

New Mexico Public Education Commission



Roots & Wings Community School Charter School Renewal Application Part B: Progress Report

Charter Schools Division
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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Roots & Wings Community School

Authorizer: PEC

Current Charter Term: June 30, 2021-June 30, 2026

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

Roots & Wings Community School (RWCS) recognizes that standardized tests are only one measure of student achievement. At the same time, we understand that assessment plays a critical role in providing differentiated instruction and ensuring all students are supported as they work toward proficiency in their learning targets. Student academic progress is measured through multiple, balanced assessments. State-mandated assessments provide accountability to the standards of excellence and requirements set forth in the Assessment and Accountability Act. In addition, i-Ready assessments in grades 3–8 are administered three times each year to track growth in reading and mathematics and to help staff make data-driven instructional decisions. Students in grades K–2 participate in i-Station (now Amira), also administered three times per year, to support early literacy development. Twice annually, students present their portfolios and work samples during student-led conferences, which are assessed with rubrics and serve as opportunities for reflection, goal setting, and accountability. Semester grade reports further provide families and students with clear benchmarks of progress.

As an Expeditionary Learning–inspired school, RWCS also values creative and authentic assessments that extend beyond standardized testing. Students engage in experiences such as camping trips in the fall and spring, where outcomes include not only academic learning but also independence, reflection, metacognition, and awareness of their impact on both community and environment. These experiences foster critical skills that cannot be captured through traditional testing but are essential for developing independent and capable learners.

RWCS uses assessment data collaboratively to drive instruction. Interim and standardized test results allow staff to analyze student work patterns, identify needs, and adjust instruction accordingly. Teachers meet monthly for Multi-Layered Systems of Support (MLSS) meetings to review student results, discuss progress and patterns, and design interventions and differentiation strategies for at-risk learners. Through these collaborative structures, staff ensure that instruction is responsive, inclusive, and effective in supporting the academic growth of all students.

By implementing this multi-faceted approach, RWCS not only meets accountability requirements but also fulfills its mission to inspire our students to achieve academic and personal excellence. Our innovative learning community creates classroom, garden, and wilderness adventures—engaging the head, hands, and heart—enabling students to achieve more than they think possible and to take an active role in our ever-changing world.

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response: Roots & Wings Community School measures student proficiency and growth using multiple assessment tools designed to track progress and inform instruction. In grades 3–8, i-Ready assessments are administered three times annually in reading and mathematics to monitor growth and guide data-driven decision-making. The i-Ready system combines the Diagnostic with Personalized Instruction, creating individualized learning plans based on student performance. Teachers are able to adjust lesson sequences and add targeted lessons, allowing for a flexible and responsive instructional model. In grades K–2, students participate in i-Station (Amira), also administered three times each year, which serves as both a universal screener and a progress monitoring tool for early literacy. The ISIP assessments measure growth in key foundational areas, including phonemic awareness, letter knowledge, alphabetic decoding, vocabulary, spelling, comprehension, and fluency. These tools provide immediate feedback and teacher-directed lessons to reinforce or remediate as needed. In addition, all students participate in biannual student-led conferences, where portfolios and work samples are presented and assessed using rubrics. These conferences support reflection, goal setting, and accountability, further embedding assessment into the learning process.

While student outcomes are not yet at the levels we aspire to achieve, the administration and staff have taken deliberate and sustained steps to improve results. Refer to Appendix A-1 for i-Ready data, which we have been working to analyze more consistently in order to make informed decisions regarding interventions and to identify overall performance patterns. The appendix includes i-Ready test scores for grades 3–8 in both reading and math from the 2022-2023, 2023-2024, and 2024-2025 school years. Data for the 2021-2022 school year is not available, and for 2022-2023, the information does not include average overall scale score progress across the three norming windows.

The available data clearly shows that additional interventions are necessary to better support students who are performing below grade level. In response, we have taken steps to strengthen our instructional approach. Targeted reading interventions are provided by a licensed reading interventionist and a special education teacher, ensuring that students receive specialized, research-based support. Staff members also engage in ongoing professional development, including mathematics training offered through i-Ready, conferences hosted by PED that focus on special education services, and workshops aimed at improving the quality of Individualized Education Programs (IEPs) and enhancing strategies for working with at-risk students.

To build capacity across grade levels, K–2 and 3–5 teachers have completed LETRS training, with our reading interventionist and special education teacher serving as a LETRS course manager to guide implementation. At the middle school level, both the 6–8 teacher and the school administrator are currently enrolled in the AIMS Pathway program, which deepens their expertise in instructional leadership and intervention practices. These collective efforts demonstrate our commitment to using data to drive decisions and to ensuring that all students have equitable access to high-quality, targeted instruction.

To reinforce accountability and instructional quality, the school has implemented a structured staff evaluation and observation process aligned to goals in Continuous Improvement and Vision for Instruction. Furthermore, a highly structured MLSS process has been developed, bringing staff together to review the progress of all students on a regular basis. This system ensures that students needs are identified early and addressed with intentional, research-based interventions. Together, these actions represent a comprehensive approach to improving outcomes, combining rigorous assessment systems with professional learning, targeted intervention, and reflective instructional practices to better meet the diverse needs of our students.

1.b. Mission-specific or School-Specific Goals

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response: RWCS has successfully met its mission-specific goal that 75–90% of students enrolled on both the 40th and 120th days score 3.5 or above on the portfolio rubric. Each year, students participate in two Student-Led Conferences (SLCs) that include reflection on a rubric of Habits of Work and Learning (HOWLs). The portfolio rubric is administered once per year at the end-of-year conference by the lead cohort teacher, providing a consistent and reliable measure of student achievement. Roots & Wings Community School uses these Student-Led Conferences as a primary tool to measure progress toward its mission of inspiring academic and personal excellence in an innovative learning community. The conferences empower students to take an active role in their education by presenting evidence of their growth, reflecting on goals, and engaging their families in meaningful dialogue. Students prepare diligently for these conferences, taking pride in demonstrating their accomplishments and learning journey. This practice reflects the school's commitment to holding students accountable for their academic achievement while fostering ownership, confidence, and a deeper connection to their learning. RWCS has maintained an "Exceeds" rating in its overall mission-specific measure throughout the life of the current charter contract, demonstrating the continued strength of this practice in advancing student outcomes and mission alignment.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response: Roots & Wings Community School (RWCS) implements its distinctive educational program by remaining deeply committed to experiential, relevant, and engaging learning opportunities inspired by the Expeditionary Learning (EL Education) model. At the heart of this approach are Learning Expeditions—long-term, interdisciplinary, project-based units aligned with the New Mexico State Standards. The educational program emphasizes rigor, creativity, and real-world connection, ensuring that students engage in meaningful academic inquiry while developing problem-solving and collaboration skills.

RWCS is based upon the concept of a small community schoolhouse, or “learning family.” It is designed as an intimate, inter-age learning community where students of varying ages and abilities are known well and supported. RWCS has nearby access to vast expanses of mountain wilderness and the wild and scenic Rio Grande Gorge. These natural resources extend the classroom into the outdoors and make possible the transformative wilderness expeditions that define the RWCS model.

To meet life, health, and safety requirements and address both programmatic and curriculum needs, RWCS has also invested in facilities. In 2022, the school consolidated its vacant land and was gifted additional property, creating a campus footprint of 8.905 acres adjacent to the existing site. Two new portable classroom buildings, purchased from PSFA and totaling nearly 3,500 square feet, will expand teaching and learning spaces and provide breakout rooms for students. The site plan for these new facilities was developed in collaboration with parents, administrators, teachers, civil engineers, and architects, ensuring that the design maximizes safety, sun, and views while minimizing environmental and financial impacts.

Experiential outdoor learning remains a defining feature of the RWCS model. Students in grades K–2 participate in front-country adventures, grades 3–5 embark on three-day backpacking trips, and grades 6–8 take on extended five- to seven-day wilderness expeditions. These trips have recently received support through donations, such as from Osprey backpacks. The trips are designed to help students grow in resilience, teamwork, and self-confidence while fostering stewardship of the natural environment. The school has also expanded opportunities for accessibility, ensuring all students can participate at some level, whether through modified itineraries or tailored support plans. Each January and February, students also participate in the Taos Ski Valley program free of charge, with access to equipment, lessons, and adaptive programming. Those who do not ski take part in the Winter Program on campus, which includes arts and crafts, snowshoeing, hiking, and excursions such as visiting the Questa Library. These opportunities underscore RWCS’s commitment to equity and accessibility, ensuring that every student participates in meaningful experiential learning.

To ensure instruction is responsive and data-driven, RWCS prioritizes professional development in assessment and data disaggregation. Teachers engage in i-Ready training and data analysis, in addition to monthly MLSS meetings where student progress is discussed in depth. Staff also participate in targeted trainings such as LETRS for literacy strategies to close learning gaps for at-risk students. These efforts are producing results: at-risk students receiving targeted reading intervention have shown more than a year’s growth, while implementation of i-Ready math supports and push-in services has brought more consistency to interventions and strengthened the school’s ability to address identified gaps in

foundational math skills. In recent years, RWCS has partnered with the Green Schools National Network for full-day professional development focused on building healthy, equitable, and sustainable practices. Additionally, the school is a recipient of the Federal Rural Education Achievement Program (REAP), which provides essential funding support for rural districts with limited access to federal resources.

Roots & Wings Community School ensures that every student is known well by at least one adult and feels part of a consistent, supportive peer group. This strong sense of community fosters belonging, accountability, and social-emotional growth. In 2024, RWCS transitioned from the HOWLs framework to RAD—Respect, Attitude, and Determination—as the foundation of its positive behavior support system. RAD lessons are woven into daily routines through morning circles and weekly SEL sessions, building resilience, empathy, and self-reflection. Staff members are intentional about forming meaningful relationships with students, creating an environment of trust where students feel safe to take risks and engage in more rigorous academic challenges.

Student-Led Conferences (SLCs) occur twice annually, with consistent family participation. During these conferences, students present portfolios of work, reflect on their strengths and growth areas, and set goals. This process holds students accountable for their learning while engaging families in a meaningful dialogue about academic progress. Beyond SLCs, RWCS celebrates learning through community events such as the Harvest Fest, biannual Celebrations of Learning, and the Spring Concert and Fundraiser, which strengthen connections among students, families, and the wider community.

RWCS also continues to innovate through unique projects such as “Trout Talk,” where middle school students raise trout fry in partnership with New Mexico Fish and Game and then teach K–2 students about ecosystems and life cycles. Students also compete in the New Mexico Film Prize Jr., where RWCS has consistently won awards, distinguishing the school as one of the most successful middle school programs in the state. Additionally, the development of a food forest and greenhouse—funded through grants from the LOR Foundation and the Whole Kids Foundation—has expanded opportunities for environmental stewardship and hands-on science learning. The food forest currently contains five fruit trees, three fruit shrubs, and a wide range of supporting native plants. Students have harvested garlic, processed broccoli seeds, and cared for a garden in which sunflowers thrive. The greenhouse has been renovated with new siding, insulation, ventilation, and grow beds to extend the growing season and enrich sustainability-focused instruction.

Through these initiatives, RWCS delivers on its contract commitments by combining rigorous academic expeditions, immersive outdoor adventures, strong community partnerships, and intentional professional learning. The result is a vibrant, student-centered school where families, teachers, and students work together to ensure that education is relevant, experiential, compelling, and engaging, while preparing all learners for academic success and lifelong resilience.

The School's educational program shall be as described below

5.1.1 Roots & Wings Community School makes education relevant, experiential, compelling and engaging. Because of this, the RWCS is inspired by Expeditionary Learning (EL Education), a nationally acclaimed school reform program with an emphasis on adventurous learning and a proven record of significant student academic improvement. At the center of the RWCS curriculum is the concept of the "Learning Expedition," an engaging interdisciplinary, academically rigorous thematic unit that is project-based and lasts for many weeks. Each Learning Expedition at RWCS is aligned with the New Mexico State Content Standards, Common Core State Standards, and the Next Generation Science Standards.

5.1.2 At least 3 times per year, teachers are provided professional development in disaggregation of data. Data analysis following assessments is key to finding out where students are at academically and

making changes in program delivery as necessary to meet the needs of all students for academic achievement.

CHANGE/UPDATE: Teachers at RWCS receive professional development in outdoor education, academic data analysis, and targeted interventions. A key focus is on learning to disaggregate and interpret data to understand student performance more deeply. By using data-driven decision-making, RWCS ensures that teaching strategies are responsive to the academic needs of all students, supporting continuous growth and achievement.

5.1.3 The school offers front country adventures (grades K-2), three-day backpack trips (grades 3-5), and five-day backpack trips (grades 6-8) through which they experience the wonders of the wilderness and the transformation that comes from pushing themselves beyond their perceived limits. The experiences are provided at least two times a year. Students come to the school for these types of outdoor opportunities that are not offered in most public schools.

CHANGE/UPDATE: The school curriculum includes three-day front-country adventures (grades K-2), four-day backpack trips (grades 3-5), and five to six-day backpack trips (grades 6-8) through which they experience the wonders of the wilderness and the transformation that comes from pushing themselves beyond their perceived limits. The experiences are provided at least two times a year. Students come to the school for these types of outdoor opportunities that are not offered in most public schools.

5.1.4 Each student at our school is a member of a crew. Our primary focus in Crew is to ensure that each student:

(1) is known well by at least one adult within the school and

(2) is an active member of a consistent and on-going small-scale peer community.

CHANGE/UPDATE:

Students' classrooms at RWCS are organized into multi-grade level cohorts of K-2, 3-5, and 6-8. The primary focus of this model is to ensure that each student:

(1) Experiences a sense of community where they are seen, heard, and valued.

(2) Participates as an active member of a consistent and ongoing small-scale peer community that fosters belonging, collaboration, and mutual support.

5.1.5 Student-Led Conferences

All parents are encouraged to attend student-led conferences twice per year. In a student-led conference, students reflect on their progress in all subjects, which are aligned with the Common Core State Standards. They do this by doing deep reflections over multiple drafts of their work. Students are required to show their areas of strength and weakness in these student-led conferences, which offers hugely valuable information for parents to understand exactly what their students are learning and the ways in which they are growing

Celebrations of Learning

All parents are encouraged to attend Celebrations of Learning, where students present to an authentic audience (parents and community) their culminating product work from the past semester. These events happen at the end of every semester. These Celebrations of Learning follow agendas and always include student work.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site, including a renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response: With the exception of 2023/2024, where RWCS earned a "Working to Meet Standard" on 2.b (total of 3 audit findings), RWCS has consistently met all standards in the Performance Framework Indicators 2.a-f. RWCS has demonstrated achieving and maintaining financial compliance throughout the current charter term. In 2023-2024, the school received three minor compliance findings that were immediately corrected. Based on the school's historical audit data for the current charter term, this was not a regular occurrence and is not anticipated to be an issue in the future.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicator 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Oversight and Accountability

During the current contract term, the Governance Council has maintained active oversight of the school's mission, performance, and fiscal health. We acknowledge that in the 2024–2025 school year, governance compliance fell short in two key areas: maintaining the minimum required board membership, meeting training requirements, and submitting change notifications in a timely manner.

These challenges are not due to lack of commitment, but rather reflect the realities of operating in a rural community. Recruiting and retaining qualified board members is challenging in a small, geographically dispersed population. Despite these constraints, the Council has remained committed

to fulfilling its duties and has taken steps to strengthen recruitment efforts, improve succession planning, and ensure compliance moving forward.

Membership Compliance

The council experienced two periods when membership dropped below the statutory minimum of five members due to unexpected resignations. In both cases, vacancies were filled as quickly as possible, with the longest vacancy lasting two months. Recruitment efforts were conducted immediately, and the council prioritized onboarding members with expertise in education administration, finance, and community outreach and fundraising.

Leadership Transitions

When the current president assumed the role, there was no formal succession plan or structured handoff process. As a result, the incoming president did not receive role-specific training, and the newly appointed secretary likewise did not have adequate orientation. This contributed to inefficiencies in document management, communication flow, and awareness of compliance timelines.

Training Compliance

Two of five current members have completed the required governance training hours for 25-26. One returning member and two new members (who voted in in August 2025) have yet to begin their training. Last year, 25-26, three former members (Amye/Elizabeth Anderson, Erica Lannon, and Andrea Griffin) resigned before completing their annual hours.

Change Notifications

Four change notifications were submitted after the required deadlines this year. These delays were influenced by concurrent leadership transitions (including the hiring of a new school director), personal circumstances, operational training gaps, and the absence of an internal tracking system for deadlines.

Improvement Actions

To strengthen governance operations and ensure compliance moving forward, the council has implemented the following measures:

- **Formalized a Compliance Calendar (not started)** – All PED and CSD deadlines are tracked in a shared calendar reviewed at each monthly meeting.
- **Strengthened Recruitment Processes (in progress)**– Established a rolling recruitment plan and list of vetted prospective members to minimize vacancy periods.
- **Improved Onboarding and Communication (complete)** – Created an onboarding document that provides a clear overview of expectations, training requirements, quick access to important documents and forms, and an interactive checklist to complete onboarding action items.
- **Created Leadership Transition Protocols (not started)** – New officers will receive a written role guide, one-on-one mentoring from the outgoing officer, and a joint transition meeting with the school director.
- **Standing Agenda Item (complete)** – “Governance Compliance” is now a permanent section of each council meeting agenda.

Progress Toward Full Compliance

The council is confident these systems will sustain compliance and support the school's continued success. Progress toward these goals will be reviewed annually at the GC board retreat.

School Year	Members - Designation	Committee Membership	Training Completed
2021-2022	Aline Robertson, President		Yes
	Erica Lannon, Vice President		Yes
	Robin Mayo, Secretary		Yes
	Scotney Blackburn		Yes
	Jerrold Rowilson		No
2022-2023	Aline Robertson, President		Yes
	Erica Lannon, Vice President		Yes
	Scotney Blackburn, Secretary		Yes
	Robin Mayo		Yes
	Elizabeth Anderson		Yes
2023-2024	Erica Lannon, President	–	Yes
	Andrea Griffin, Vice President	–	Yes
	Victor Castillo, Secretary	Finance	Yes
	Odalys Diaz	Finance, Audit	Yes
	Amye/Elizabeth Anderson	Audit	Yes
2024-2025	Erica Lannon, President	–	No
	Odalys Diaz	Finance, Audit	Yes
	Victor Castillo	–	Yes
	Amye/Elizabeth Anderson	–	No
	Laura Mattingly, Secretary	Finance, Audit	Yes
2025-2026	Odalys Diaz, President	Finance, Audit	Yes
	Laura Mattingly, Secretary	Finance, Audit	No
	David Blood		Yes

	Rebecca Malley		No
	Cheves Fleming		No

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response: Roots & Wings Community School (RWCS) is committed to protecting the rights of all students and to providing culturally and linguistically responsive instruction that validates and supports students' identities, cultures, and sense of belonging. In alignment with the Martinez-Yazzie mandate, the Indian Education Act, the Hispanic Education Act, and the Black Education Act, RWCS has taken intentional steps to ensure equity and cultural relevance are embedded into both instruction and school culture.

On December 5, 2024, RWCS, in partnership with Taos Pueblo Youth Outreach, launched the school's first Indigenous Club. The club meets every other week and invites Indigenous students across all grades to participate. The curriculum, which draws from *Native Stand* and *Project Venture*, provides students with opportunities to strengthen cultural identity, connect with peers who share and celebrate Indigenous heritage, and build communication and leadership skills. This initiative reflects the school's commitment to honoring the cultures of Indigenous students while fostering belonging and peer connections.

RWCS also maintains an active equity council. The council helps to ensure student rights are protected by monitoring school practices, identifying barriers, and supporting the implementation of culturally responsive pedagogy. In 2024, RWCS collaborated with Red River Charter School to develop an advisement template entitled "*Equity Empowerment: A Path to Inclusive Excellence*." This advisement is designed to initiate positive change by addressing specific equity issues and prioritizing the needs of students and families who are furthest from opportunity.

RWCS staff have all completed the *Meeting the Moment* trainings, equipping them with tools to recognize bias, foster inclusive classrooms, and engage in equity-focused dialogue. Furthermore, the school embraces the Expeditionary Learning (EL) framework, which is designed to counteract systemic educational inequities that disproportionately harm students from marginalized backgrounds. This philosophy aligns with RWCS's 25-year commitment to providing an equitable system of supports, rooted in continuous improvement, equity-focused leadership, and culturally and linguistically responsive instruction.

At the heart of this work is the belief that every child deserves instruction that challenges, engages, and empowers learners; access to standards-based, content-rich, culturally affirming curriculum; explicit opportunities for anti-racist discussion, practice, and action; and a school culture that fosters positive identity, belonging, agency, and purpose. RWCS consistently seeks out needed support services, cultivates a safe and affirming climate, and reflects on its own practices to eliminate barriers to equity.

By grounding decisions in both student voice and research-based frameworks, the school ensures that the rights of all students are protected and that every learner is valued and supported.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 *et seq.*, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: N/A

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response: The school received a “Working to Meet” rating on 4.a due to the lottery application in place as of June 24, 2025, which asked for students’ addresses. This form has since been reviewed and updated using the NMPED Charter Schools Division Lottery Guidance document to ensure compliance.

In both 2022–2023 and 2023–2024, RWCS scored a “Working to Meet” on 4.b. Attendance and Retention. In 2023–2024, it was noted that there was a review of the school’s Attendance Improvement Plan, which put a plan in place to engage students and parents. Building on this work, we are currently developing an updated Attendance Improvement Plan, which will be submitted no later than October 31, 2025. The RWCS governing body approved an Attendance for Success Act Policy on January 23, 2024.

Additionally, RWCS has expanded its marketing efforts to support enrollment and retention. This includes the adoption of a new logo and the launch of a bi-weekly school newsletter to strengthen communication and engagement with families and the broader community.

RWCS Portfolio Review Scores
Mission Driven Goals
22 - 23 School Year

Whole School 44 of 47 Students scored 3.5 or above = 93.6% Exceeds

K- 2nd Grade 16 of 18 Students scored 3.5 or above = 89% Meets

3rd - 5th Grade 18 of 18 Students scored 3.5 or above = 100% Exceeds

6th - 8th Grade 10 of 11 Students scored 3.5 or above = 91% Exceeds

Narrative

This year we moved from a Meets rating to Exceeds rating in our overall score. The students prepare well for their student-led conference and strive to show their teachers and parents what they have learned through the year. It is part of the school's commitment to have students accountable for their academic achievement.

RWCS Portfolio Review Scores
Mission Driven Goals
23 - 24 School Year

Whole School	51 of 52 Students scored 3.5 or above = 98%	Exceeds
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K - 2nd Grade	21 of 21 Students scored 3.5 or above = 100%	Exceeds
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3rd - 5th Grade	15 of 16 Students scored 3.5 or above = 93.75%	Exceeds
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6th - 8th Grade	15 of 15 Students scored 3.5 or above = 100%	Exceeds
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Whole School	50 of 52 students presented during the SLCs= 96%	Exceeds
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Narrative

This year, we continued our Exceeds rating in our overall score and improved slightly. The students prepare well for their student-led conference and strive to show their teachers and parents what they have learned through the year. It is part of the school's commitment to have students accountable for their academic achievement.

**RWCS Portfolio Review Scores
Mission Driven Goals
24 - 25 School Year**

MEASURE OF SUCCESS				
Name of Assessment	Habits of Work and Learning Rubric			
How often Assessed	Once Per Year			
Definition of how students successfully meet the goal	Students participate in two student-led conferences (SLC) per school year that include reflection on a rubric of Habits of Work and Learning (HOWL’s). • Measurement tool (portfolio rubric) is administered once per year at the end-of-year student-led conference, by the lead cohort teacher to the student.			
TARGETS				
Exceeds	Greater than 90% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the portfolio rubric.			
Meets	At least 75% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the portfolio rubric.			
Working to Meet	At least 50% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the portfolio rubric.			
Does not meet	Less than 50% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the portfolio rubric.			
Mission Specific Goal Outcomes				
Grade Level	FAY Count	Tested Count	Number Met	Percent Met
Kindergarten	5	5	5	100
1st grade	8	8	8	100
2nd grade	7	7	7	100
3rd grade	4	4	4	100
4th grade	7	7	7	100
5th grade	6	6	6	100
6th grade	5	5	5	100
7th grade	7	7	7	100
8th grade	2	2	2	100
9th grade	N/A	N/A	N/A	N/A

10th grade	N/A	N/A	N/A	N/A
11th grade	N/A	N/A	N/A	N/A
12th grade	N/A	N/A	N/A	N/A
All students	51	51	51	100
Outcome				
Exceeds				
NARRATIVE DESCRIPTION OF OUTCOME AND PLAN FOR THE COMING YEAR				
At Roots & Wings Community School, student-led conferences serve as a measure of our mission to inspire academic and personal excellence in an innovative learning community. These conferences allow students to demonstrate ownership of their learning, reflect on their progress, and actively engage with their families as partners in education. Each student, from kindergarten through eighth grade, was assessed using a shared rubric aligned with the following skill areas: Presentation, Presentation, Content, and Questioning. In the 2024–2025 school year, all students across all grade levels met or exceeded our target score of 3.5 or above. Our cohort-based model organizes students into K–2, 3–5, and 6–8 classrooms.. Data from the year reflects meaningful growth and high performance across all cohorts. The average score in the K–2 cohort was a perfect 5.0, while the 3–5 cohort averaged 4.27, and the 6–8 cohort averaged 4.71. The lowest individual cohort score was 3.75 in the third-grade group, while both fourth and sixth-grade students demonstrated the most notable range, with scores spanning from 4.0 to 5.0. These outcomes affirm that students are developing strong communication and reflection skills and are taking increasing ownership of their learning.. Looking ahead to the 2025–2026 school year, Roots & Wings will continue to use a rubric-based assessment to track progress toward this mission-specific goal. However, we recognize the opportunity to make the rubric more developmentally responsive by tailoring the language for each cohort, while keeping it aligned with the schoolwide Habits of Work and Learning. Additionally, we plan to introduce the rubric more thoughtfully and intentionally, ensuring students develop a clear understanding of expectations and a stronger sense of ownership over their growth. These refinements will deepen the impact of student-led conferences and further strengthen our commitment to cultivating confident, reflective, and capable learners.				

Updated Mission Goal:

Mission Statement: ***“Our mission is to inspire our students to achieve academic and personal excellence. Our innovative learning community creates classroom, garden and wilderness adventure—engaging the head, hands, and heart—enabling students to achieve more than they think possible and to take an active role in our ever-changing world.”***

Mission Goal:

Roots & Wings Community School (RWCS) will foster an innovative learning environment where students engage in classroom, garden, and wilderness adventures that challenge their intellect, skills, and character. Through these experiences, students will show academic growth, personal resilience, and a sense of responsibility to their community and the world. By the end of each school year, all students enrolled on both the 40th and 120th day will demonstrate growth in both academic performance and social-emotional competencies reflected on a rubric based on these targets.

Targets:

Exceeds	Greater than 90% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.
Meets	At least 75% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.
Working to Meet	At least 50% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.
Does not meet	Less than 50% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.

Individual Student Performance Rubric

Target Area	Does Not Meet (1)	Approaching (2)	Meets (3)	Exceeds (4)
Academic Growth Students will show growth in reading and math.	Student shows minimal growth and is not on track to meet growth goals	Student shows some growth but remains below expectations	Student meets annual growth goals in reading and/or math	Student exceeds growth goals, showing significant progress beyond expectations
Social-Emotional Learning (SEL) Student will increase confidence in taking academic and personal risks	Student rarely takes risks or lacks confidence in challenging tasks	Student sometimes takes risks but often needs support and encouragement	Student consistently demonstrates confidence in taking academic and personal risks	Student shows high confidence and leadership, encouraging peers to take risks
Experiential Learning Student will demonstrate growth in reflection and metacognition	Student struggles to reflect on learning or connect experiences to personal growth	Student shows basic reflection skills but connections to growth are limited	Student reflects regularly and can identify areas of growth and improvement	Student deeply reflects and applies insights to improve learning and help peers
Community Impact Student will contribute to the school or local community	Student does not participate in community-focused projects or activities	Student participates minimally or requires heavy guidance to contribute	Student actively participates in one project that positively impacts the community	Student leads or co-leads projects with lasting positive effects on the community

Exceeds	Greater than 90% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.
Meets	At least 75% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.

Working to Meet	At least 50% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.
Does not meet	Less than 50% of students, enrolled on both the 40th and 120th days, score 3.5 or above on the rubric.

RWCS
i-Ready Benchmark Results Grades 3-8

The data provided in this appendix includes benchmark testing results from i-Ready for grades 3–8 covering the school years 2022–2023, 2023–2024, and 2024–2025. This data serves as an important tool for tracking student performance and identifying areas where targeted interventions are needed to support academic growth.

For the 2022–2023 school year, historical data was not fully available, limiting the ability to provide complete growth comparisons across all three norming windows. As a result, growth patterns for this year are displayed using beginning-of-year (BOY) and end-of-year (EOY) benchmarks only. Additionally, no data was available for the 2021–2022 school year, which prevents analysis of long-term performance trends prior to 2022.

Benchmark testing for K–2 students was previously conducted using i-Station, but at the start of the 2024–2025 school year, the state transitioned to Amira for early literacy assessments. Due to this change in platforms, data from past years for K–2 is currently unavailable, as historical results could not be transferred into the new system.

Math 22/23(Grade 3-8)

BOY

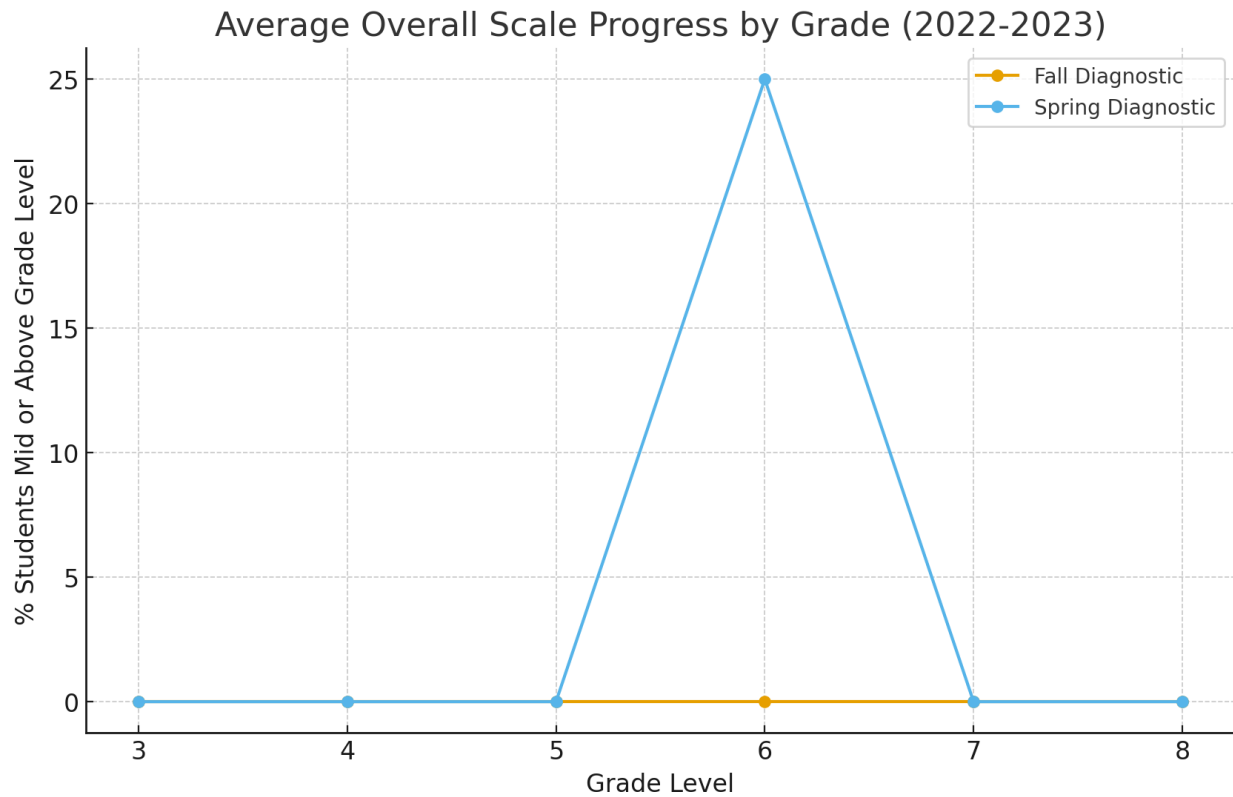
Grade 3		0%	0%	86%	0%	14%	7/7
Grade 4		0%	0%	67%	22%	11%	9/9
Grade 5		14%	0%	43%	14%	29%	7/7
Grade 6		0%	25%	38%	13%	25%	8/9
Grade 7		0%	0%	17%	0%	83%	6/7
Grade 8		0%	0%	50%	50%	0%	2/2

MOY

Grade 3		0%	0%	86%	0%	14%	7/7
Grade 4		0%	0%	67%	22%	11%	9/9
Grade 5		14%	0%	43%	14%	29%	7/7
Grade 6		0%	25%	38%	13%	25%	8/9
Grade 7		0%	0%	17%	0%	83%	6/7
Grade 8		0%	0%	50%	50%	0%	2/2

EOY

Grade 3		0%	0%	86%	0%	14%	7/7
Grade 4		0%	0%	67%	22%	11%	9/9
Grade 5		14%	0%	43%	14%	29%	7/7
Grade 6		0%	25%	38%	13%	25%	8/9
Grade 7		0%	0%	17%	0%	83%	6/7
Grade 8		0%	0%	50%	50%	0%	2/2



The Average Overall Scale Progress by Grade (2022-2023) graph shows student performance trends for grades 3–8 from fall to spring. Third grade had most students one grade level below expectations, with some falling to two grade levels below. Fourth grade improved slightly, with 29% reaching early grade level by spring. Fifth grade saw small gains but remained spread across one and two grade levels below. Seventh grade faced the greatest challenges, with half of students three or more grade levels below by spring, highlighting a need for targeted interventions, especially in grades 3, 5, and 7.

Math 23/24 (Grade 3-8)

BOY

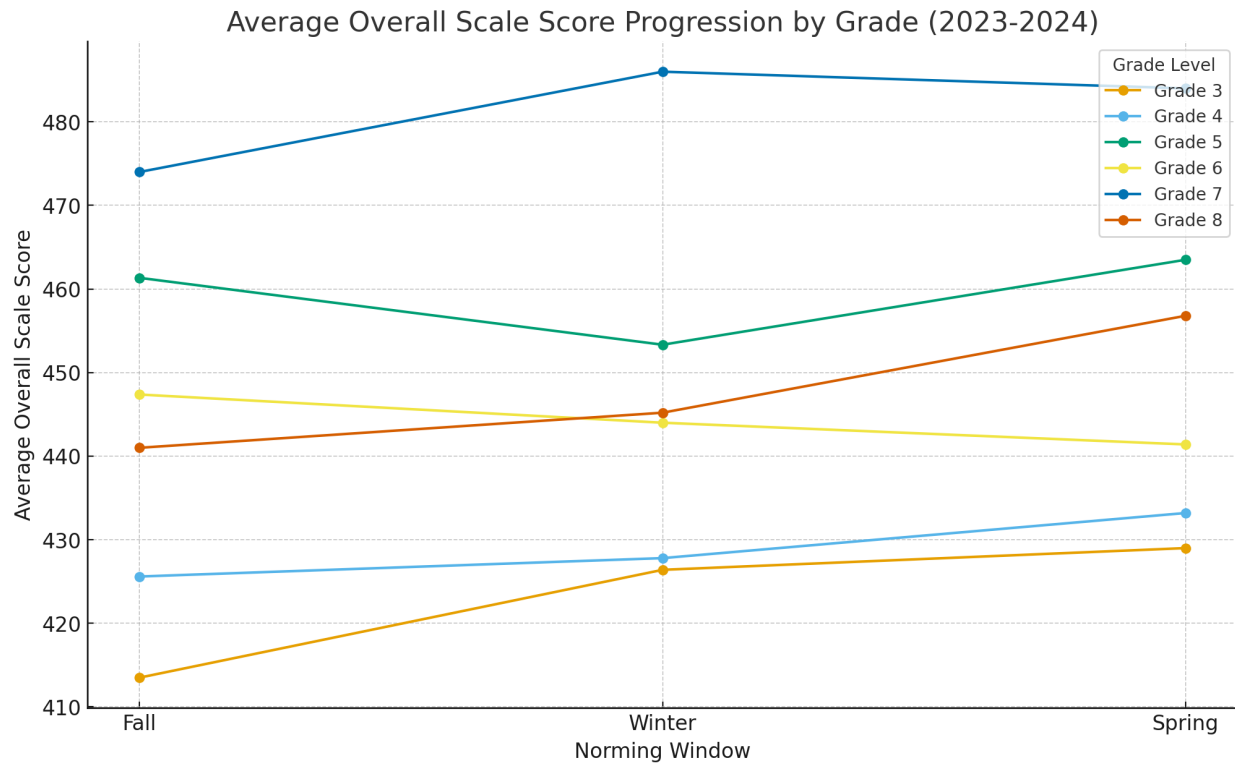
Multi	Overall Grade-Level Placement						Students Assessed/Total
Grade 3		0%	0%	60%	30%	10%	10/10
Grade 4		0%	0%	20%	60%	20%	5/5
Grade 5		0%	0%	83%	0%	17%	6/7
Grade 6		0%	0%	25%	38%	38%	8/12
Grade 7		0%	33%	0%	0%	67%	3/3
Grade 8		0%	0%	0%	20%	80%	5/5

MOY

Grade 3		0%	0%	80%	20%	0%	5/10
Grade 4		0%	0%	60%	20%	20%	5/5
Grade 5		0%	0%	83%	0%	17%	6/7
Grade 6		0%	0%	30%	10%	60%	10/12
Grade 7		0%	33%	33%	0%	33%	3/3
Grade 8		0%	0%	0%	0%	100%	5/5

EOY

Grade 3		0%	20%	60%	20%	0%	5/10
Grade 4		0%	0%	80%	20%	0%	5/5
Grade 5		0%	33%	50%	0%	17%	6/7
Grade 6		0%	0%	10%	40%	50%	10/12
Grade 7		33%	0%	0%	0%	67%	3/3
Grade 8		0%	0%	20%	0%	80%	5/5



During the 2023–2024 school year, mathematics data across grades 3–8 highlight both progress and persistent achievement gaps. In grade 3, students entered with a wide range of performance levels, from grade 1 placement to early grade 3. Although a few demonstrated strong diagnostic growth, most remained below grade-level expectations by spring. Grade 4 students also began largely below grade level, clustered around grade 1–2 placement. While some advanced into grade 3 with double-digit gains, percentiles remained low, reflecting the need for sustained scaffolding.

Grade 5 entered the year with a stronger initial placement, generally around grade 4, yet growth was uneven. Some students progressed into early grade 5 while others showed minimal gains, leaving the overall group closer to grade level but still short of expected growth benchmarks. Grade 6 reflected the widest variation, with student performance spanning from grade 1 to grade 5 placement. Although a subset made steady progress, average gains remained below the annual typical growth target, underscoring the need for stronger differentiation and targeted interventions.

In grade 7, performance was split: one group performed at or above grade level, achieving early to mid-7 placement with strong percentiles, while another remained at grade 3–4 with limited growth. Similarly, grade 8 reflected a polarized profile, with some students advancing to grade 7 placement while others remained at kindergarten through grade 2 levels with little measurable progress.

Math 24/25 (Grade 3-8)

BOY

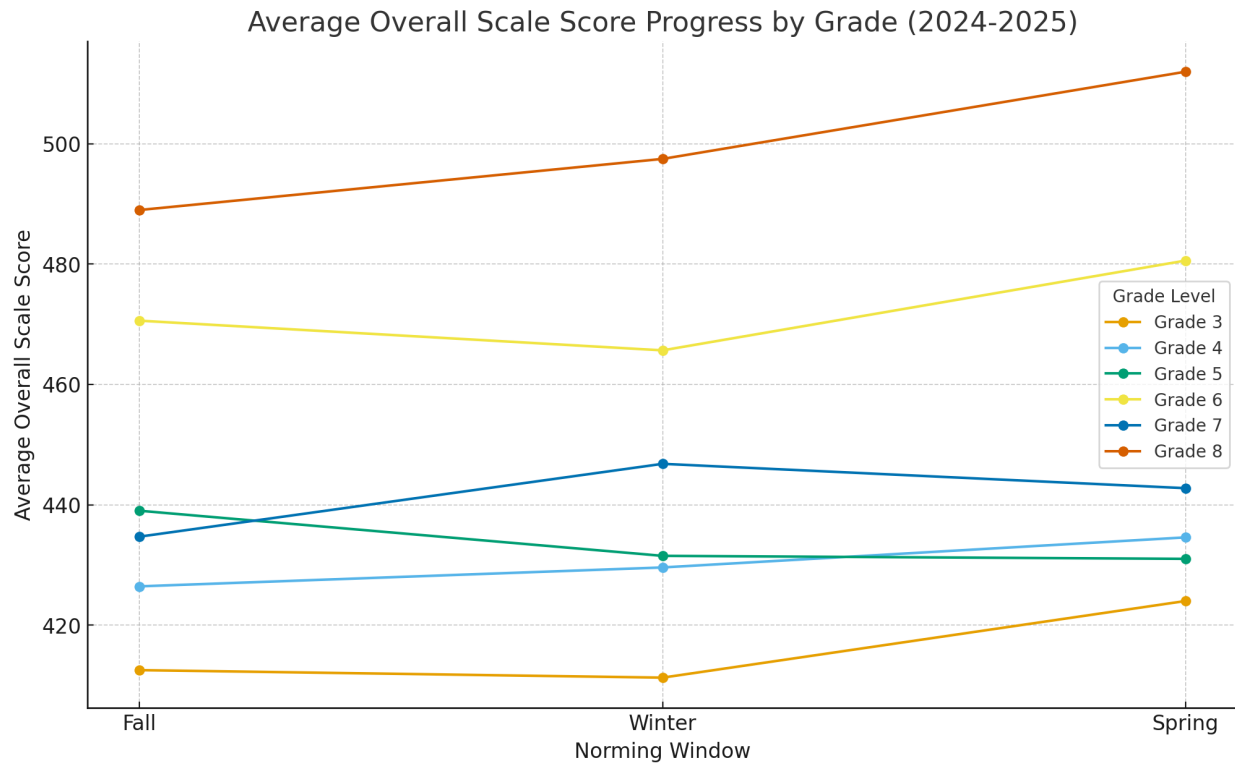
Multi	Overall Grade-Level Placement	0%	0%	50%	50%	0%	Students Assessed/Total
Grade 3		0%	0%	50%	50%	0%	4/5
Grade 4		0%	0%	14%	71%	14%	7/7
Grade 5		0%	0%	50%	17%	33%	6/6
Grade 6		0%	0%	80%	0%	20%	5/5
Grade 7		0%	0%	10%	10%	80%	10/10
Grade 8		0%	50%	0%	0%	50%	2/2

MOY

Grade 3		0%	0%	75%	0%	25%	4/5
Grade 4		0%	0%	29%	57%	14%	7/7
Grade 5		0%	0%	33%	33%	33%	6/6
Grade 6		0%	20%	40%	40%	0%	5/5
Grade 7		0%	0%	11%	11%	78%	9/10
Grade 8		50%	0%	0%	0%	50%	2/2

EOY

Grade 3		0%	0%	75%	25%	0%	4/5
Grade 4		0%	0%	71%	14%	14%	7/7
Grade 5		0%	0%	20%	20%	60%	5/6
Grade 6		0%	20%	60%	20%	0%	5/5
Grade 7		0%	0%	0%	25%	75%	8/10
Grade 8		0%	50%	50%	0%	0%	2/2



The 2024–2025 i-Ready mathematics results across grades 3–8 show both areas of steady progress and persistent challenges. At the lower grades, scale scores reflect students beginning below grade-level expectations, with grade 3 students averaging in the low 410s during Fall and demonstrating only modest increases by Spring. Grade 4 students show a gradual upward trajectory from Fall to Spring, with consistent growth that positions them near grade 3 placement by the end of the year.

In the middle grades, grade 5 students began slightly stronger than younger cohorts but displayed flat performance over time, with scores declining slightly from Fall to Winter before stabilizing in Spring. Grade 6 students performed significantly better, starting around the high 460s and steadily climbing to just over 480 by Spring, suggesting meaningful progress for this cohort.

For upper grades, grade 7 students showed moderate fluctuations, with a peak in Winter followed by a slight decline in Spring. This suggests that while some students made midyear gains, growth was not sustained for all. Grade 8 students, however, consistently demonstrated the highest scores across the school, beginning above 520 in Fall and climbing to more than 530 by Spring.

Reading 22/23 (Grade 3-8)

BOY

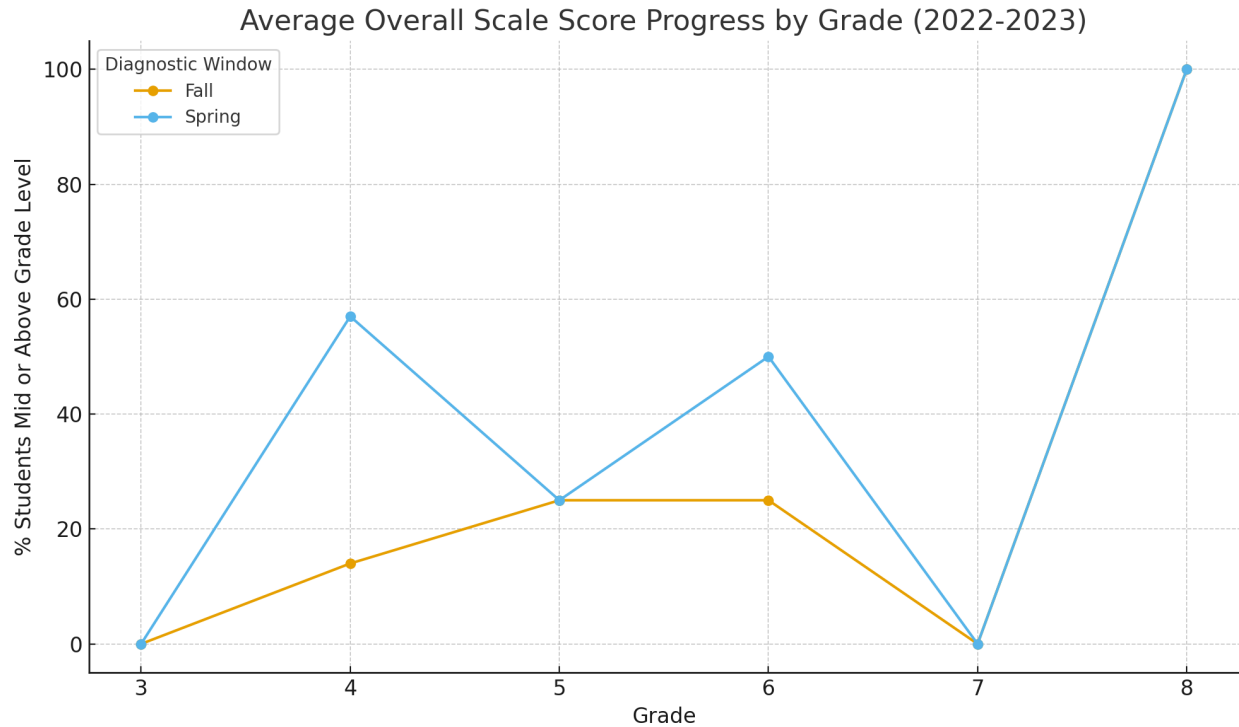
Multi	Overall Grade-Level Placement						Students Assessed/Total
Grade 3		0%	14%	14%	57%	14%	7/7
Grade 4		22%	22%	33%	0%	22%	9/9
Grade 5		29%	0%	14%	43%	14%	7/7
Grade 6		38%	25%	25%	0%	13%	8/9
Grade 7		0%	0%	0%	33%	67%	6/7
Grade 8		50%	0%	50%	0%	0%	2/2

MOY

Grade 3		0%	43%	0%	43%	14%	7/7
Grade 4		13%	25%	25%	13%	25%	8/9
Grade 5		33%	0%	33%	17%	17%	6/7
Grade 6		50%	13%	0%	13%	25%	8/9
Grade 7		0%	0%	33%	17%	50%	6/7
Grade 8		100%	0%	0%	0%	0%	1/2

EOY

Grade 3		0%	29%	14%	57%	0%	7/7
Grade 4		57%	0%	29%	0%	14%	7/9
Grade 5		25%	0%	50%	0%	25%	4/7
Grade 6		50%	0%	25%	0%	25%	4/9
Grade 7		0%	14%	14%	29%	43%	7/7
Grade 8		100%	0%	0%	0%	0%	1/2



The 2022–2023 i-Ready reading data shows varied levels of progress across grade levels. Grade 3 demonstrated significant challenges, with no students scoring mid or above grade level in either the fall or spring, indicating an urgent need for targeted support. Grade 4 showed strong growth, increasing from 14% in the fall to 57% by spring, reflecting effective interventions and instruction. Grade 5 remained steady at 25% mid or above grade level throughout the year, showing little overall change. Grade 6 also made moderate progress, rising from 25% in the fall to 50% in the spring. Grade 7, however, continued to struggle, with no students reaching mid or above grade level in either testing window, signaling a critical area for focused improvement. In contrast, Grade 8 consistently performed at the highest level, with 100% of students at or above grade level in both fall and spring, highlighting a strong academic foundation and successful instructional strategies at the upper grade level.

Reading 23/24 (Grade 3-8)

BOY

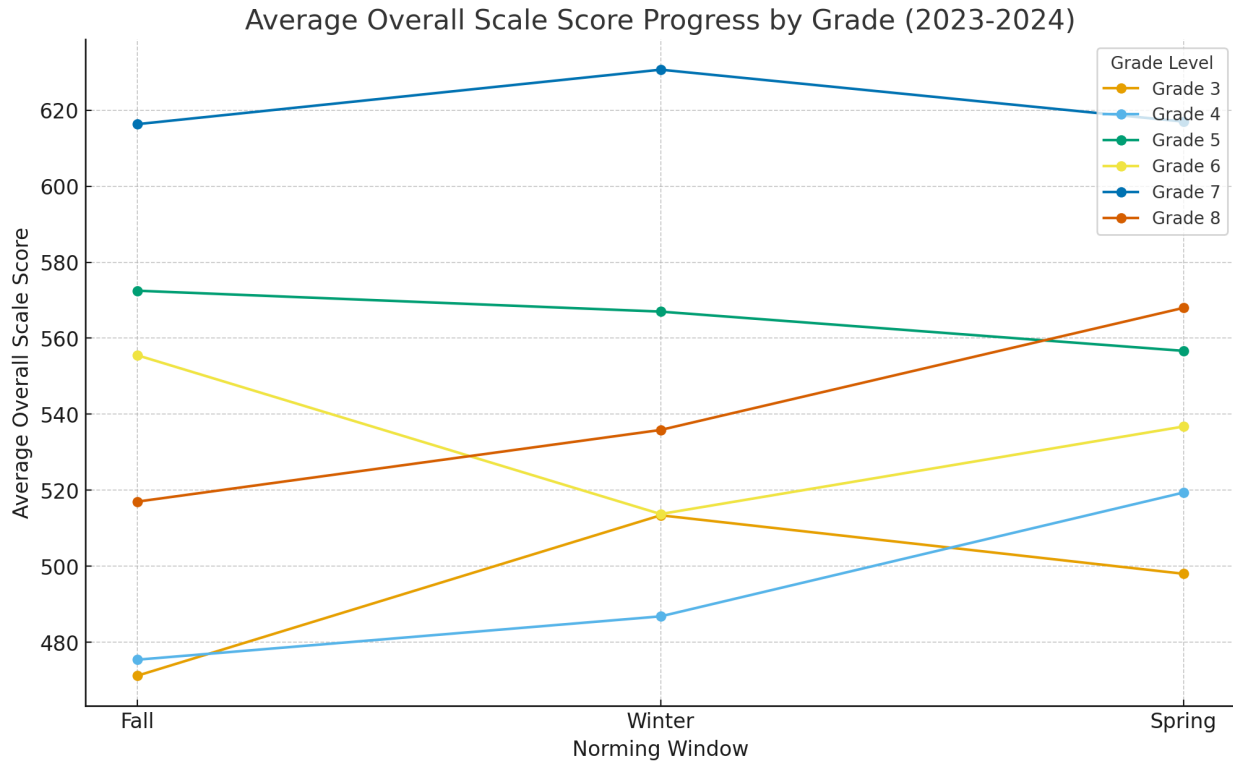
Multi	Overall Grade-Level Placement							Students Assessed/Total
Grade 3		0%	40%	10%	20%	30%		10/10
Grade 4		0%	0%	20%	20%	60%		5/5
Grade 5		33%	33%	0%	17%	17%		6/7
Grade 6		13%	13%	25%	13%	38%		8/12
Grade 7		33%	33%	0%	0%	33%		3/3
Grade 8		0%	0%	40%	0%	60%		5/5

MOY

Grade 3		20%	40%	20%	20%	0%		5/10
Grade 4		0%	0%	40%	0%	60%		5/5
Grade 5		17%	33%	0%	33%	17%		6/7
Grade 6		10%	0%	20%	0%	70%		10/12
Grade 7		67%	0%	33%	0%	0%		3/3
Grade 8		0%	0%	40%	20%	40%		5/5

EOY

Grade 3		20%	20%	20%	40%	0%		5/10
Grade 4		0%	0%	80%	20%	0%		5/5
Grade 5		33%	17%	0%	33%	17%		6/7
Grade 6		11%	11%	11%	0%	67%		9/12
Grade 7		67%	0%	33%	0%	0%		3/3
Grade 8		0%	20%	20%	40%	20%		5/5



The 2023–2024 i-Ready reading results show both areas of strength and opportunities for improvement across grades 3–8. Grade 3 students demonstrated strong mid-year growth, jumping from 471.2 in the fall to 513.4 in the winter, though scores dipped slightly in the spring to 498.0. Grade 4 showed steady upward progress throughout the year, ending with a spring average of 519.4, reflecting consistent improvement. Grade 5 students began with strong scores at 572.5 in the fall but declined slightly across the year, ending at 556.7, suggesting challenges in maintaining growth for students already near proficiency. Grade 6 displayed variability, with a drop from 555.5 in the fall to 513.7 in the winter, followed by a recovery in the spring to 536.8. Grade 7 consistently performed above benchmark, peaking at 630.7 in the winter and finishing the year with strong mastery-level scores. Grade 8 showed the most dramatic growth, increasing from 517.0 in the fall to 568.0 in the spring, signaling significant progress as students prepared for high school. Overall, Grades 4 and 8 demonstrated the strongest yearlong growth, while Grades 3, 5, and 6 highlighted the need for sustained intervention and scaffolding to ensure steady progress.

Reading 24/25 (Grade 3-8)

BOY

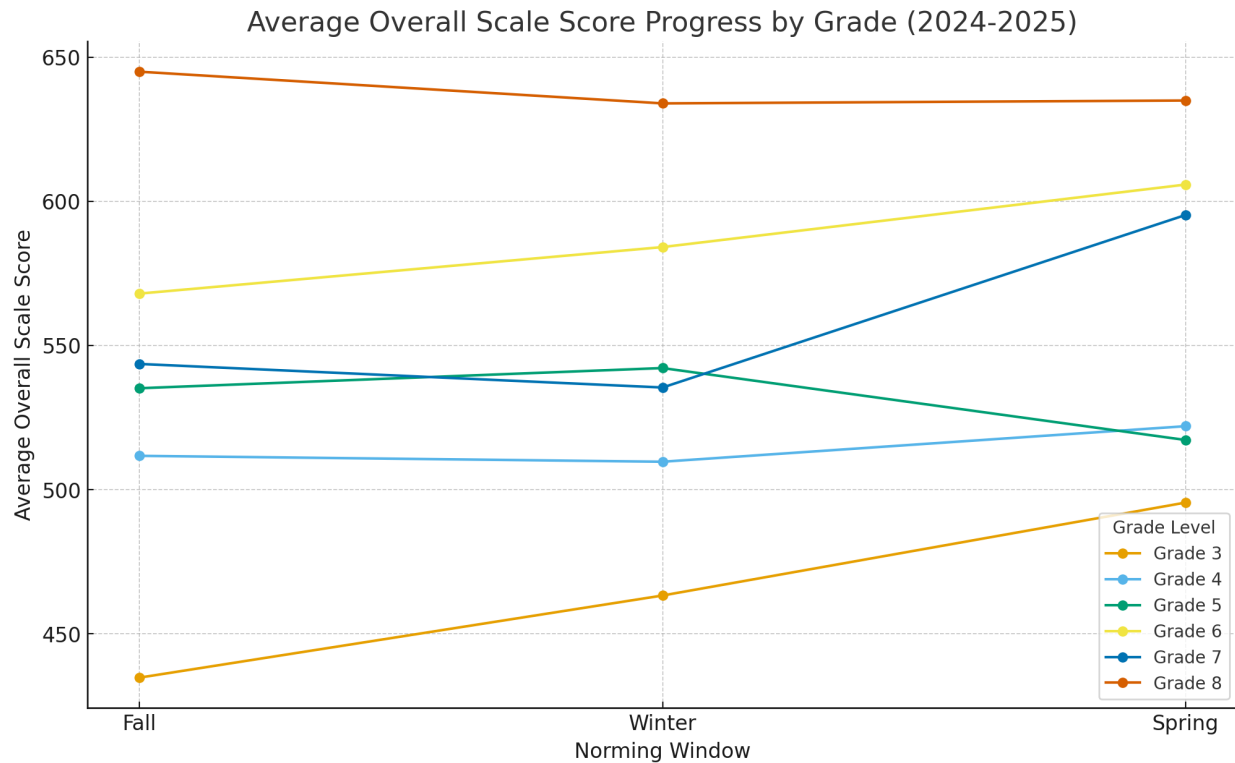
Multi		Overall Grade-Level Placement							Students Assessed/Total
Grade 3		0%	0%	0%	75%	25%	4/5		
Grade 4		14%	0%	57%	14%	14%	7/7		
Grade 5		0%	0%	33%	67%	0%	6/6		
Grade 6		20%	20%	40%	0%	20%	5/5		
Grade 7		10%	0%	20%	0%	70%	10/10		
Grade 8		50%	50%	0%	0%	0%	2/2		

MOY

Grade 3		0%	0%	25%	75%	0%	4/5
Grade 4		0%	29%	57%	0%	14%	7/7
Grade 5		0%	0%	33%	67%	0%	6/6
Grade 6		40%	20%	20%	0%	20%	5/5
Grade 7		11%	33%	0%	11%	44%	9/10
Grade 8		50%	50%	0%	0%	0%	2/2

EOY

Grade 3		0%	0%	25%	75%	0%	4/5
Grade 4		0%	29%	57%	0%	14%	7/7
Grade 5		0%	0%	33%	67%	0%	6/6
Grade 6		40%	20%	20%	0%	20%	5/5
Grade 7		11%	33%	0%	11%	44%	9/10
Grade 8		50%	50%	0%	0%	0%	2/2



The 2024–2025 i-Ready reading results show distinct trends across grade levels. Grade 3 students began the year with scores well below grade level but demonstrated consistent growth across the three testing windows, rising from 442 in the fall to 517 by spring—indicating meaningful progress toward grade-level expectations. Grade 4 showed steady mid-range performance, improving from 515 in the fall to 544 in the spring, reflecting reliable growth with most students remaining just below or approaching grade level. Grade 5, however, displayed a concerning downward trend, beginning at 538 in the fall and dropping to 498 in the spring, suggesting challenges in sustaining achievement across the year. Grade 6 results were mixed, with some students performing far below grade level while others demonstrated significant gains, particularly in winter, where averages rose above 600 before dipping slightly by spring. Grade 7 showed wide variability, with some cohorts scoring well below grade level and others reaching mastery levels by winter and spring, highlighting the range of student performance. Grade 8 results were the strongest, consistently performing at or above grade level across all testing windows, peaking at 647 in the spring.