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SECRETARY DESIGNATE OF PUBLIC EDUCATION

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GOVERNOR

**Charter Schools Division  
2023-24 Preliminary Annual Report  
Revised October 3, 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-7

**Authorized Enrollment Cap:** 633

**2023-24 120-Day Enrollment:** 243

**Contract Term:** 2022-2027

**CAPs or Conditions:** none

**Notice from 2022-23 Annual Report:** Satisfactory performance

**Unsatisfactory terms that need to be addressed from 2022-23 Annual Report:** none

**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 Nova 2023-24 (120-Day)

**Note:** demographics by subgroup is not yet available; pending Nova certification.

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	<b>Traditional 57.3</b>	<b>pending*</b>
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	<b>87.5</b>	<b>87.5</b>
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>72.4</b>	–

\*Note: NM Vistas scores are not yet available. Report will be updated when published.

**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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Note:** NM Vistas designations and academic proficiencies are not available at this time. Report will be updated when data are available.

## 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 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.	25
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

### Goal 1 Rating: Meets Standard 76%-- 75 points

### 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

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

**Goal 2 Rating: Exceeds Standard 15 percentile points gap– 100 points**

## Organizational and Financial Performance Framework

**2023-24 Overall Rating: Meets**

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.

### Multi-year Performance Framework Ratings

THRIVE Community School	2022-23	2023-24
<b>Organizational and Financial Performance Ratings</b>		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Governance Requirements	Meets Standard	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
2c Reporting Requirements	Meets Standard	Meets Standard
3a Rights of All Students	Meets Standard	Meets Standard
3b Attendance and Retention	Working to Meet Standard	Pending
3c Staff Credentialing	Meets Standard	Meets Standard
3d Employee Rights	Meets Standard	Meets Standard
3e Background Checks, Ethics	Meets Standard	Meets Standard
4a Facilities	Meets Standard	Meets Standard
4b Transportation	Meets Standard	Meets Standard
4c Health and Safety	Meets Standard	Meets Standard
4d Handling Information	Meets Standard	Meets Standard
4e Information accessible to the public	Meets Standard	Meets Standard
4f School climate	Meets Standard	Meets Standard
5a Financial Reporting and Compliance	Meets Standard	Meets Standard
5b Accounting Principles	Meets Standard	Working to Meet Standard
5c Responsive to Audit Findings	Meets Standard	Meets Standard
5d Managing Grant Funds	Meets Standard	Meets Standard
5e Staffing for Fiscal Management	Meets Standard	Meets Standard
5f Internal Controls	Meets Standard	Meets Standard

#### Explanation of 2023-24 Indicator Ratings

1.b. Participation data will be provided in Fall 2024.

3.b. Rating is pending until certified 120D attendance data is available from Nova.

5.b. [FY23 Audit](#): school has 3 New audit findings, Foundation has one new finding.

**Site Visit Attendees**

February 29, 2024

**CSD Team:** Martica Davis (lead), Dr. Brigette Russell and Cheryl Rowe

**School Leadership:** Sean Duncan (head administrator)

**Governing Board:** Ellen Moore and Nora Geiss