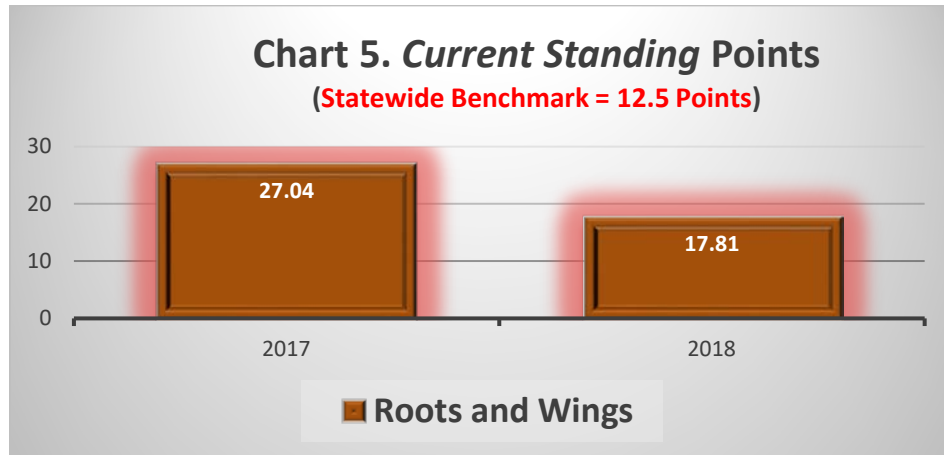
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



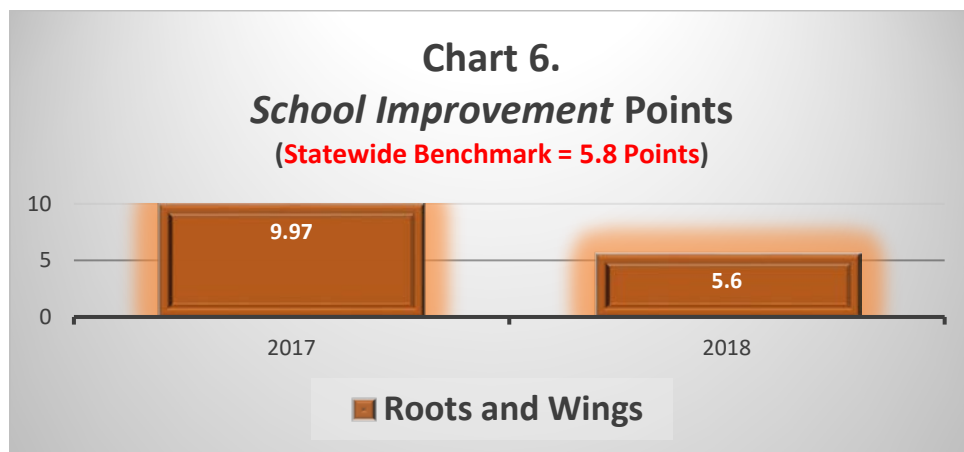
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



**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.*

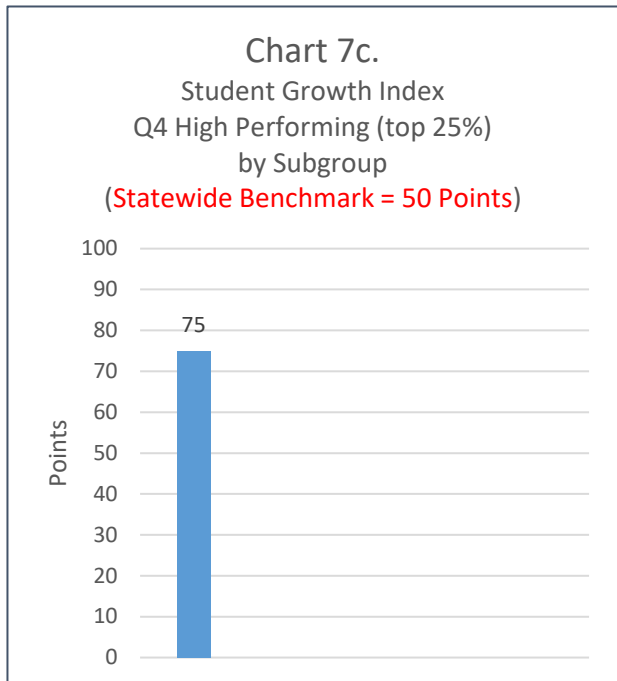
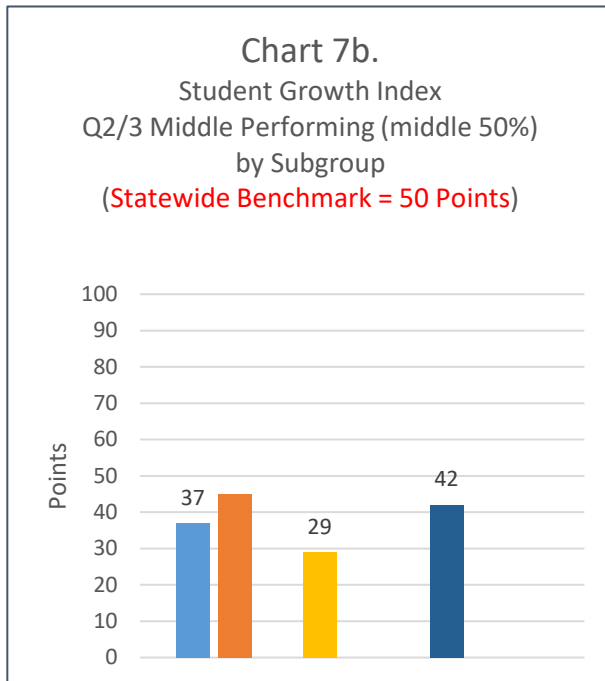
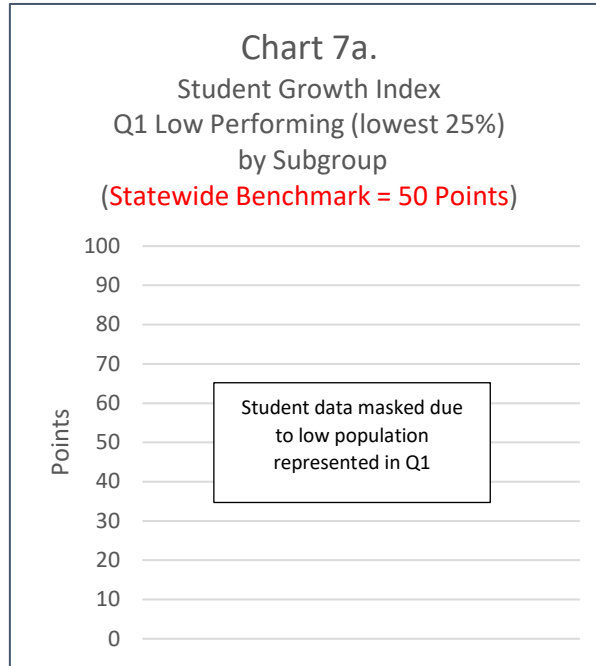


**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



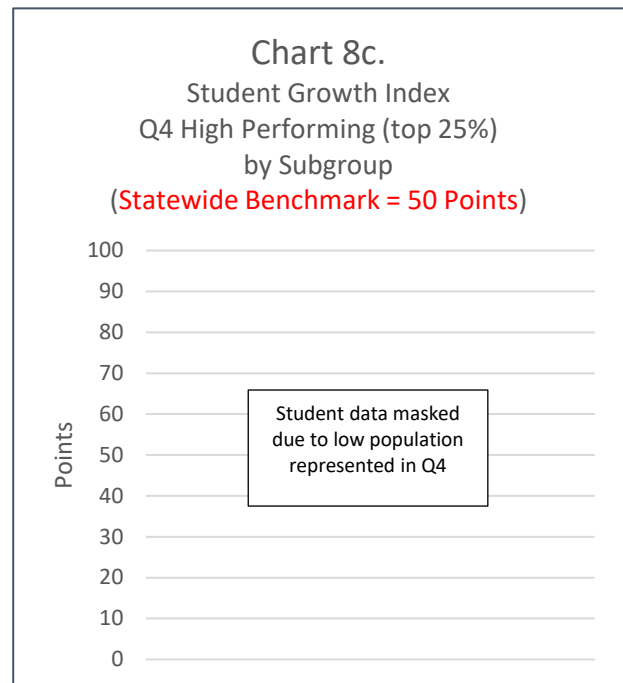
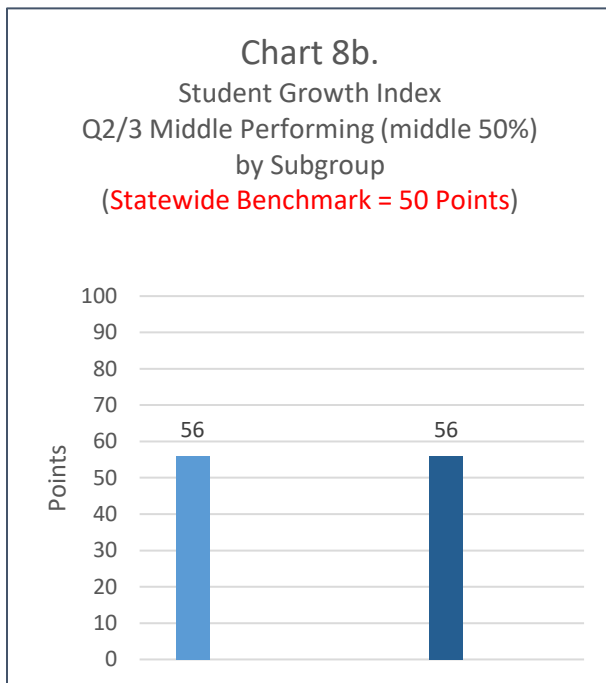
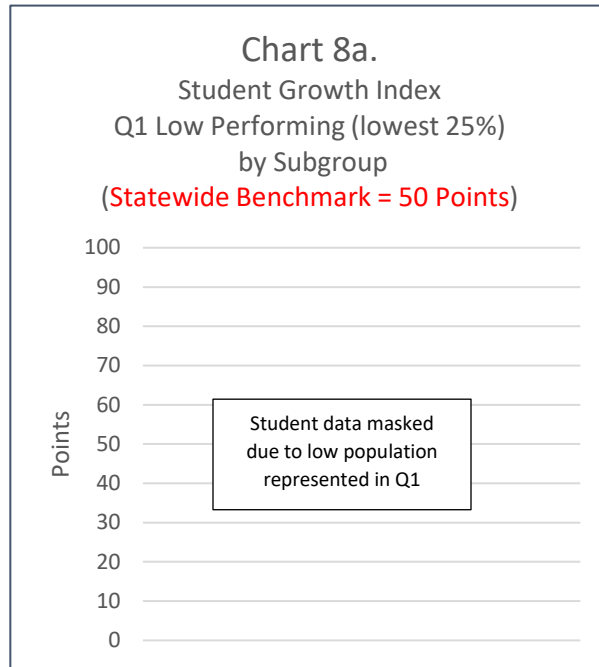
**Growth Index for Reading FY2019**

- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner

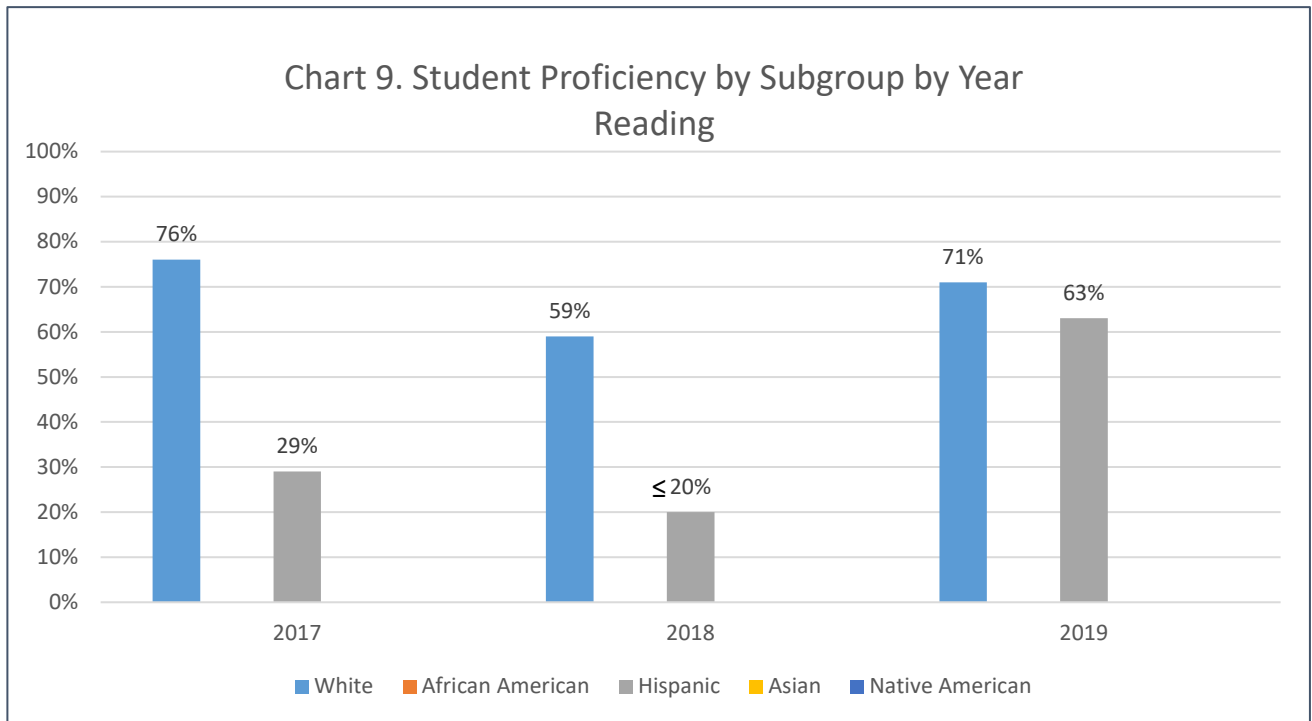


**Growth Index for Math FY2019**

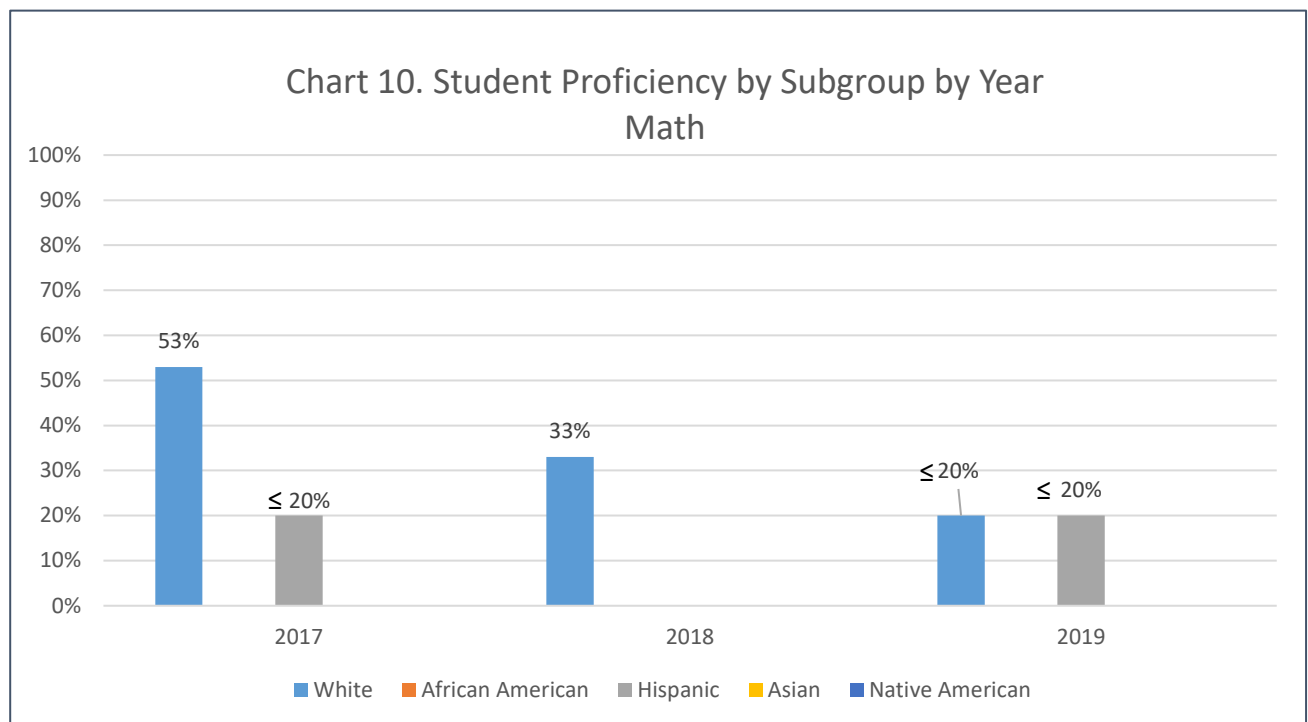
- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner



**Race/Ethnicity Subgroups - Proficiency in Reading**

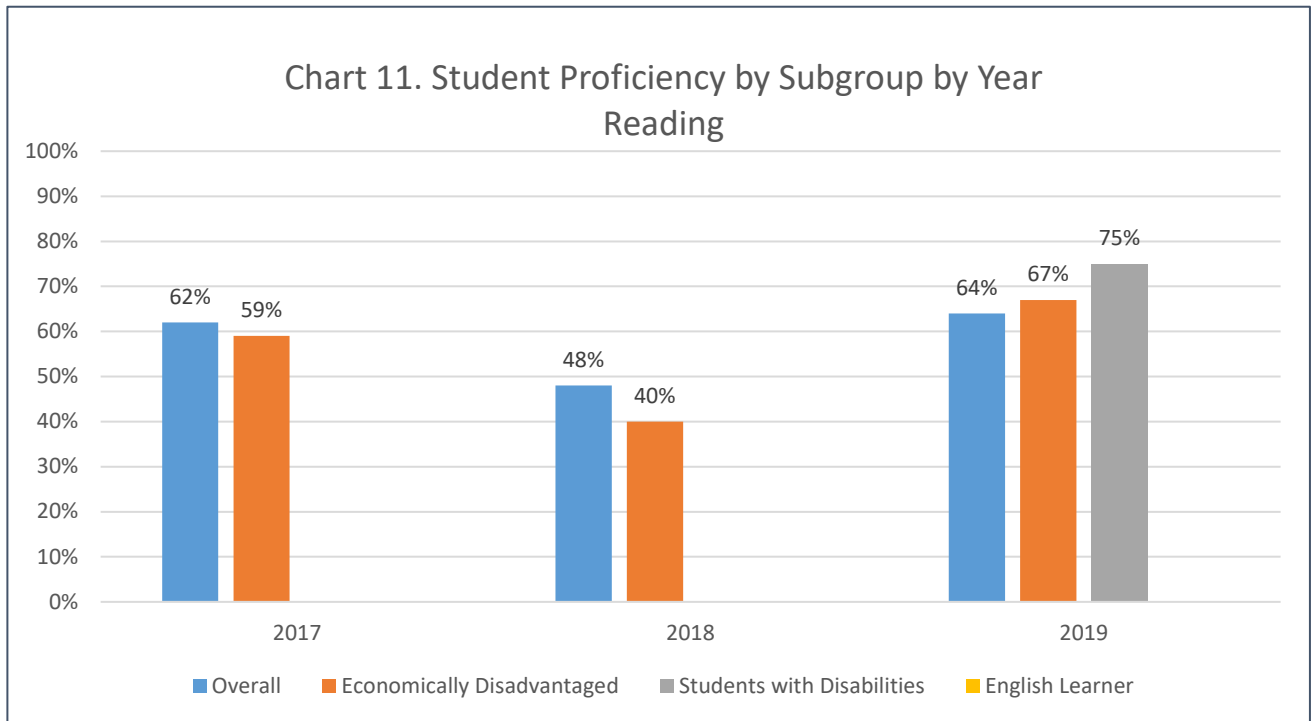


**Race/Ethnicity Subgroups - Proficiency in Math**

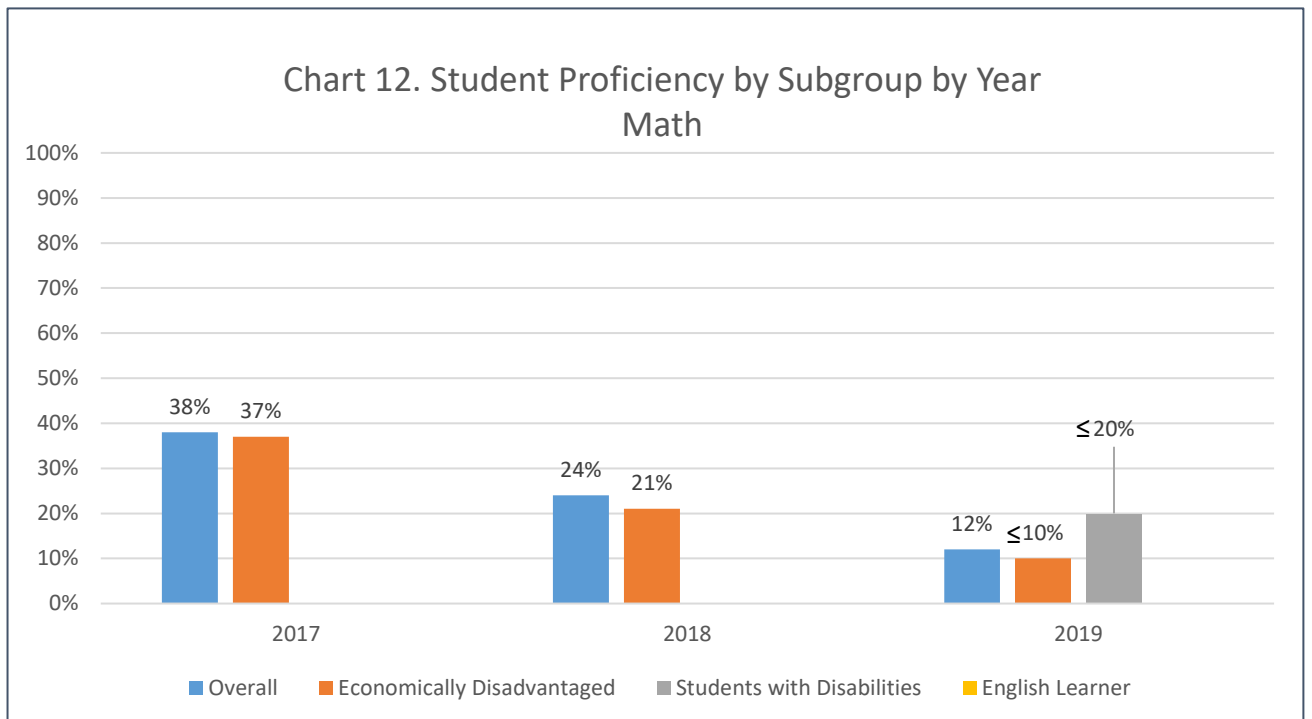




**Other Subgroups - Proficiency in Reading**



**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

1. SHORT CYCLE ASSESSMENT READING: Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.
2. SHORT CYCLE ASSESSMENT MATH: Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>

	Goal 1	Goal 2
2017	Does Not Meet	Falls Far Below
2018	Exceeds Standard	Meets Standard
2019	Meets Standard	Meets 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.

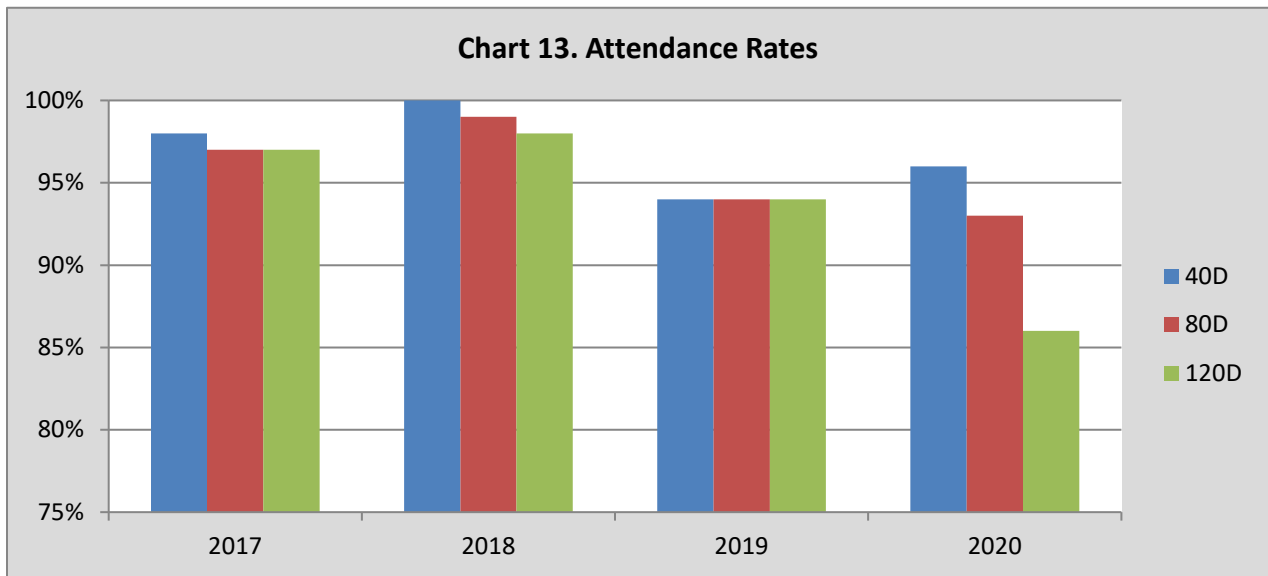
<sup>1</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

### 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.)**

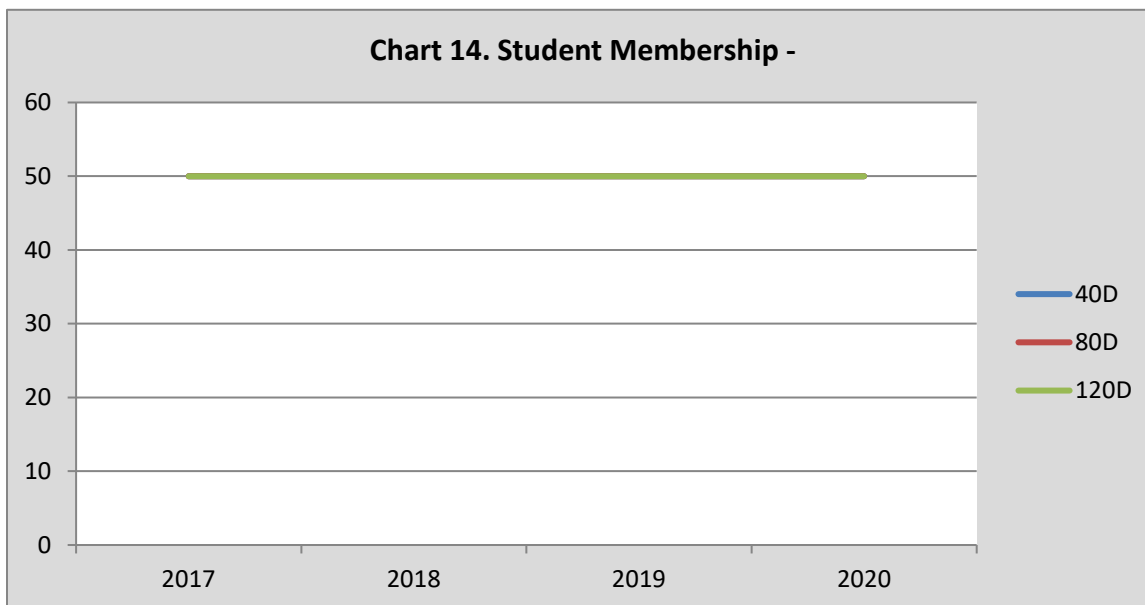
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



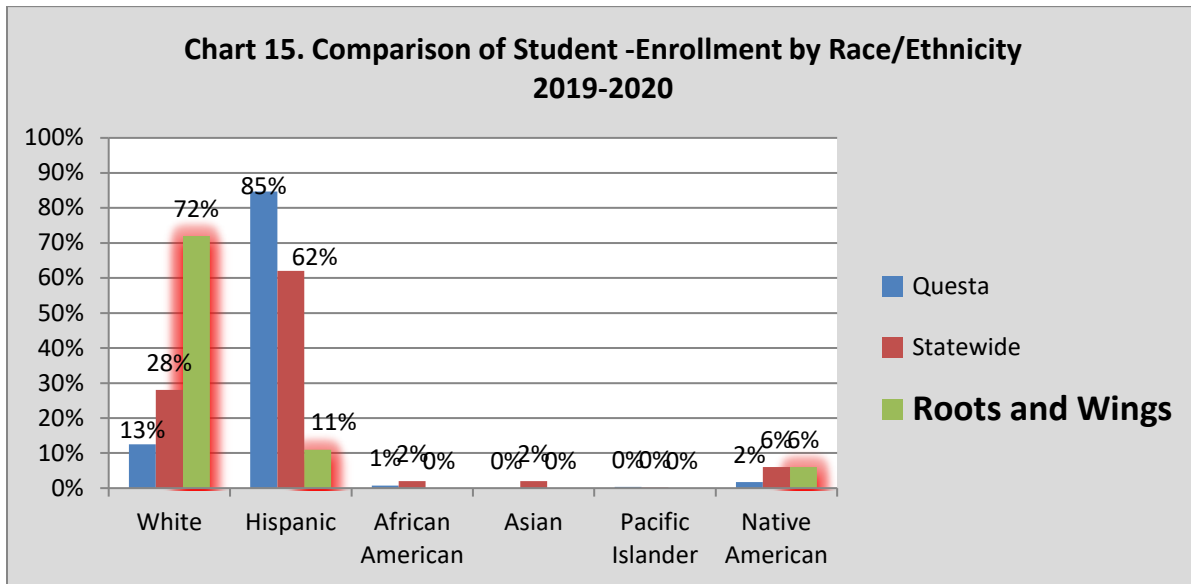
#### **Student Membership (Enrollment)**

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

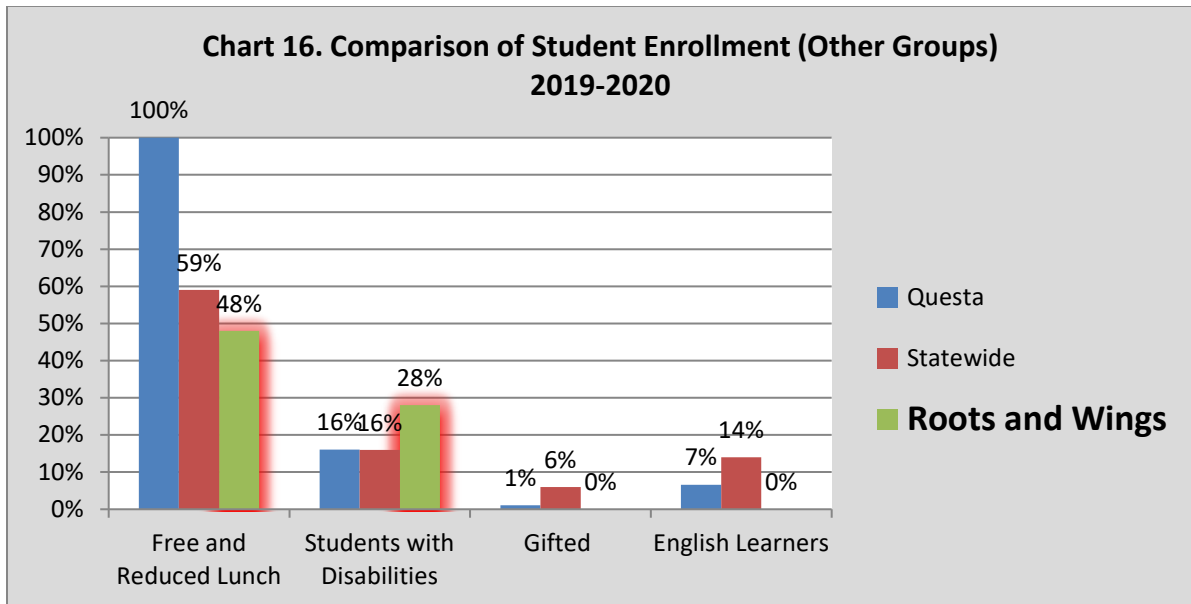


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

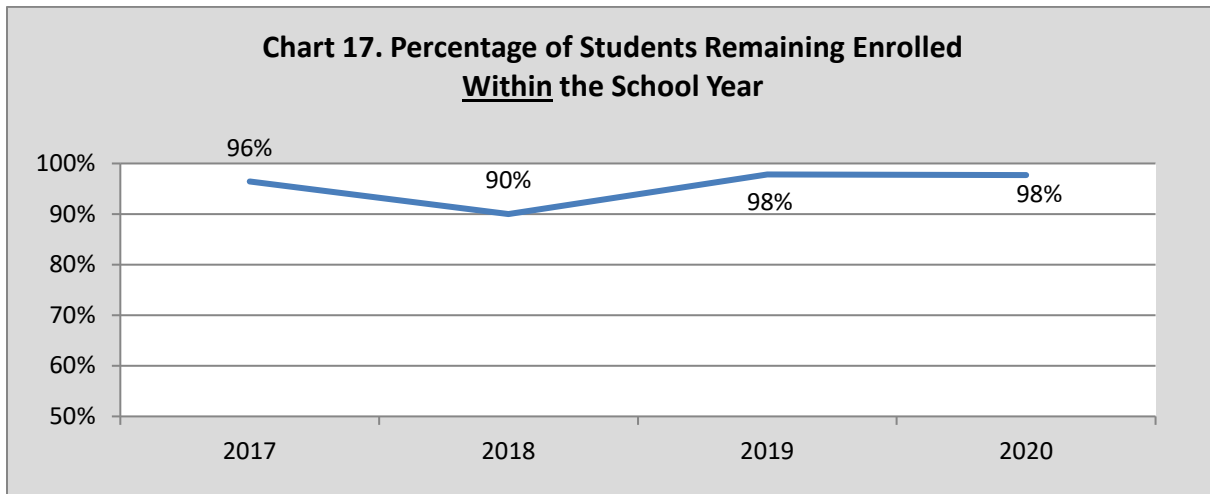


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### ***Retention and Recurring Enrollment***

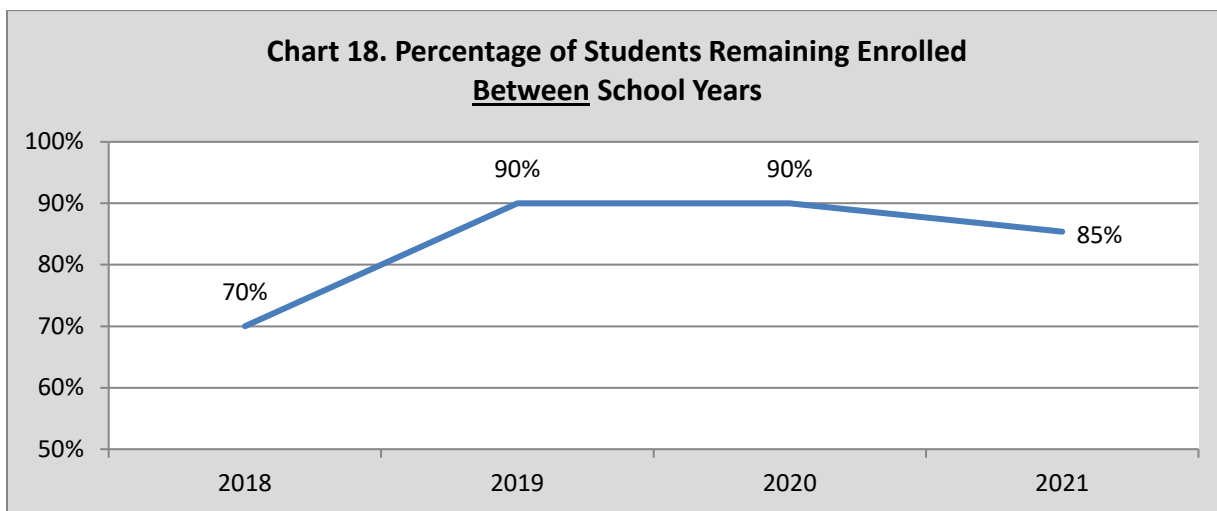
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10<sup>th</sup> 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.

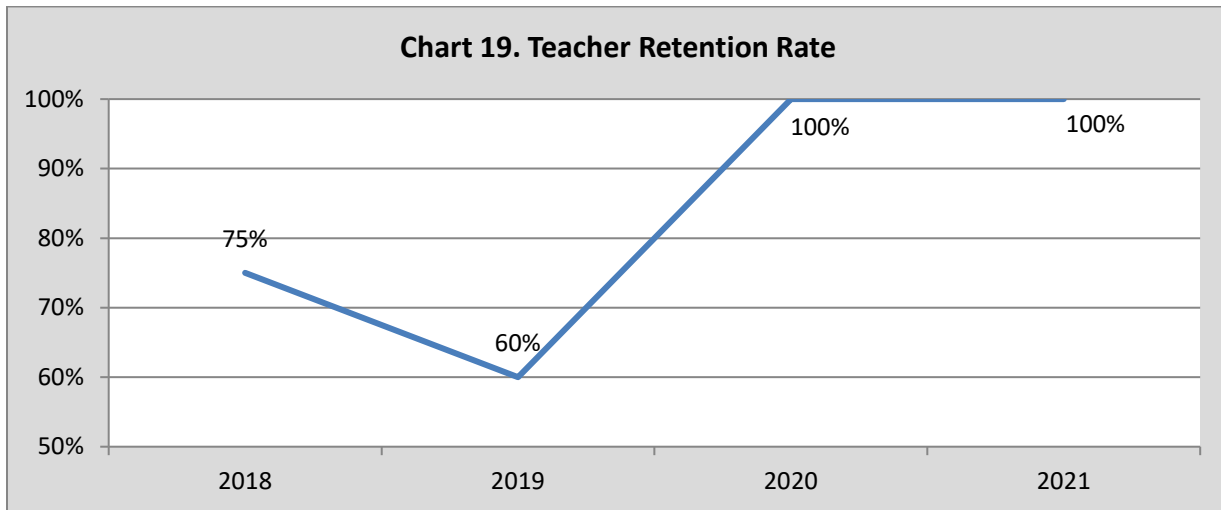


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

## 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	5	3	0
FY18	6	3	3
FY17	6	2	3

### Summary of Most Recent Fiscal Report

In FY19, the school received the following audit findings:

#### 2019-001 Bank Reconciliation (Other Noncompliance)

**Condition/Context:** During our review of the June 2019 bank reconciliation, we noticed 2 outstanding checks totaling \$442 that were older than one year that should have been canceled.

**Management's Response:** Business Manager will review the outstanding check listing on the monthly bank reconciliation report and will cancel checks that are outstanding after one year from issuance. Vendors will be contacted to determine if reissue is required.

#### 2019-002 Compliance over Open Meeting Act (Other Noncompliance)

**Condition/Context:** During review of the school's meeting minutes, we identified the following:

- A set of minutes did not include how each member voted, which included two members abstaining their vote.
- Neither the minutes nor the agenda provided detailed information regarding BAR subject to a vote. Detail, to include fund number and increase or decrease for that budget, is not maintained within the minutes.

**Management's Response:** The Governing Council minutes will reflect individual votes on all motions that are not voted on unanimously, including any abstaining votes. Budget Adjustment Request (BAR) numbers will be documented in the Governing Council minutes. Prior to approving the GC minutes, members will review the minutes and identify and correct any discrepancies in the minutes.

#### 2019-003 (Previously #2015-003) Internal Controls over Cash Disbursements (Other Non-Compliance)

**Condition/Context:** During our testing over 20 disbursements, we identified two disbursements whose purchase order was issued subsequent to the services provided.

**Management's Response:** School will ensure all documentation required by the Business Manager to issue a PO is provided timely. Business Manager will provide a copy of the PO to the school's Director

for final review and signature prior to any goods or services being procured by the school.

**2019-004 (Previously #2017-003) Internal Controls over Payroll (Other Noncompliance)**

**Condition/Context:** During our testing over 4 employee payroll files, we identified the following:

- 1 out of 4 employee files that did not include the ERB enrollment form in the employee file.

However, withholdings for ERB were present on the employee's paycheck.

**Management's Response:** An ERB form was not filed in the employee file for an employee that was hired in 2015. The school acknowledges that a copy of the ERB enrollment form should be maintained in the personnel file. However, ERB is a mandatory deduction and ERB contributions must be collected regardless of employee authorization. A checklist system has been implemented and HR files will be reviewed against the checklist to ensure they contain the required documents. The school will contact ERB to request copies of ERB data forms for all employees where a copy cannot be located.

**2019-005 (Previously #2018-001) Internal Controls over Capital Asset Disposal (Other Matters)**

**Condition/Context:** As noted during the FY18 audit, the school held capital assets on the listing, of which the new management was unaware if the assets were still physically held on school property. During the school's current year inventory observation, it was confirmed that \$62,488 in assets were unable to be located and thus were recorded as current year disposal as no historical record of the disposal was available. The assets at June 30, 2019 had a net book value of \$1,959.

**Management's Response:** Prior year disposals/inventory lists were not made available to management on July 1, 2018 when the Director and Business Manager started. The Director and Business Manager did conduct an inventory as required prior to 06/30/2019 and discovered that items on the fixed asset listing were not in the school's possession. Several of the assets had been fully depreciated and/or did not have a disposal date recorded on the fixed asset listing. Business Manager updated the list as of 06/30/2019 and identified all assets that had previously been disposed of or could not be accounted for. As of 06/30/2019, the school is able to confirm that all fixed assets have been accounted for or deleted from the listing.

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 of the School**

Roots & Wings Community School make education relevant, experiential, compelling and engaging. Because of this, the RWCS is inspired by Expeditionary Learning (EL Education), a nationally acclaimed school reform program with an emphasis upon adventurous learning and a proven record of significant student academic improvement. At the center of the RWCS curriculum is the concept of the "Learning Expedition," an engaging interdisciplinary, academically rigorous thematic unit that is project-based and lasts for many weeks. Each Learning Expedition at RWCS is aligned with the New Mexico State Content Standards, Common Core State Standards, and the Next Generation Science Standards.

#### **Student- Focused Term(s)**

The school offers three-day 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 at least two times a year. Students come to the school for these types of outdoor opportunities that are not offered in most public schools. Each student at our school is a member of a crew. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of a consistent and on-going small-scale peer community.

#### **Teacher- Focused Term(s)**

At least 3 times per year, teachers are provided professional development in disaggregation of data. Data analysis following assessments is key to finding out where students are at academically and making changes in program delivery as necessary to meet the needs of all students for academic achievement.

#### **Parent- Focused Term(s)**

**Student-Led Conferences:** All parents are encouraged to attend student-led conferences twice per year. 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.

**Celebrations of Learning:** All parents are encouraged to attend Celebrations of Learning, 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; these Celebrations of Learning follow agendas and always include student work.

### 3b. Organizational Performance Framework

Roots & Wings Community Charter School	2016-2017	2017-2018	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>				
<b>I-A.00</b> NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	
<b>I-A.01</b> Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>				
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>				
<b>III-A.00</b> 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
<b>III-A.01</b> 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
<b>III-A.02</b> Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.03</b> 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
<b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.05</b> Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06</b> Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>IV-A.00</b> Business Management & Oversight: meeting financial reporting and compliance requirements	Not Applicable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted accounting principles	Not Applicable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.02</b> Employees: completing required background checks	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.02</b> 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
<b>Category: Organizational Performance Framework</b>				
<b>School Specific Terms:</b> 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 six (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
<b>Erica Lannon</b>	President	5/1/2016	Active	8	10	0
<b>Jenny Lewis</b>		9/17/2018	Active	8	8	0
<b>Aline Robertson</b>	VP	12/1/2018	Active	8	11	0
<b>Robin Mayo</b>	Secretary	6/25/2018	Active	8	8	0
<b>Amelia Eshlemen</b>		12/17/2019	Active	10	13	0
<b>Jerrod Rowlinson-Elliott</b>		1/28/2020	Active	10	10	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.