



**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 (DESIGNATE)
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
Preliminary Analysis of Renewal Application and Site Visit
November 2021**

School Name: McCurdy Charter School

School Address: 515 Cam Arbolero, Española, NM 87532

Head Administrator: Sarah Tario

Governing Board Chair: Chris Martinez

Business Manager: Deanna Mooney

Authorized Grade Levels: K-12

Authorized Enrollment: 584

Contract Term: July 1, 2017 to June 30, 2022

Mission: The mission of the McCurdy Charter School is to provide a safe learning environment for the students of Northern New Mexico: an environment that recognizes that education is rooted in academic excellence and achievement, character development and awareness, and community engagement and leadership.

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or

(5) violated any provision of law from which the charter school was not specifically exempted.

Renewal Application

Parts A and F of the Renewal Application are provided by the Charter Schools Division (CSD). All other parts of the application are provided by the school.

PART A	Data analysis based on accountability and reporting data from current charter contract term
PART B	Progress report on meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, and accountability requirements set forth in the Assessment and Accountability Act and the charter contract.
PART C	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools.
PART D	Petitions in support of the charter renewing its charter status <ul style="list-style-type: none"> Petition signed by at least 65% of the school's employees, with certified affidavit: 45 of 51 = 88% Petition signed by at least 75% of the households whose children are enrolled, with certified affidavit: 302 represents 89%
PART E	Description of the Charter School Facilities and Assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978 <ul style="list-style-type: none"> The facility lease agreement as Appendix D Narrative description of its facilities, attaching the Facility Master Plan, if available, as Appendix H The building E Occupancy certificate(s) dated 02/04/2019. Maximum Occupancy (if listed): Not listed Most recent facility NMCI Score 13.56% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 If the school is relocating or expanding, assurances that the facilities comply with the requirements of Section 22-8B-4.2 NMSA 1978: <input type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
PART F	Amendment Requests

The CSD team reviewed the school's Progress Report and conducted a renewal site visit on October 27, 2021. Ratings are based on the rubric provided on page 14 of the [State Charter Renewal Application](#).

Progress Report (Part B) and Site Visit Evaluation		
Section	Indicator	Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence NM System of School Support and Accountability 2020-2021: <i>No data available for schools</i> 2019-2020: <i>No data available for schools</i> 2018-2019: 46 Overall NM School Grade 2017-2018: D	<i>Demonstrates Substantial Progress</i>
1.b	Mission-Specific Goals	<i>Not Applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit <i>Organizational Performance Framework 2a-2e</i>	<i>Failing to Demonstrate Substantial Progress</i>
2.b	Board of Finance <i>The school has maintained a board of finance throughout the charter term.</i>	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Comprehensive Educational Program <i>See the narrative below for detail.</i>	<i>Demonstrates Substantial Progress</i>

3.b	Organizational Performance Framework <i>Organizational Performance Framework 1b-1f, 4a-4e, and 5a-5d</i>	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities <i>Organizational Performance Framework 3a-3c</i>	<i>Demonstrates Substantial Progress</i>

Academic Performance

NMPED Accountability Data 2018-2019

	Overall	Reading Proficiency	Math Proficiency	Science Proficiency	English Learner Progress
McCurdy CS	46	21	6	29	11
Española School District	47	25	10	21	18
Statewide	-	34	21	40	29

As indicated in the table above, Reading proficiency on statewide assessments dropped from 29% in 2017-2018 to 21% in 2018-2019. Math also dropped from 8% to 6% for the same years. In 2018-2019, the school was identified as a Targeted Support and Improvement school in New Mexico Vistas. NM PED identifies schools in need of targeted support as those schools that need support with one or more student groups. Student proficiencies in both reading and math fell below both state and district levels, although science proficiency was higher. Progress of English Learners was also substantially below both state and Española.

With an overall score of 46, McCurdy Charter School was within the top 75% of high schools in New Mexico, but slightly below state average. The school has launched several initiatives including switching to an interim assessment in 2020-21, Galileo, that is more in line with the end of year assessment. Galileo reading and math scores are reviewed by the McCurdy DASH team to determine what changes need to be made to increase student performance. In reviewing the spring 2021 and fall 2021 results, there is evidence that suggests some measureable success in increasing student academic performance. Further details can be found within Part B of the application submitted by the school.

Public Education Commission Performance Framework

McCurdy Charter School	2017-2018	2018-2019	2019-2020	2020-2021
Category I. Academic Performance Framework				
Indicator 1 Components of School Accountability System	Falls Far Below (or Does Not Meet)	45.51 Points (Lower Middle)		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	Working to Meet 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	Meets (or Exceeds) Standard	Unable to Review - COVID
Indicator 4a Students & Employees: protecting the rights of all students	Falls Far Below (or Does Not Meet)	Meets (or Exceeds) Standard	Working to Meet Standard	ASSURANCES
Indicator 1c Educational Program: protecting the rights of students with disabilities	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	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
Included in Indicator 4b	Meets (or Exceeds) Standard			
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Does Not Meet Standard	Does Not Meet Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Included in Indicator 3c	Meets (or Exceeds) Standard			
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet)	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 4d Students & Employees: respecting employee rights	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Falls Far Below (or Does Not Meet)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	ASSURANCES
Indicator 5d School Environment: handling information appropriately	Falls Far Below (or Does Not Meet)	Meets (or Exceeds) Standard	Working to Meet 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		Working to Meet Standard	Not Applicable	Unable to Review - COVID
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings		Falls Far Below (or Does Not Meet) Standard	Does Not Meet Standard	Does Not Meet 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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls				
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		Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements		Not Applicable	Not Applicable	ASSURANCES

*Note: The rating for Indicator 1.c (protecting the right of students with disabilities) was changed from *Meets or Exceeds Standard* (the rating given in the 2020-21 Annual Report) to *Working to Meet Standard*

Organizational Performance

The chart above provides the charter school performance over the charter contract term. The school has reduced the number of *Does Not Meet* indicator ratings from a peak of eight in 2018-2019 to two in 2019-2020 and 2020-2021. The two *Does Not Meet* ratings in both those years were for the same indicators and were related to Financial Management and oversight. Indicator 2c Financial Management & Oversight: Responsive to Audit Findings was given a rating of *Falls Far Below* or *Does Not Meet Standard* in all three of years in which the indicator was applicable. Similarly, the school received *Falls Far Below* or *Does Not Meet Standard* for Indicator 2b Following Generally Accepted Accounting Principles in 2018-2019, 2019-2020, and 2020-2021. The charter school has hired a new business manager in working towards reducing audit findings and improving these indicators.

The school received a *Working to Meet Standard* or *Falls Far Below* or *Does Not Meet Standard* during the first three years of its contract for 1c Educational Program: Protecting the Rights of Students with Disabilities. McCurdy Charter School was placed on a Corrective Action Plan (CAP) by the Special Education Division in early 2021, for failing to provide eligible students a post-secondary goal (Special Ed Indicator 13). In New Mexico, all students age 14 or older must have a transition goal incorporated into their IEP. The school was referred to TAESE (Technical Assistance for Excellence in Special Education), a regional technical assistance team that works with the PED, to provide free support for schools. The Charter Schools Division was informed of the CAP after the Annual Report was approved by PEC, so the school's rating in 2020-21 should change to *Working to Meet*. In the fall of 2021, the school's CAP was closed by the Special Education Division.

STARS data from the 120th day, which was utilized for the school's annual site visit in 2020-21 indicated that nineteen students had overdue IEPs or evaluations. The school was able to carry out all overdue IEPs and evaluations by the End of Year STARS reporting period. A new diagnostician was hired in April 2021 and a

master roster of special education students that tracks when each is due for reevaluation or IEP meetings was created. These additions should help insure that no IEP or evaluation deadlines are missed.

Financial Performance

McCurdy Charter School (MCS) is currently on a quarterly reporting status, which indicates the school’s business manager is responsive to School Budget Bureau requests and reports are submitted in a timely manner. Throughout the contract term, the school’s business management services have been under contract to the same individual. At the beginning of 2019-20 fiscal year, the school was placed on monthly reporting due to untimely reporting. This restriction was lifted and the school is currently back to quarterly reporting as of January 2021.

Student membership at MCS experienced a 2% average annual increases in the middle of the contract years. The 2021 school year, however, saw an enrollment drop and the school’s student enrollment returned back to 2018 counts.

The school received twenty-three (23) audit findings from 2017 to 2020 and in every year of the contract the school experienced repeat findings; the severity of the findings in each year were found to have at least one material weakness or significant deficiency. Overall, this suggests the school has not responded sufficiently to audit findings and may need conditions placed on financial management should the school be renewed.

Audit Year	Findings	Repeat Findings	Material Weaknesses	Significant Deficiencies
FY 2020	6	4	1	0
FY 2019	8	3	1	0
FY 2018	5	1	2	3
FY 2017	4	1	0	1

During the contract term, the school has reported an average of 65% of operational spending in the classroom, just shy of the 68% annual suggested goal. Administrative expenses are on the high end of the spectrum for charter schools with similar enrollment sizes and program units appear to be lower in a similar comparison.

General Fund (11000) data as reported in OBMS - Fourth Quarter		Contract Years					
		Actual	Actual	Actual	Actual	Budgeted	
		General Fund - 11000- Amounts (in whole dollars)					
Enrollment		2017-2018	2018-2019	2019-2020	2020-2021	BUDGET 2022	
120D Student membership		526	539	550	525	527	
40D program units from final funded run		845,301	883,394	899,613	896,292		
Function	Function Name	Description of Expenditures					
1000	Direct Instruction	Classroom teachers, educational assistants, instructional coaches, textbooks, classroom technology	1,929,062	2,050,372	2,557,198	2,414,387	2,721,015
2100	Student Support	Attendance, social worker, guidance, health, psychological, speech & occupational therapy services	183,634	254,514	266,386	397,989	528,241
2200	Instructional Support	Library, instruction related technology	1,760	2,251	1,869	-	3,000
2300	Central Administration	Governance council, Office of Superintendent, community relations	309,943	258,917	176,508	167,782	191,764
2400	School Administration	Office of the Principal	104,233	83,308	260,875	220,946	274,201
2500	Central Services	Business management, administrative support, admin technology	294,791	301,354	312,784	294,738	344,880
2600	Maintenance & Operations	Building operations, maintenance, equipment upkeep, security & safety	569,236	579,171	647,923	662,012	937,374
2700-5900	All Other Function Codes	Transportation, food service & capital outlay	12,096	14,509	41,259	2,164	33,383
Total			3,404,756	3,544,396	4,264,802	4,160,018	5,033,858
Total State Equalization Guarantee (SEG) Funding			3,348,049	3,582,656	4,111,551	4,439,856	4,401,788
Other Operational Revenue			128,187	166,243	75,663	137,762	60,000
Carryover(Shortfall)			71,479	204,502	(77,588)	417,600	
How Funds Were Spent in Percentages of Total							
Classroom		62%	65%	66%	68%	65%	
Administration		21%	18%	18%	16%	16%	
Other		17%	17%	16%	16%	19%	

The PED Operating Budget Management System (OBMS) showed 87%, just under \$600,000, of the MCS grant fund requests for reimbursements (RfRs) were submitted during June/July, 2021.

Governance

Governing Board Training Hours Completed				
Board Members	FY18	FY19	FY20	FY21
Nancy O'Brien	8	8	8	11.5
Chris Martinez	6	8	8	11.5
Deborah Bennett-Anderson	10	8	16	11.5
Juan Valdez	7	8	8	11.5
Adan Trujillo		7	8	11.5
Crystal Espinoza		10	8	11.5
Marcie Davis		10		

Black shading indicates that the member did not serve a full year in that fiscal year; yellow indicates that the member did not complete all required training hours during that fiscal year. Training requirements are 8 hours per year for returning board members, and 10 hours for new members. Exemptions are noted in years marked by an asterisk.

Not all members of McCurdy's governing board completed all required training hours in 2017-18 or 2018-19. However, all members met or exceeded hours in 2019-20 and 2020-21 demonstrating improvement over the charter term. In its most recent year, each board member completed eleven and a half hours of training, which is 3.5 hours above the eight required for continuing members. McCurdy's governing board is in its second year of being coached by Kelly Callahan, who formerly was with Public Charter Schools of New Mexico.

Comprehensive Educational Program

The School's educational program is described below:

- i. The McCurdy Charter School educational philosophy integrates academic, character and community elements through the Core Knowledge curriculum in grades K-8 and the Paideia methodology of Socratic discussion in grades 7-12, both of which are aligned with New Mexico Common Core State Standards.
- ii. All graduating seniors will have successfully completed 4 math credits.
- iii. All students will participate in a designated character development, anti-bullying, and social-emotional learning curriculum on a monthly basis, at a minimum.
- iv. The school will implement a digital learning plan to ensure technology use and instruction is integrated into all grade level curriculum.
- v. Students in every grade level will complete one classroom-based service learning project each semester. All graduating seniors will have successfully completed a one credit hour service learning course.
- vi. The school will offer co-curricular activities, including athletics through the New Mexico Activities Association.
- vii. The school implements a family engagement program to encourage family participation in the school community.

Due to staff turnover resulting from the COVID Pandemic, McCurdy has had to work on rebuilding Paideia and Socratic Seminar. This has been a priority since the Paideia methodology of Socratic discussion is part of the contract.

McCurdy utilizes Amplify Core Knowledge Language Arts for teaching reading/language arts. Secondary teachers interviewed stated that Socratic lead discussion has been implemented at the school for ten years. According to the same teachers, the discussion model can be adapted to any content area. One secondary teacher noted that students can “go for a while” when debating using the Socratic Method and that this method of discussion has become part of the school culture.

Positive Action Network is utilized for the school’s anti-bullying curriculum. The Ripple Effects program is used for restorative justice. During the student focus group, students mentioned taking anti-bullying classes on a regular basis. Students reported that during Academic Seminar they discuss bullying, drug use, mental health, and other topics. The school collaborates with Project Cariño, a service offered by McCurdy Ministries, to provide free therapy to McCurdy Charter School students. Overall, students described the school as feeling supportive and that the school goes above and beyond with the resources it has. Teachers are helpful and willing to provide tutoring on the spot. Students feel comfortable talking to their teachers and teachers know student needs. For example, one student mentioned how teachers are aware when something is wrong with a student. When asked, “Are you learning about other cultures, and ways to explore culture and identity,” the students said, “yes, especially in Spanish class.” At the time of the interview, the class was exploring different Spanish speaking regions. Gender identities are also supported according to students.

McCurdy Charter School’s student handbook details graduation requirements for the school. Specifically, 4 credits for Math including 1 unit \geq Algebra 2. It should be noted that this the State of New Mexico currently requires 4 credits for Math including 1 unit \geq Algebra 2. The Head Administrator indicated that the school is planning to remove this piece from the Comprehensive Educational Program should the school be renewed since it is no longer unique.

Technology was seen being used effectively during classroom observations. Students and teachers were able to participate in the class remotely utilizing Zoom. Computers and hotspots were provided to students who needed them during remote and highbred learning caused by the COVID Pandemic.

Currently students are not being required to complete a classroom-based service-learning project each semester. However, the school does have a Service-Learning class, which was observed by the site visit team. The classroom was filled with posters on human rights and different community initiatives. During the visit, students were planning a uniform drive and blood drive. Students have different roles based on grade level with younger students in charge of raising awareness via creating posters and spreading the word while older students take on organizational aspects.

Seniors are required to complete one credit hour (40 hours of service) to graduate. Service can be done on campus or off site. Some examples include, working at the humane society, Boys and Girls Club, Project Cariño, and organizing food drives. The school intends to push service learning more out into the community and be less school focused.

Each month the school director hosts a Bobcat Den community forum. Families, students, and/or members of the community are invited to the open feedback forum where they can have their questions answered or provide feedback on school initiatives. McCurdy also hosts an open house every along with other community events such as AVID and FAFSA nights. The site visit team was able to observe invites for both the open house and FAFSA night.