



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

KURT A. STEINHAUS
SECRETARY OF EDUCATION (DESIGNATE)

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

Estancia Valley Classical Academy

School Address: 132 Impala Ct. Moriarty, NM 87035

Head Administrator: Jennifer Rivera

Board President: Douglas Ghormley

Business Manager: Holly Massey

Authorized Grade Levels: K-12

Mission: To preserve our Nation's founding principles, Estancia Valley Classical Academy seeks to furnish willing students a rigorous education in the humanities, the sciences, and the arts with such instruction in the virtues as will best develop the mind and character of its pupils.

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In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

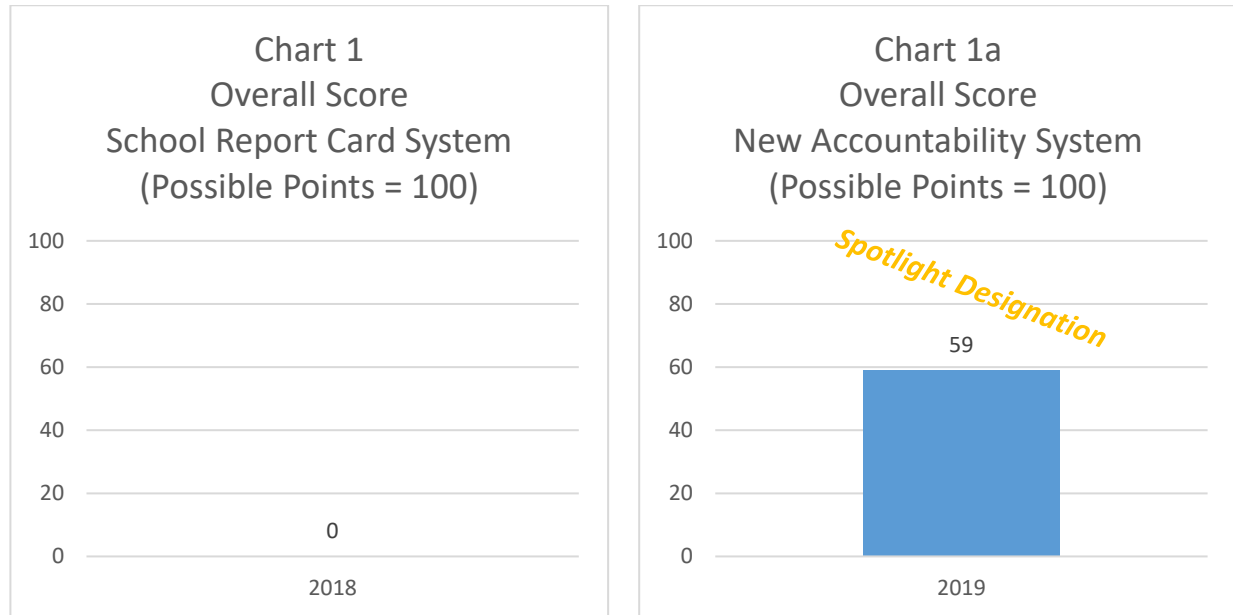
The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) 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 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

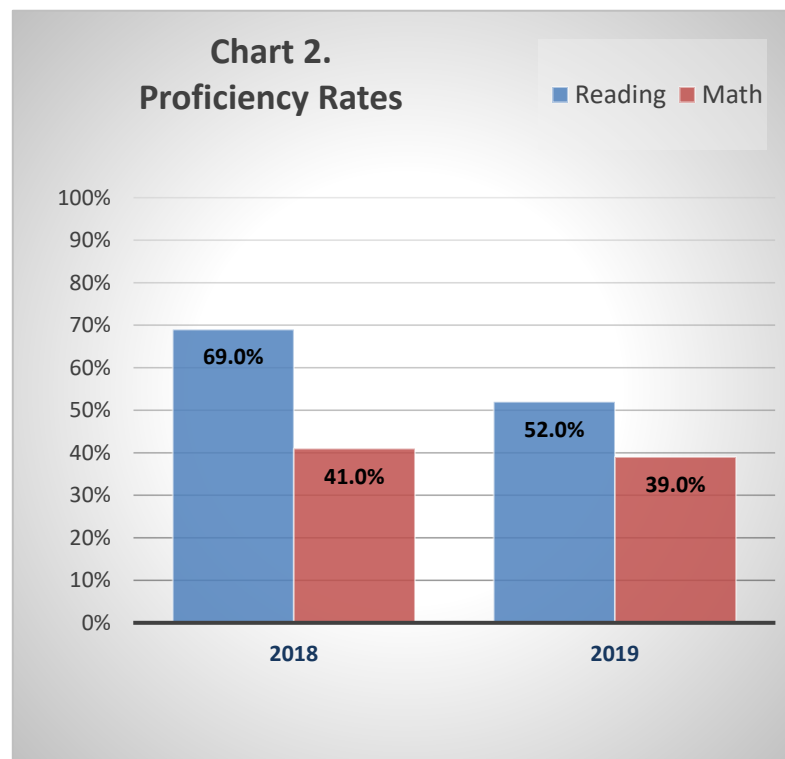
For 2020 and 2021, due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

1a. Department's Standards of Excellence

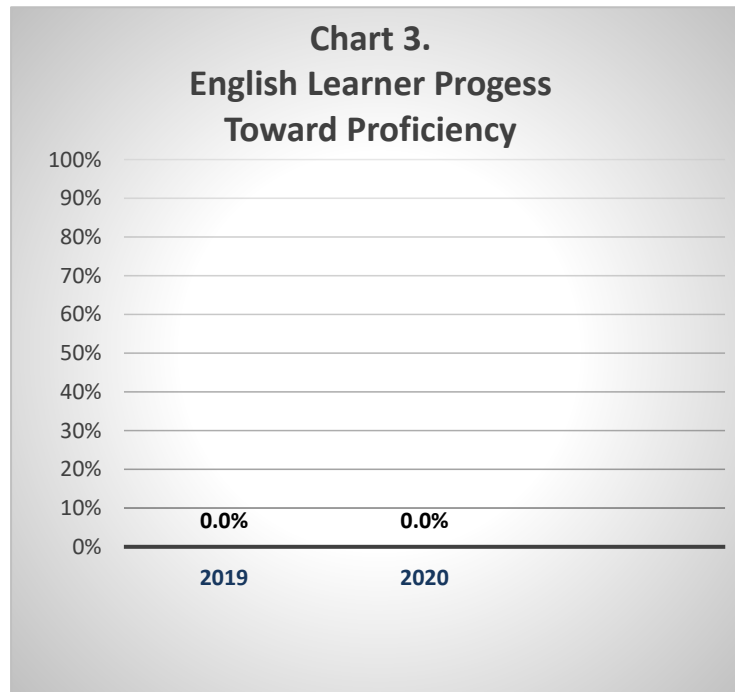
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2018-FY2019).



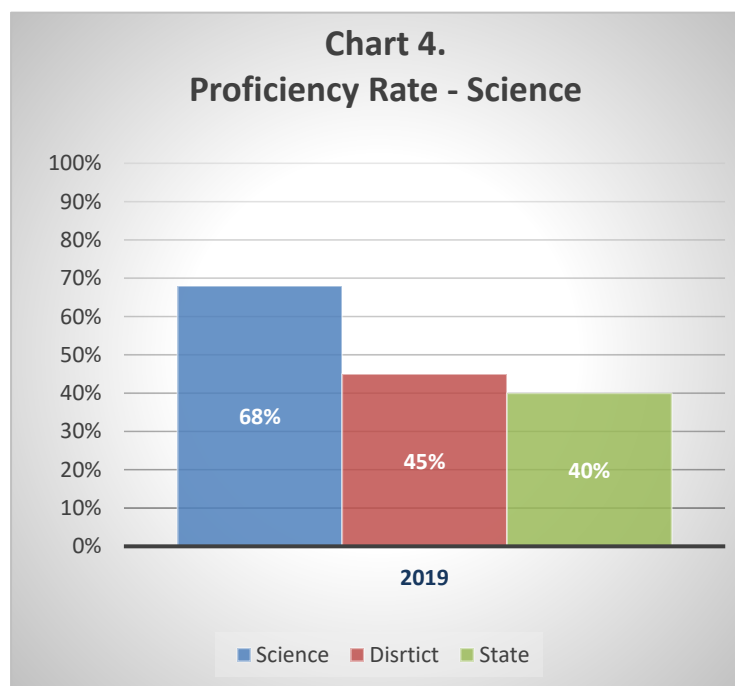
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).



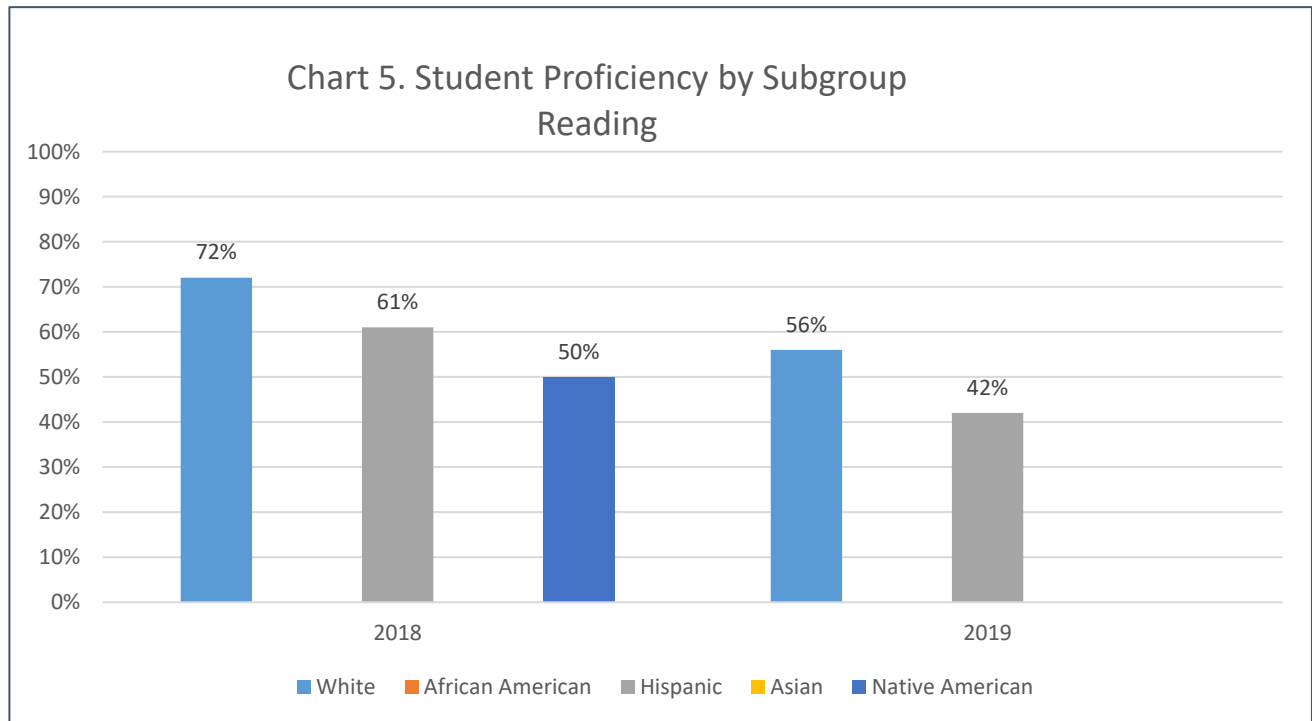
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in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



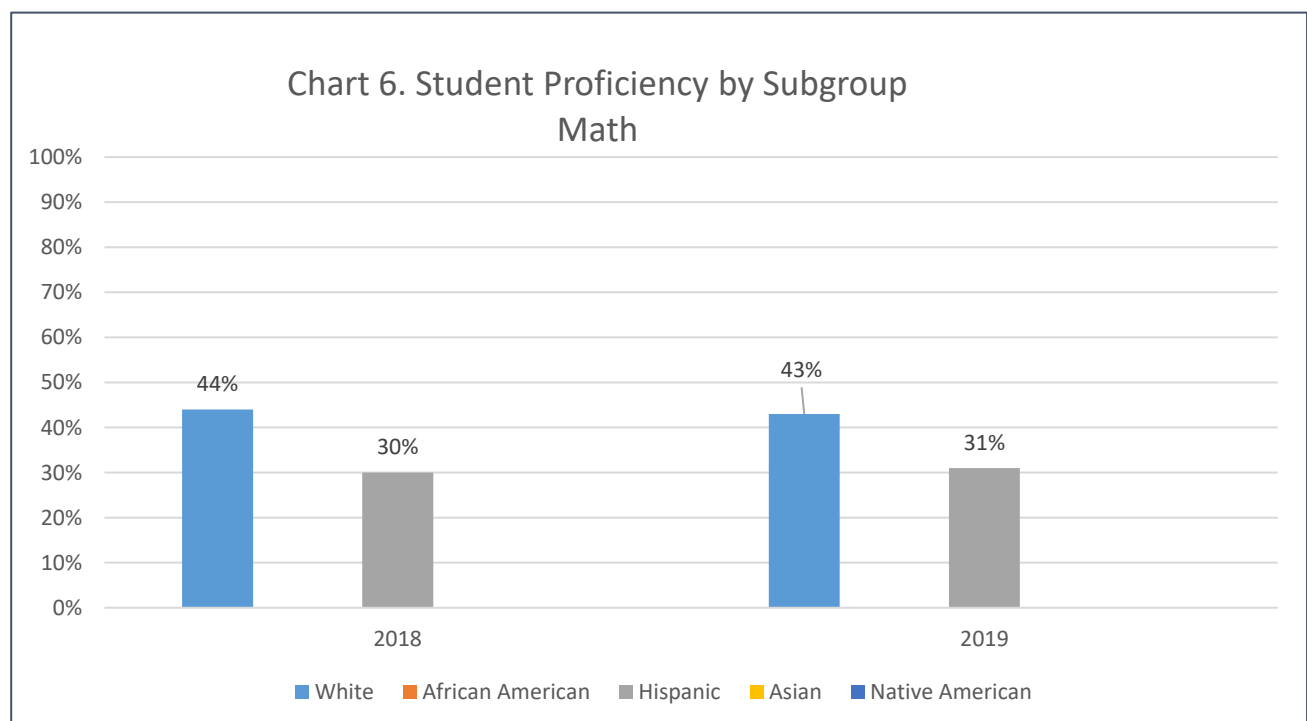
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



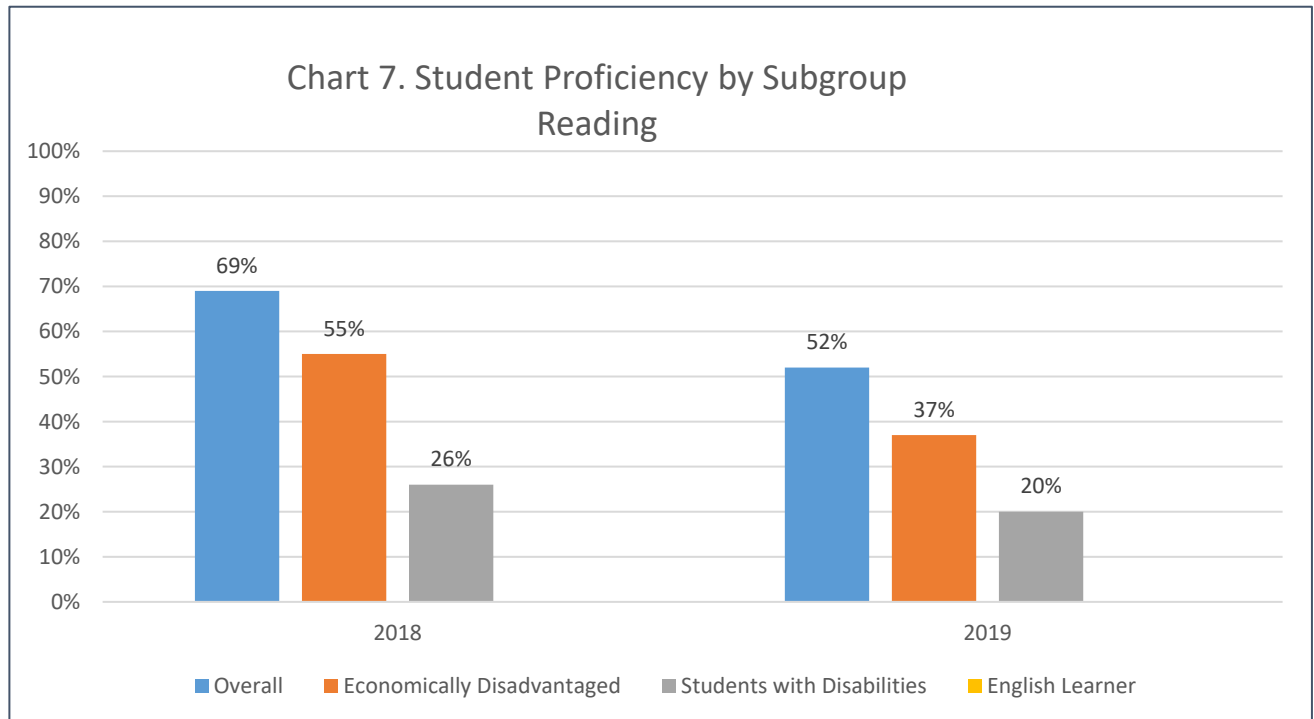
Race/Ethnicity Subgroups - Proficiency in Reading



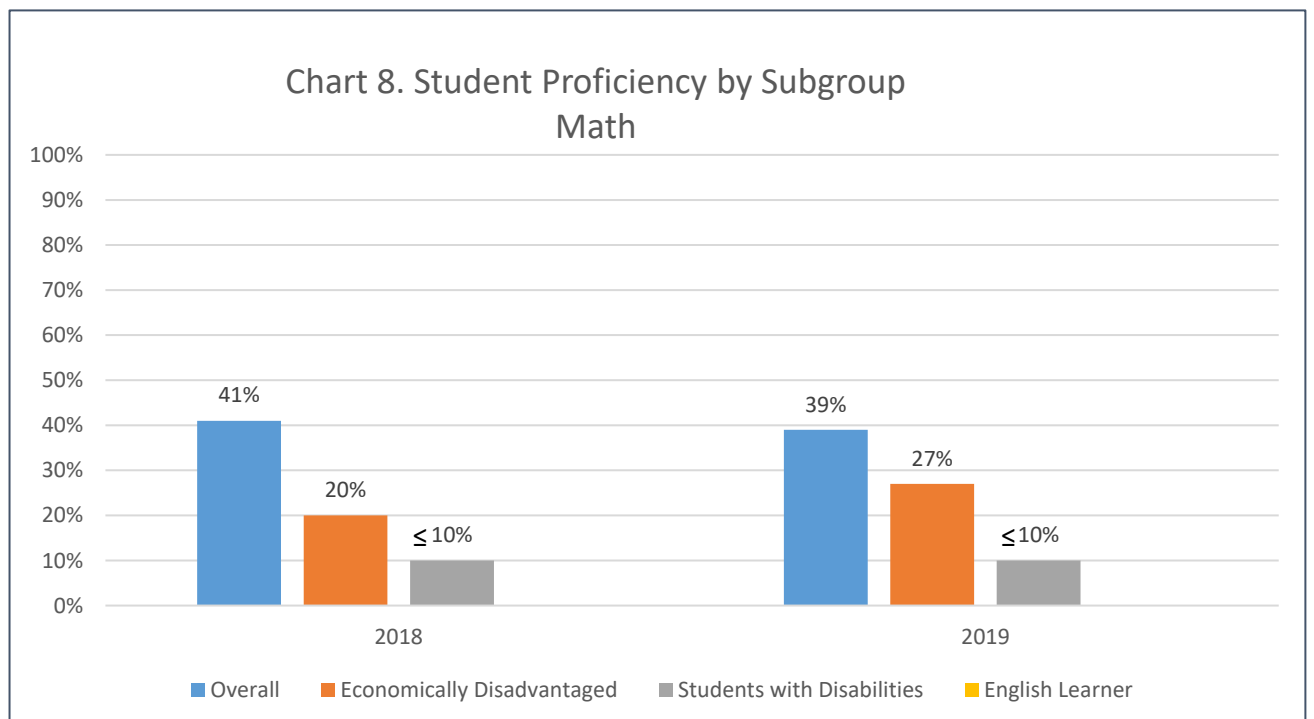
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading

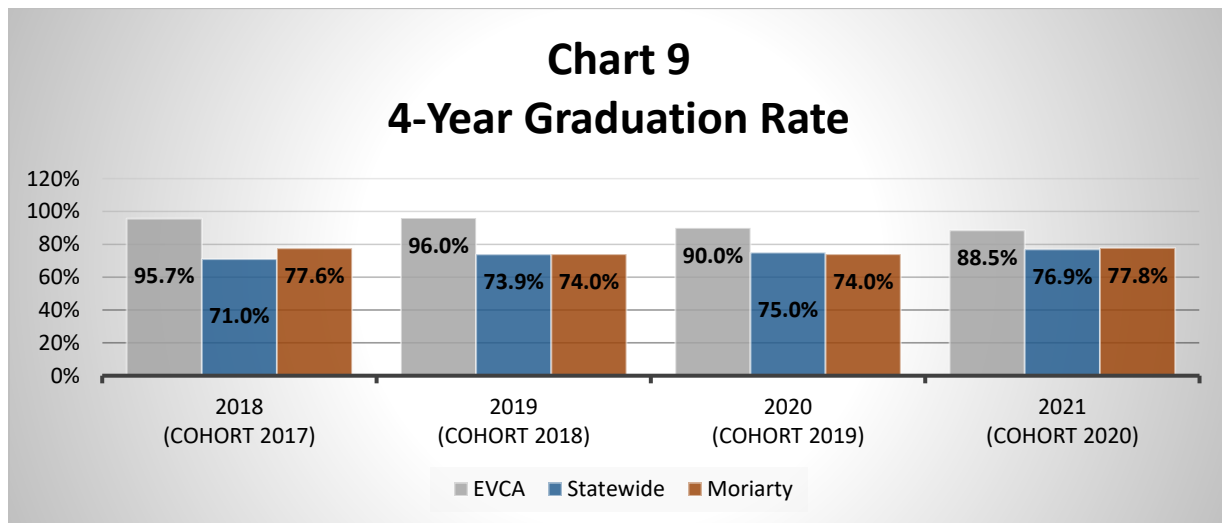


Other Subgroups - Proficiency in Math

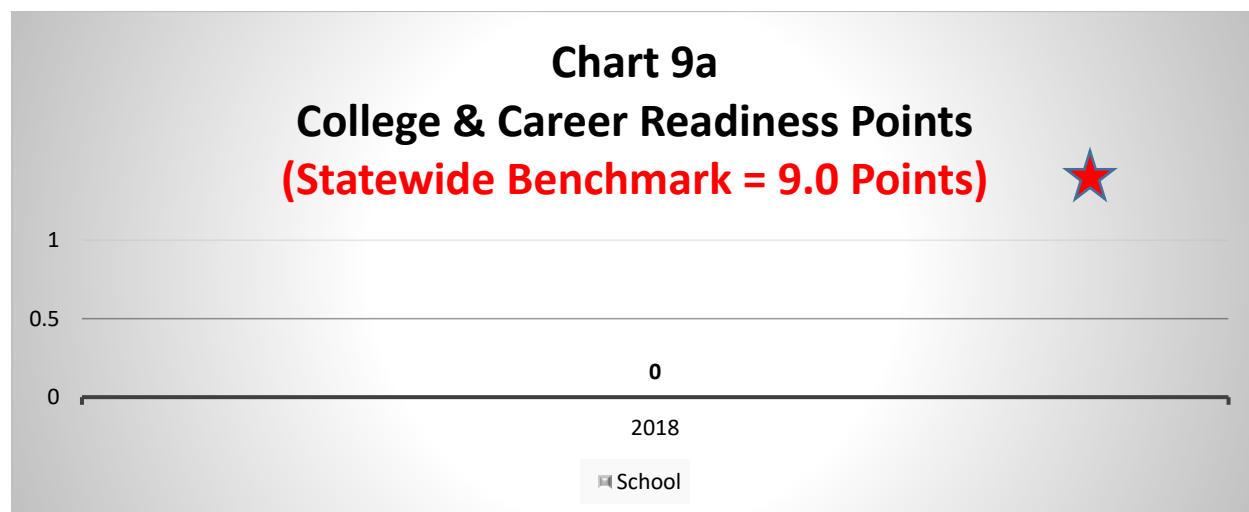


High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year's cohort of students.



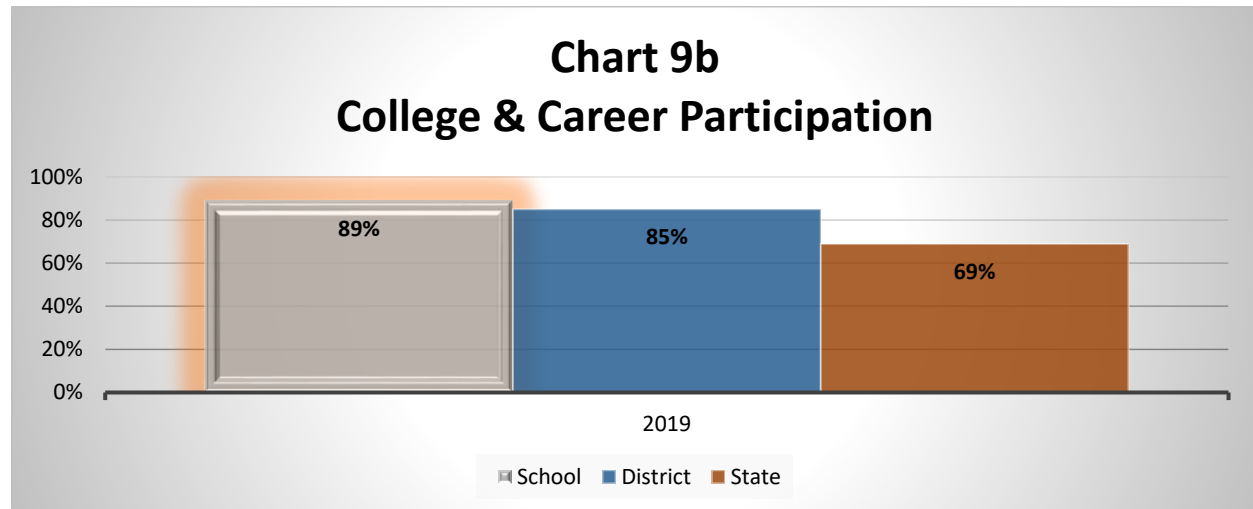
College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9. Chart 14a illustrates the total *College and Career Readiness* (CCR) points earned during FY18. In subsequent years, (FY19 onward) PED began presenting *Participation* and *Success* separately. The separated data is given in charts 14b and 14c.



¹ "New Mexico Vistas Technical Guide" document for 2019 at:

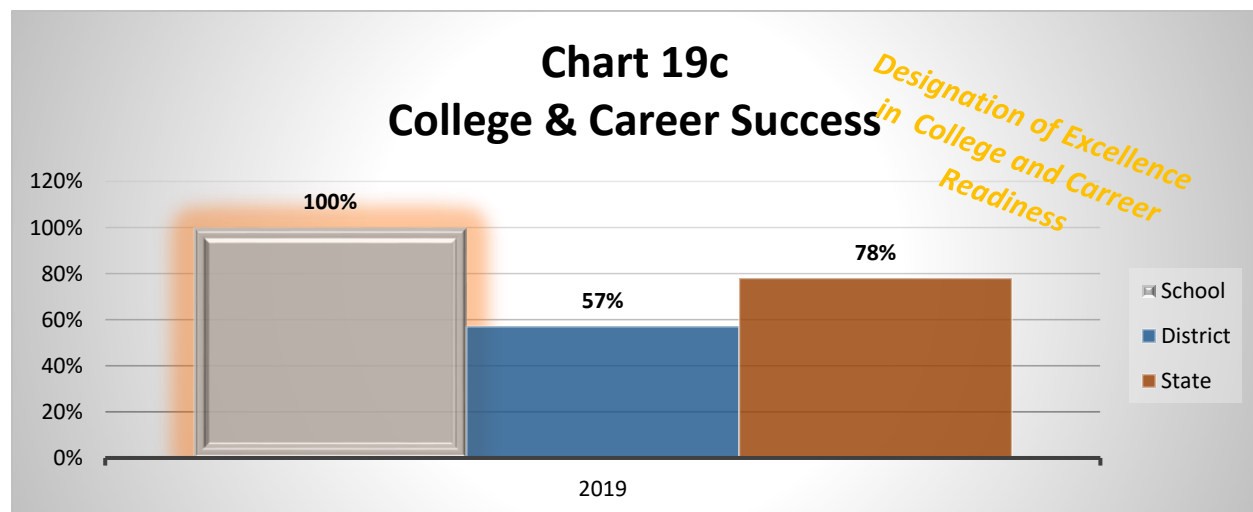
<https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19.pdf>

College & Career Participation: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on the whether students participated in such activities.



College & Career Success: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on student success in these activities (as opposed to participation in these activities).

The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort.



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

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2
2018	N/A	N/A
2019	N/A	N/A

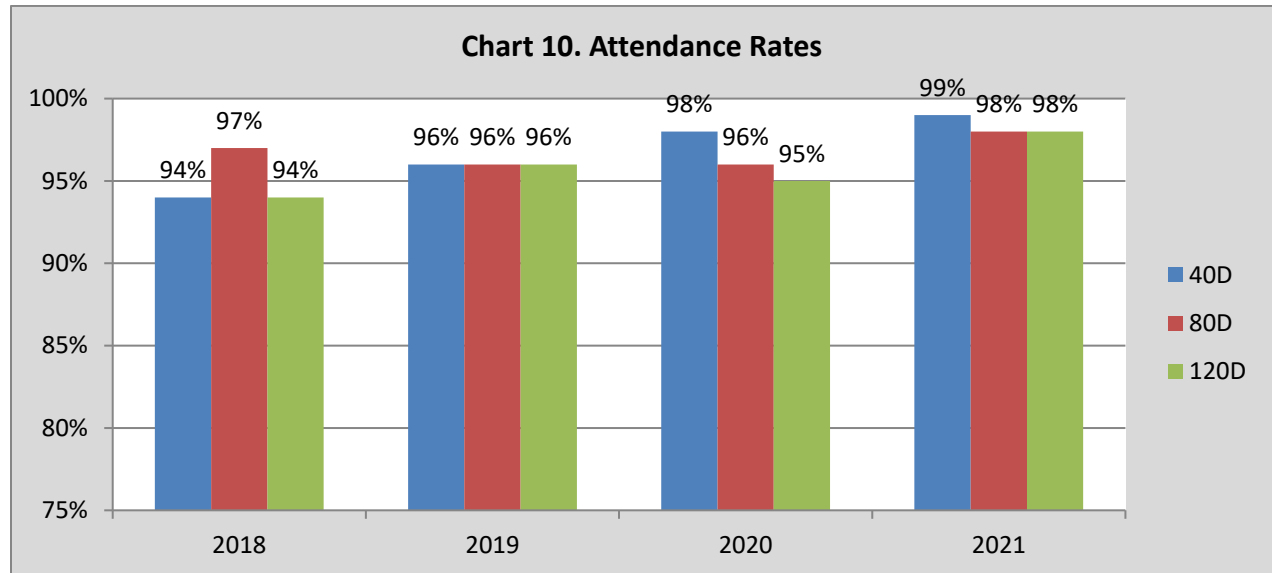
Due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020 or 2021.

² 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.

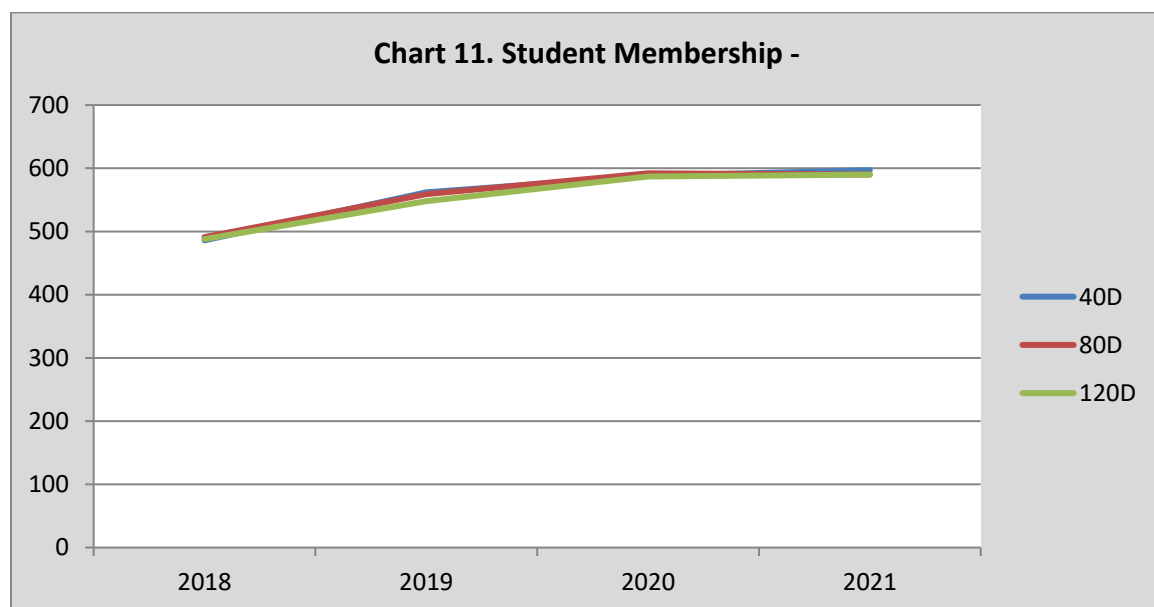
Attendance Rate (The statewide target is 95% or better.)



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

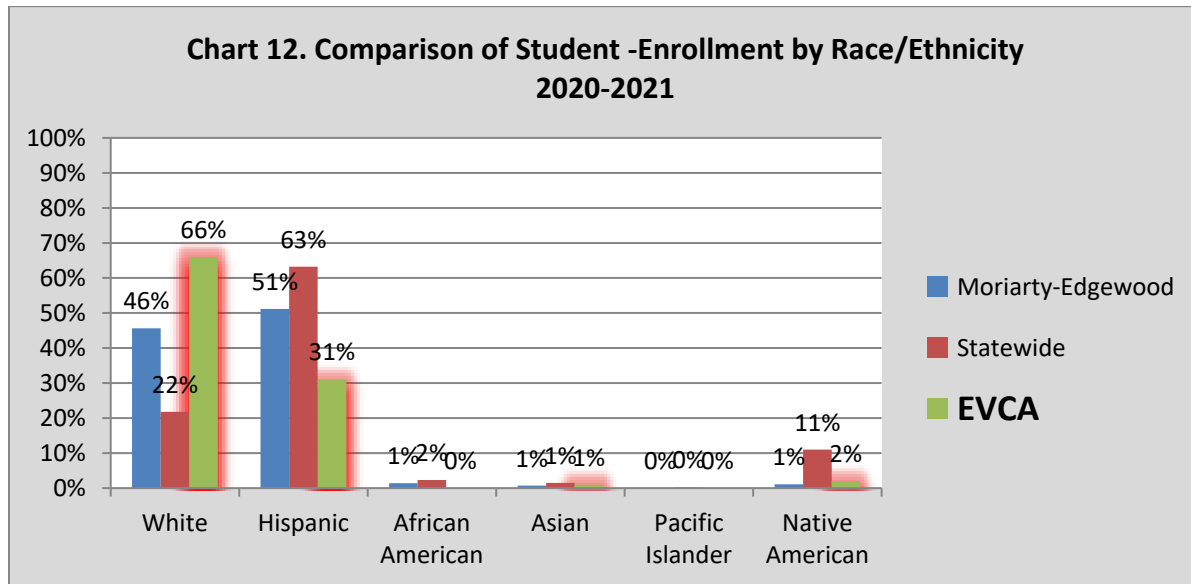
Student Membership (Enrollment)

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).



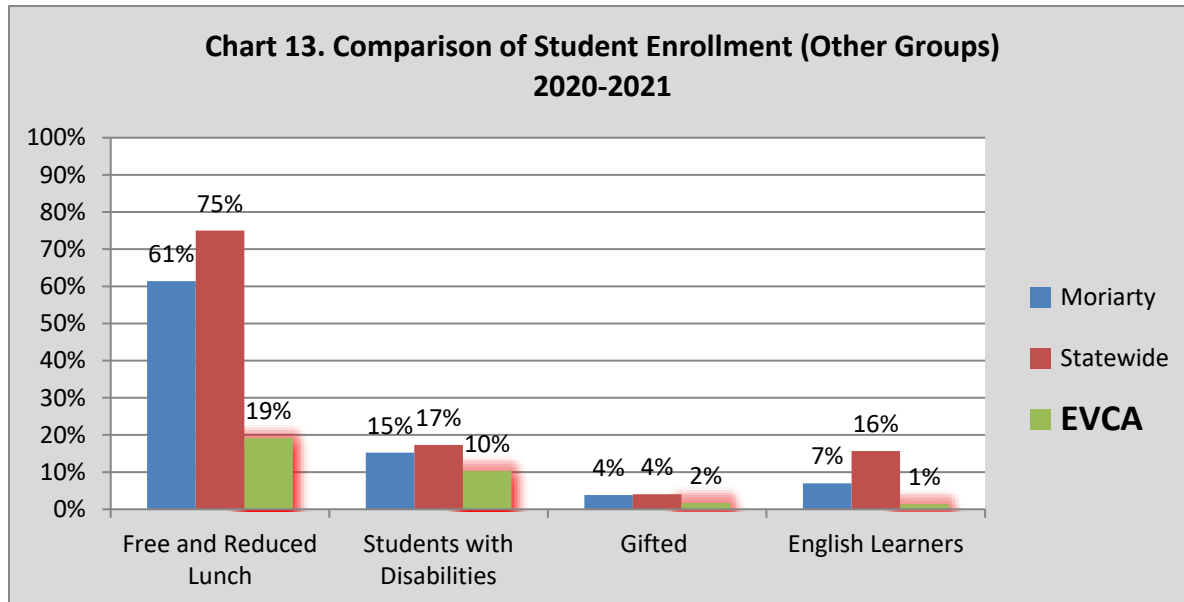
Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

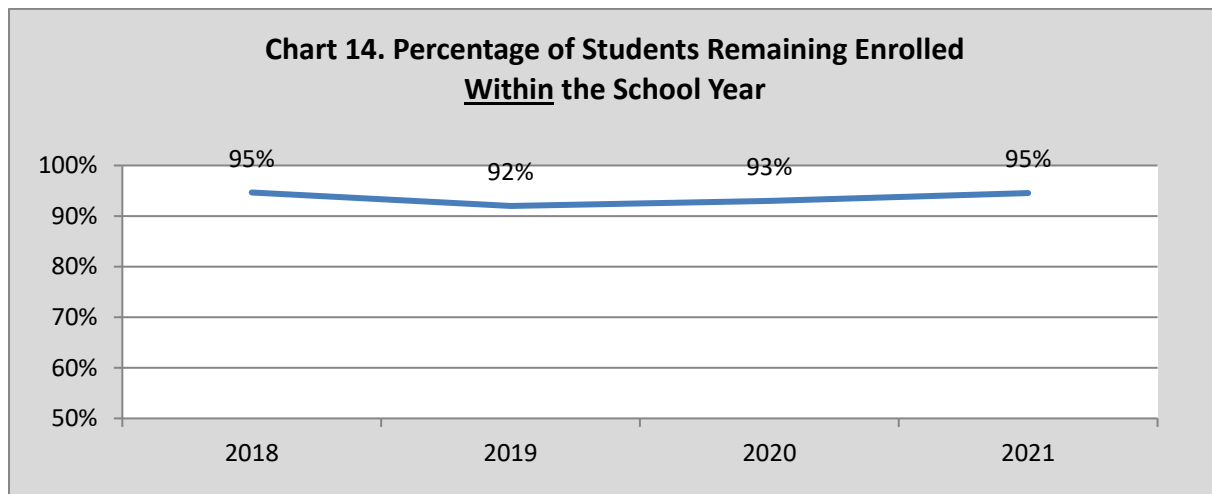


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

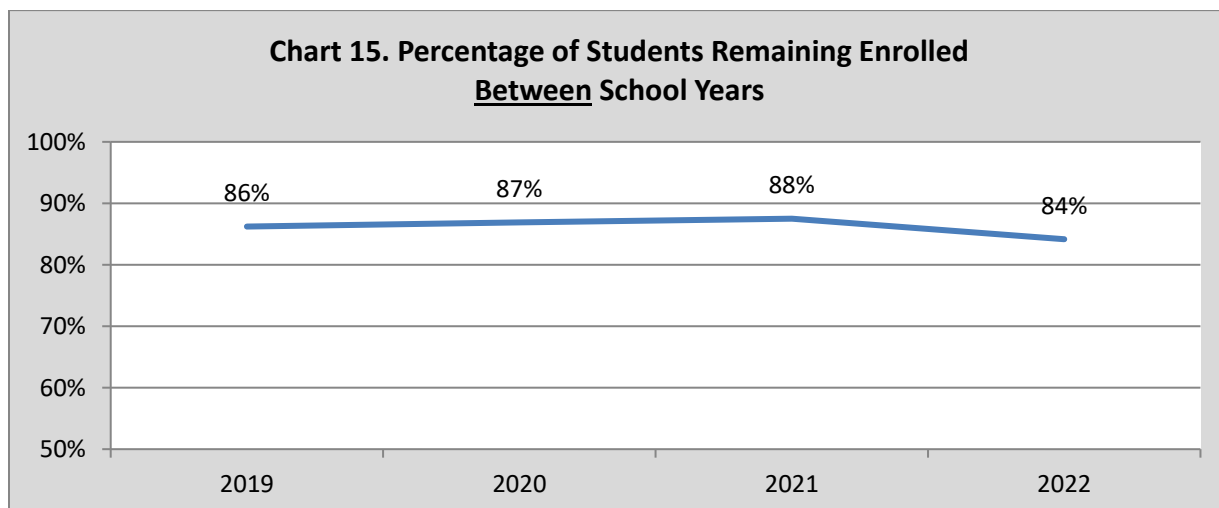
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, 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.

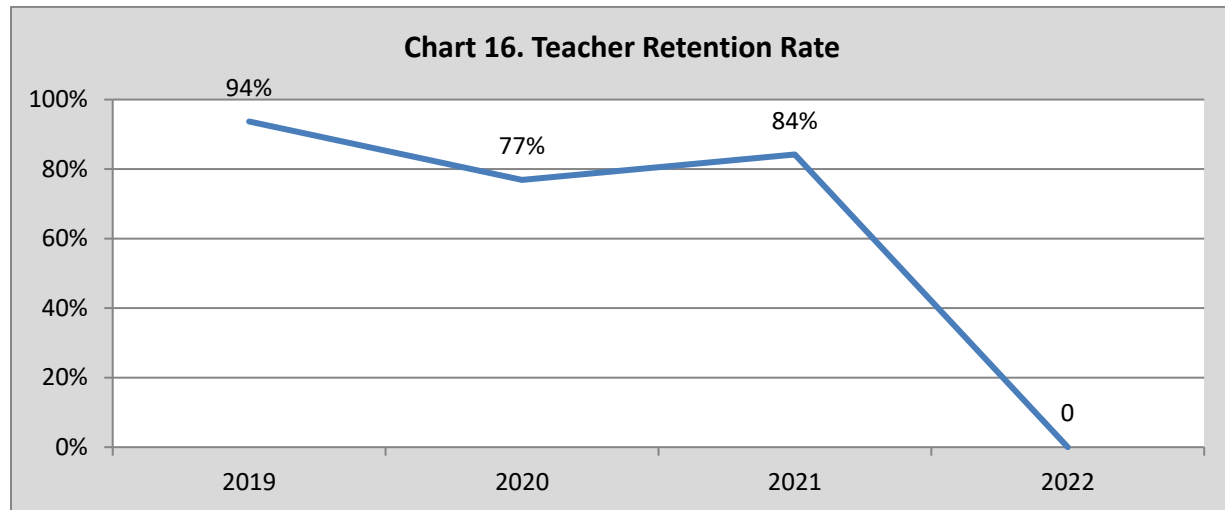


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 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 2017-2018 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
FY20	2	1	1
FY19	2	1	0
FY18	5	0	1
FY17	2	1	2

Summary of Most Recent Fiscal Report

In FY20, the school received the following audit finding:

2020-001 Internal Controls over Capital Assets (Material Weakness)

Condition/Context: During our audit of capital assets, we noted the school improperly identified and included supply assets totaling approximately \$72,000 as fiscal year 2020 capital asset additions. The school also listed construction in process of \$71,000 that related to expenses incurred in fiscal year 2021.

Management's Response: An oversight by management. Management will review the rollover and verify that all noted assets are required to be reported and that understanding of their delivery and placement even when related construction project are required upon one another.

2020-002 Budgetary Conditions (Other Noncompliance)

Condition/Context: During our audit, we noted two expenditure functions where actual expenditures exceeded the budgetary authority:

- Fund 25211: 1000 Instruction \$186
- Fund 27107: 2000 Support Services \$3.911

Management's Response: An oversight by management. Management will ensure funds are not expended beyond the budget for the fund and function.

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

The EVCA provides students with a content-rich, academically-rigorous education in the classical liberal arts tradition.

EVCA grounds education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools. First is the Core Knowledge Sequence - a specific, grade-by-grade core curriculum of common learning. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music. Students read and discuss classical literature. Core Knowledge is supplemented with a multi-sensory, brain-based approach for teaching "explicit" phonics, reading and language arts; and a conceptual approach to mathematical skill building and problem solving.

Students at EVCA also receive instruction in the fine arts. In keeping with classical education, the EVCA teaches music and art largely through an intensive study of technique and through the works of the masters. In music, students are exposed to a wide array of music. They learn about composers and their music, the elements of music, and vocal ranges. In the visual arts, students learn about the elements of art and works of art from various periods and cultures.

In the high school, students receive a classical liberal arts education that aligns with but exceeds New Mexico standards. High school students complete 23.5 credits of core curriculum and 1.5 credits of elective courses.

Students in grades 7-12 are required to complete at least two years of Latin.

Seniors are required to complete a Moral Philosophy course and present a Senior Thesis. These represent an in-depth inquiry into a question or topic that is the culmination of the student's academic and character development at the EVCA. The process of researching and completing the thesis hones students' ability to conduct research, to analyze and synthesize information, and to communicate effectively about what they have learned.

3b. Organizational Performance Framework

Estancia Valley Classical Academy	2017-2018	2018-2019	2019-2020	2020-2021
Category I. Academic Performance Framework				
Indicator 1 Components of School Accountability System	Meets (or Exceeds) Standard	62.85 Points (Spotlight)		Unable to Review - COVID
Indicator 2 Subgroup Performance	Not Applicable	Pending		Unable to Review - COVID
Indicator 3 Mission Specific Goals	Not Applicable	Not Applicable		Not Applicable
Financial Performance Framework				
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Not Applicable
Category II. Organizational Performance Framework				
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	Unable to Review - COVID
Indicator 4a Students & Employees: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	ASSURANCES
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard	Working to Meet Standard	Unable to Review - COVID	Meets (or Exceeds) Standard
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<i>Included in Indicator 4b</i>	Meets (or Exceeds) Standard			
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Does Not Meet Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<i>Included in Indicator 3c</i>	Meets (or Exceeds) Standard			
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Unable to Review - COVID	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Unable to Review - COVID	ASSURANCES
Indicator 5d School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
OTHER				
School specific conditions in the Charter Contract, if any	Not Applicable			
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan		Not Applicable	Not Applicable	Not Applicable
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings		Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management		Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		Not Applicable	Not Applicable	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements		Not Applicable	Unable to Review - COVID	ASSURANCES

3c. Governing Body Performance

The school 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.

Board Member Name	Position	Training Hours Completed	Training Hours Required
Douglas Ghormley	President	12	8
Theresa Nunneley		10	8
Roger Leland		12	8
Kim Adams		8	8
Deron Knoner	Vice President	8	8
Bill Richard	Secretary	8	8

Figure 7. Current governing council members