



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](http://www.ped.state.nm.us)

MARIANA D. PADILLA  
SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2023-24 Annual Report  
Revised December 20, 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 Enrollment:** 243 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

**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.

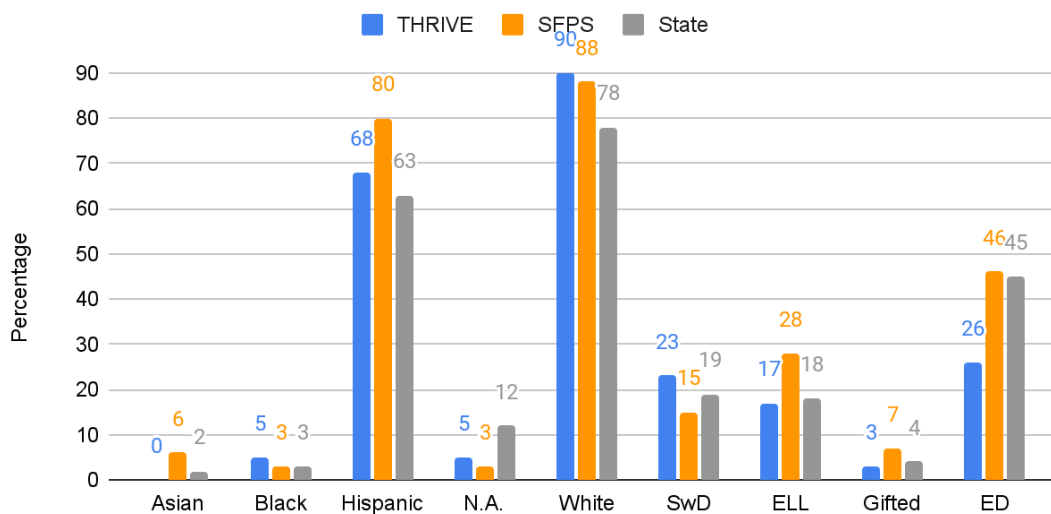
v. Flexible, Skill-Based Groups: THRIVE will utilize skill-based groups to ensure all students have access to foundational skill instruction that takes place in their zone of proximal development. This approach allows for cross grade level groupings that adapt to the mastery and learning pace of students.

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. Students are identified as Hispanic independently of their race.*

**Enrollment by Subgroup (120D) 2023-24**



Source: Nova Enrollment Subgroup Percentages with Averages

## 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	Traditional 57.3	Traditional 47.1*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	87.5	87.5
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>72.4</b>	<b>67.3</b>

\*Note: Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

### 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.

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:** 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.

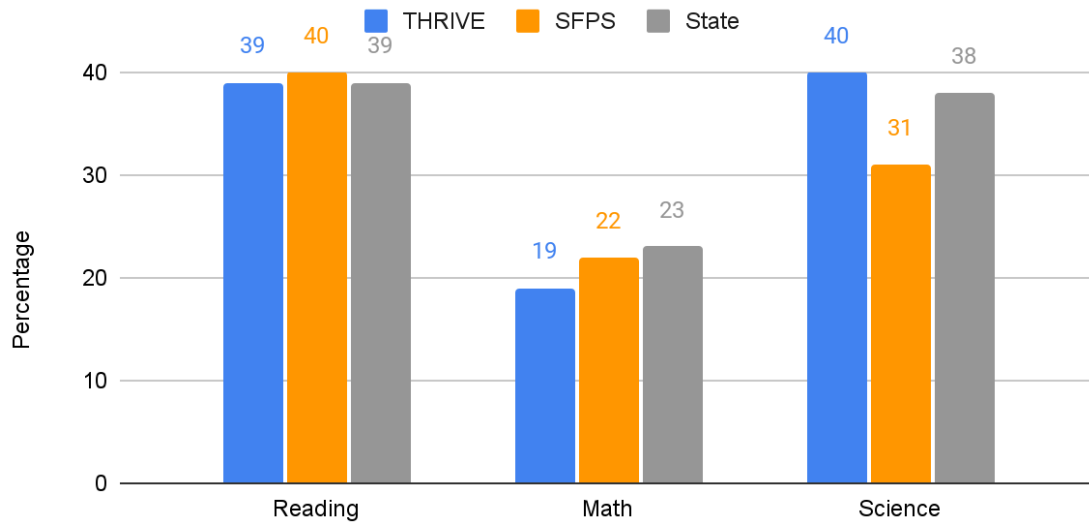
Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2023-24, **THRIVE Community School** received a designation of **Traditional**.

### Proficiency

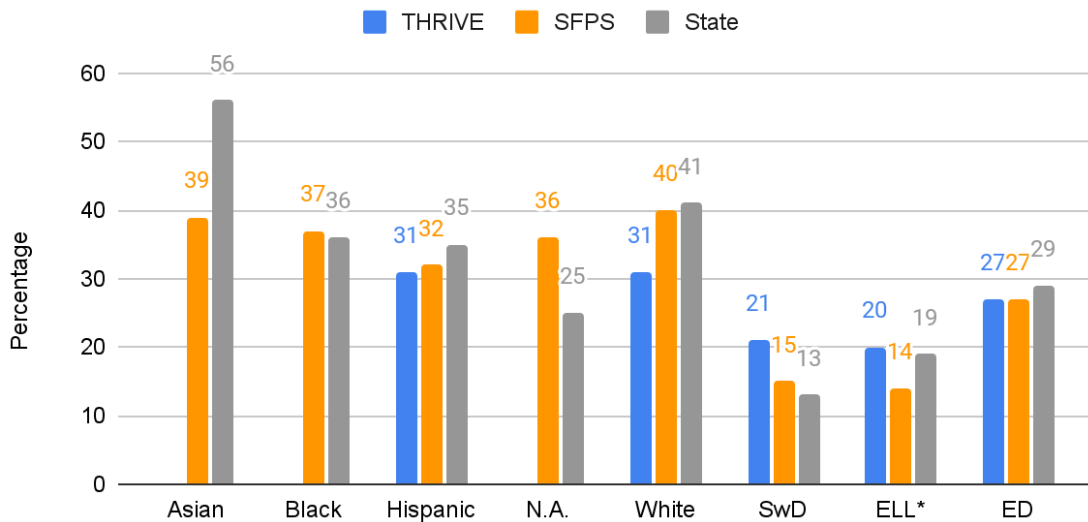
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

## Percent Proficient in Reading by Subgroup 2023-24

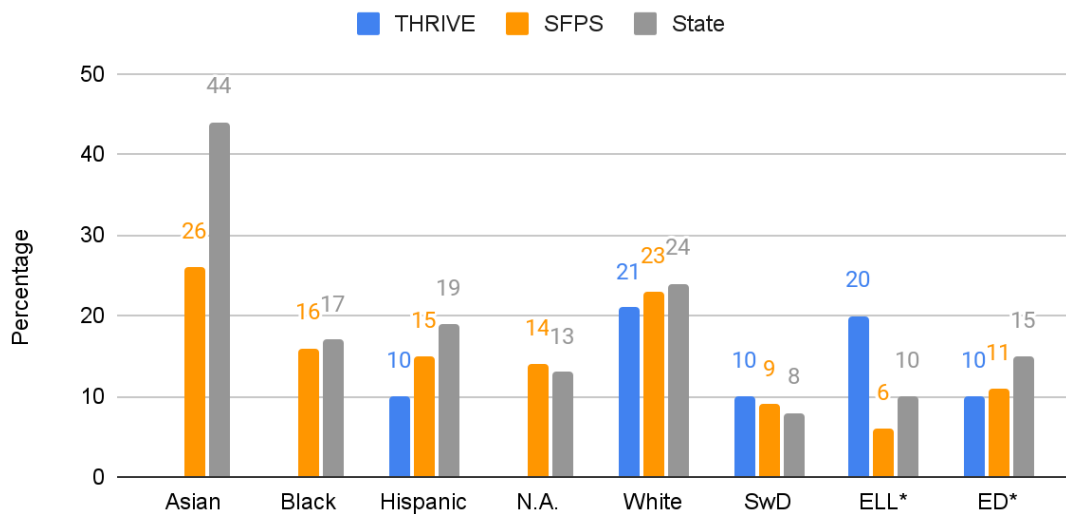


Source: NMVistas.org

**Note:** groups are masked due to population size, and/or some groups are not represented in the school.

**\*Note:** The school's English language learner population is partially masked,  $\leq 20\%$  in reading.

## Percent Proficient in Math by Subgroup 2023-24



Source: NMVistas.org

**Note:** groups are masked due to population size, and/or some groups are not represented in the school.

**\*Note:** The school's English language learner population is partially masked,  $\leq 20\%$  in math, and the school's economically disadvantaged population is partially masked,  $\leq 10\%$  in math.

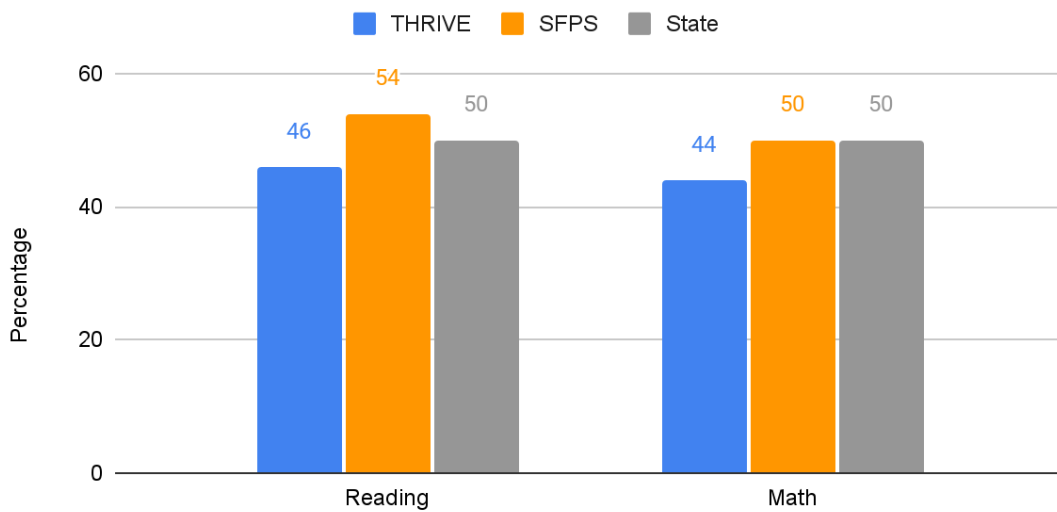
## Science

**Note:** the school's science proficiencies are masked for all subgroups due to population size.

## Growth

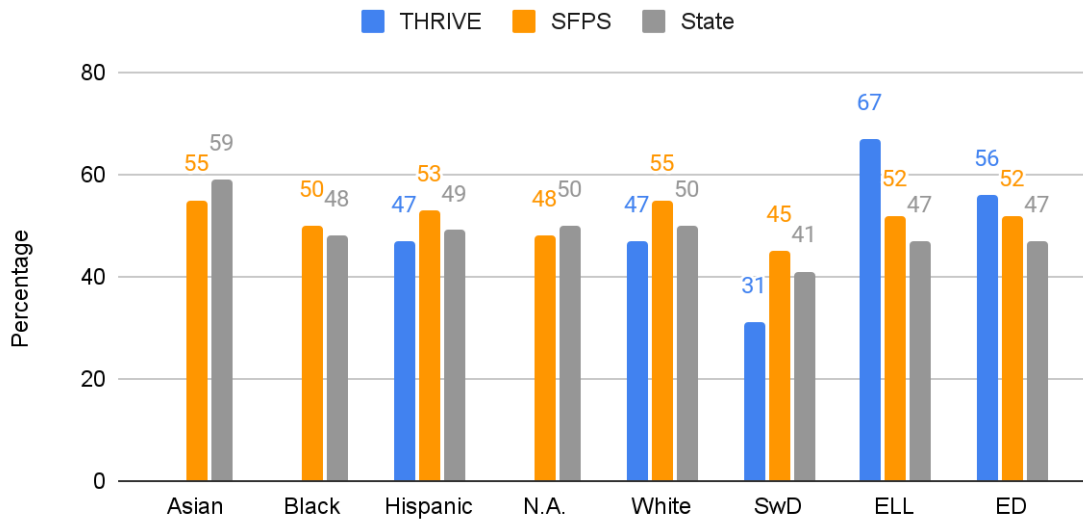
**Definition per NM Vistas:** median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

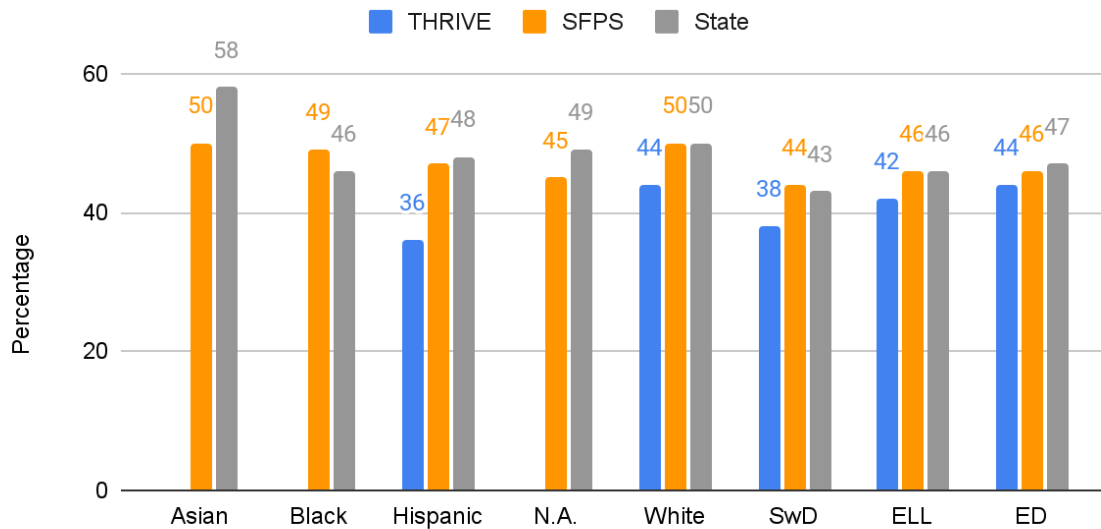
## Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

**Note:** groups are masked due to population size.

## Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

**Note:** groups are masked due to population size.

## English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

<b>THRIVE ELP: 26.5%</b>	<b>SFPS ELP: 13.8%</b>	<b>State ELP: 17.5%</b>
--------------------------	------------------------	-------------------------

Source: NMVistas.org

## 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 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.

## 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	Meets Standard
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	Working to Meet Standard
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

3.b. Attendance percentage rate is 91% (95% target), retention rate is 93% (80% target) and recurrent is 86% (70% target). After reviewing the school's Attendance Improvement Plan, the school has a plan to engage students and parents.

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



STATE OF NEW MEXICO  
PUBLIC EDUCATION COMMISSION  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-6661  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

PATRICIA GIPSON, CHAIR  
PUBLIC EDUCATION COMMISSION

Patricia Gipson, Chair  
District 7, Las Cruces

Steven J. Carrillo, Vice Chair  
District 10, Santa Fe

Timothy E. Beck, Secretary  
District 2, Albuquerque

Melissa Armijo, Member  
District 1, Albuquerque

Rebekka Burt, Member  
District 4, Rio Rancho

Alan Brauer, Member  
District 3, Albuquerque

Sharon Clahchischillige, Member  
District 5, Aztec

Stewart Ingham, Member  
District 6, Deming

Michael M. Taylor, Member  
District 8, Roswell

K.T. Manis, Member  
District 9, Hobbs

January 25, 2025

Sean Duncan  
Randi Valverde  
THRIVE Community School  
[seanduncan@thriveschoolsf.org](mailto:seanduncan@thriveschoolsf.org)  
[rnv@nm-ccc.com](mailto:rnv@nm-ccc.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 2023-2024 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its January 2025 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13<sup>24</sup>, 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. For a new school, this performance is remarkable.

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 2023-2024 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.

---

<sup>24</sup> <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

Sincerely,

*/s/ Patricia Gipson*

Chair, Public Education Commission  
District 7