



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

ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
March 1, 2024**

School Name: THRIVE Community School

School Address: 7300 Old Santa Fe Trail, Santa Fe, NM 87505

Head Administrator: Sean Duncan

Governing Board Chair: Randi Valverde

Business Manager: Justine Vigil

Authorized Grade Levels: K-8

Grade Levels Served: K-3rd, 6th

Authorized Enrollment Cap: 633

2022-23 End of Year Enrollment: 117

Contract Term: 2022-2027

Waivers: None

Mission:

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

Educational Program:

i. Extended School Day: THRIVE's school day is extended four days per week. One day per week the day is shortened to provide ongoing professional development to teachers.

ii. Staff Professional Development: THRIVE will offer teachers increased access to professional development that prepares them to effectively teach our students in a mission-aligned manner.

iii. Social and Emotional Learning: THRIVE will provide a unique focus on social and emotional learning through small group learning structures, evidence-based curriculum/approaches, and restorative justice practices.

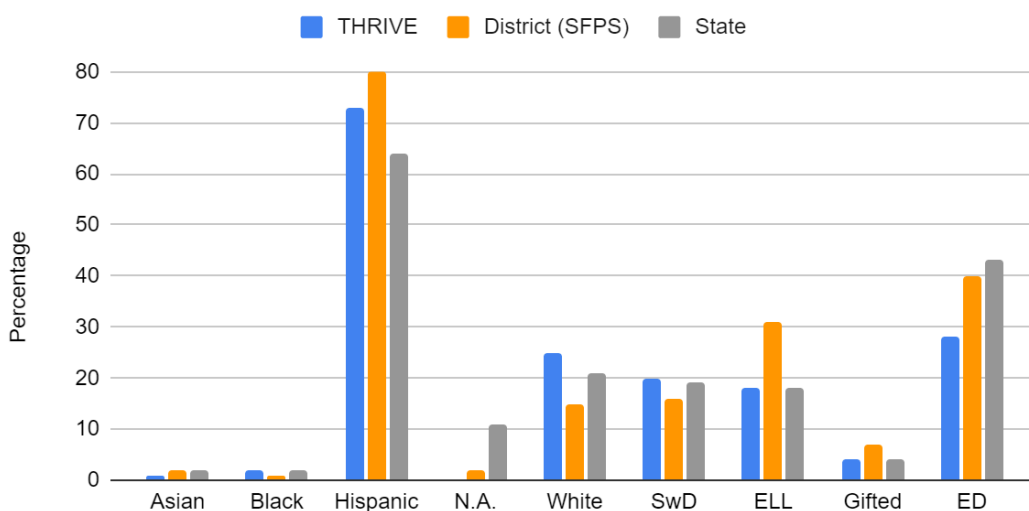
iv. STEAM Labs: THRIVE will offer STEAM Labs four days a week to provide students with hands-on learning opportunities that focus on creating integrated learning opportunities in science, technology, engineering, arts & athletics, and mathematics.

v. Flexible, Skill-Based Groups: THRIVE will utilize skill-based groups to ensure all students have access to foundational skill instruction that takes place in their zone of proximal development. This approach allows for cross grade level groupings that adapt to the mastery and learning pace of students.

vi. Three Small Schools: THRIVE will grow to offer a three small-schools model (Primary School: K-2, Intermediate School: 3-5, and Middle School: 6-8). This will allow for an increased focus on developmentally appropriate instructional and cultural practices to meet the needs of our students, while also increasing the effectiveness of communication with parents and guardians.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	56
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	87.5
Overall Academic Score: average of indicators 1 and 3	71.75

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

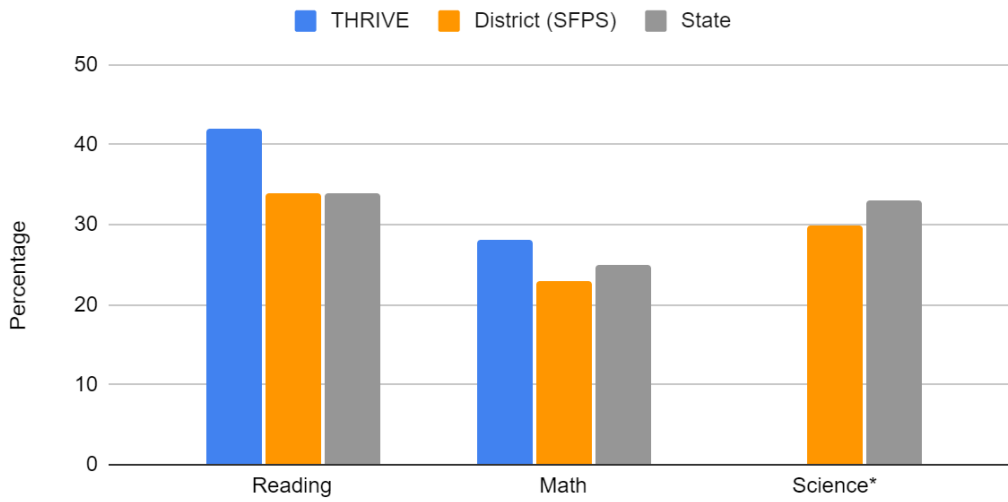
- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, Thrive’s Vistas designation is **Traditional**.

Proficiency

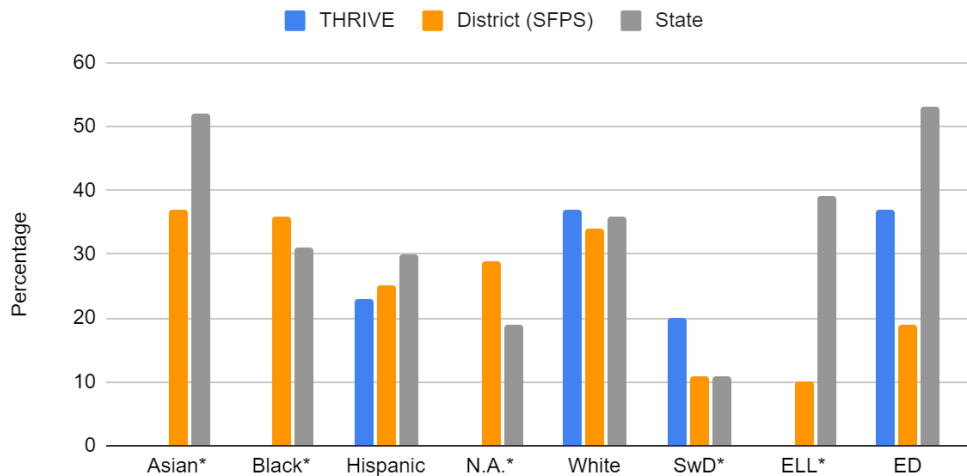
Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

***Note:** Science proficiency data for the school is not available on NMVistas at this time.

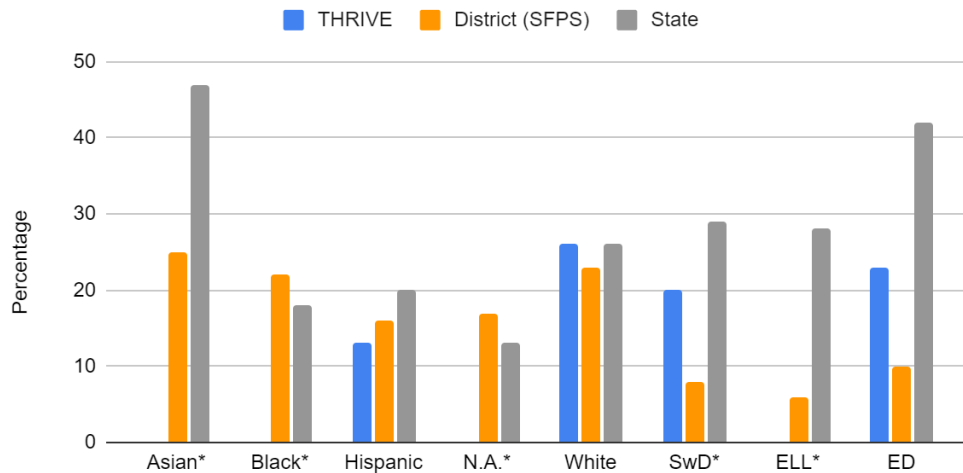
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** Groups are masked due to population size. Students with disabilities also masked, $\leq 20\%$ proficient in reading.

Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** Groups are masked due to population size. Students with disabilities also masked, $\leq 20\%$ proficient in math.

Growth (improvement) rates in ELA and Math are unavailable on NMVistas at this time.

English Learner Progress: 25%

Mission-Specific Goals

Goal 1: Affective Development

Performance Level	Target	Points
Exceeds Standard	80% or more of students, after attending THRIVE Community School for one full year,** respond favorably* to SEL survey items as measured from Panorama Education's Social and Emotional Learning Student Survey and Kelvin Education's SEL and Culture/Climate surveys during end-of-year (May) universal screening/benchmarking.	100
Meets Standard	70-79% of students, after attending THRIVE Community School for one full year,** respond favorably* to SEL survey items as measured from Panorama Education's Social and Emotional Learning Student Survey and Kelvin Education's SEL and Culture/Climate surveys during end-of-year (May) universal screening/benchmarking.	75
Working to Meet Standard	60-69% of students, after attending THRIVE Community School for one full year,** respond favorably* to SEL survey items as	25

	measured from Panorama Education’s Social and Emotional Learning Student Survey and Kelvin Education’s SEL and Culture/Climate surveys during end-of-year (May) universal screening/benchmarking.	
Does Not Meet Standard	Less than 60% of students, after attending THRIVE Community School for one full year,** respond favorably* to SEL survey items as measured from Panorama Education’s Social and Emotional Learning Student Survey and Kelvin Education’s SEL and Culture/Climate surveys during end-of-year (May) universal screening/benchmarking.	0

*Respond favorably represents selected four or five on a five-point Likert scale

**Students who are enrolled for the 40th and 120th day counts

Rating: Meets Standard- 76% of students responded favorably– **75 pts.**

Goal 2: Cognitive Development

Performance Level	Target	Points
Exceeds Standard	As measured by AIMSweb Plus’s Fluency Assessment, after attending THRIVE Community School for two full years*, the gap in performance (disparity) will be no more than 15 percentile points for students in kindergarten (2022-2023) and first grade between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e. socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category.	100
Meets Standard	As measured by AIMSweb Plus’s Fluency Assessment, after attending THRIVE Community School for two full years*, the gap in performance (disparity) will be between 16-20 percentile points for students in kindergarten (2022-2023) and first grade between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e. socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category.	75
Working to Meet Standard	As measured by AIMSweb Plus’s Fluency Assessment, after attending THRIVE Community School for two full years*, the gap in performance (disparity) will be between 21-25 percentile points for students in kindergarten (2022-2023) and first grade between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e. socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category.	25

Does Not Meet Standard	As measured by AIMSweb Plus’s Fluency Assessment, after attending THRIVE Community School for two full years*, the gap in performance (disparity) will be 26 percentile points or more for students in kindergarten (2022-2023) and first grade between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e. socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category.	0
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*Students who are enrolled for the 40th and 120th day counts

Rating: Exceeds Standard- 15% Performance Gap for Kindergarten– **100 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

THRIVE Community School	2022-23
Organizational Performance	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Meets Standard
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Governance Requirements	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Meets Standard
3a Rights of All Students	Meets Standard
3b Attendance and Retention	Working to Meet Standard
3c Staff Credentialing	Meets Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	Meets Standard
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Information accessible to the public	Meets Standard
4f School climate	Meets Standard
5a Financial Reporting and Compliance	Meets Standard
5b Accounting Principles	Meets Standard
5c Responsive to Audit Findings	Meets Standard
5d Managing Grant Funds	Meets Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

Explanation of 2022-23 Indicator Ratings

3.b. EOY attendance rate was 88%; attendance rate must be 95%.

Site Visit Attendees

Thursday, March 2, 2023

CSD Team: Samantha Samoiel (Lead), Kyle Wood, and Kimberly Gonzales

School Leadership: Sean Duncan, Head Administrators

Governing Board: Brian Crider



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District 5, Aztec

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District 6, Deming

Michael M. Taylor, Member
District 8, Roswell

K.T. Manis, Member
District 9, Hobbs

March 18, 2024

Sean Duncan
Randi Valverde
THRIVE Community School
seanduncan@thriveschoolsf.org
rvalverde@montand.com

Dear Mr. Duncan and Ms. Valverde:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its March 2024 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13¹¹, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of satisfactory performance. Thank you for this strong work which is particularly impressive in your first year of operation. The fact that you met all of the organizational and financial goals is another impressive achievement.

The contract and all annual reports for the school are located here:
<https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

¹¹ <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

Sincerely,

/s/ Patricia Gipson

Chair, Public Education Commission
District 7