

Permanent Change to Overall Instructional Hours Amendment Request (Only for Schools under Pre-2018 Charter Contract)

Purpose

The *Permanent Change to Overall Instructional Hours Amendment Request* is used by schools under the pre-2018 charter contract to increase or decrease the number of overall annual instructional hours for one or more educational programs provided by the Charter School. This is only used for a permanent change to the charter contract; a notification is used to identify when the contracted instructional hours will not be met in a specific fiscal year due to unforeseen circumstances (e.g. snow, power outage, roof collapse).

Determining Eligibility

Any Charter School with a pre-2018 charter contract may submit a *Permanent Change to Overall Instructional Hours Amendment Request*. However, the request will not be approved to decrease contractual hours for any educational program offered by the school below the overall minimum annual instructional hours required in NMSA § 22-2-8.1

Submission Window

Permanent Change to Overall Instructional Hours Amendment Requests may only be submitted for consideration at the January through June PEC meetings to go into effect in the *subsequent* fiscal year.

PEC Consideration

An administratively complete amendment request to permanently change the overall instructional hours submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- All performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to increase the overall instructional hours will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny a *Permanent Change to Overall Instructional Hours Amendment Request* will be based on the following considerations.

The proposed instructional hours meet the overall minimum instructional hours required in Section 22-2-8.1 NMSA.
The Amendment Request proposes an increase in instructional hours or the change (decrease) does not change the essence of the school's program.
The applicant demonstrated capacity to successfully implement the requested change.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
From*	Identify in <i>From</i> the number of overall annual instructional hours approved for each educational program offered by the school in the charter contract.
To*	Enter the number of overall annual instructional hours that will be provided for each educational program offered by the school. Please note, these numbers must conform to the overall minimum annual instructional hours required in NMSA § 22-2-8.1
Fiscal Year Effective Date*	Enter the proposed fiscal year in which the instructional days change will occur.

Attachments

Approved Board Minutes*

Attach evidence that the proposed change has been approved by the Charter school board.

School Calendar*

Provide the school calendar for the fiscal year the request will become effective, clearly indicating any days using alternate daily schedules (e.g. early release days). If the school offers multiple educational programs, the school must provide a calendar for each program. If this is different from the calendar that was submitted to the PED School Budget and Financial Analysis Bureau, please provide documentation to demonstrate that the charter school has submitted the change to the Secretary and received approval of the change.

Daily Instructional Schedule(s)*

Provide daily instructional schedule(s) clearly identifying instructional and non-instructional periods, for each grade served. Include any alternate schedules (e.g. early release days) identified in the school calendar. If the school offers multiple educational programs, the school must provide daily scheduled for each program.

Narrative*

Upload a narrative that responds to the following prompts:

- ☐ Describe the rationale for this request.
- ☐ If the school has earned a Tier 1 or Tier 2 rating (or C or better if there is no Tier rating available), the school must describe why the change will not adversely affect school performance.
- ☐ If the school has earned a Tier 3 or Tier 4 rating (or D or F if there is no Tier rating available), the school must describe how the proposed change to instructional days will improve pupil achievement in the target population served by the charter.
- ☐ Describe how the school calendar(s) and daily instructional schedule(s) submitted demonstrate compliance with NMSA § 22-2-8.1 regarding annual instructional hours for each grade served.
- ☐ Describe the budget impact of the change and explain how the change results in that impact.

Administrative Completeness Review

An administratively complete request includes:

- ☐ Fully completed form
- ☐ Approved Board Minutes
 - Comply with Open Meeting Law
 - Board aligns with what is currently on file with PEC
- ☐ School Calendar(s)
- ☐ Daily Instructional Schedule(s)
- ☐ Narrative, addressing all prompts

Instructions for the Request

If you have questions about completing the form or uploading documents, contact
charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "**").

Form Fields

Field	Instructions
From*	K-2 1085 hours, (143 days, plus 8 expedition days), 3-5 1103.8 hours, (143 days, plus 10 expedition days), 6-8 1207.2 hours, (21 expedition days)
To*	K-2 1051.5 hours (147 days, plus 6 expedition days), 3-5 1070.5 hours (149 days plus 8 expedition days), 6-8 1108.5 hours (145 days plus 12 expedition days)
Fiscal Year Effective Date*	2018-2019

Attachments

Approved Board Minutes*

Attach evidence that the proposed change has been approved by the Charter school board.

School Calendar*

Provide the school calendar for the fiscal year the request will become effective, clearly indicating any days using alternate daily schedules (e.g. early release days). If the school offers multiple educational programs, the school must provide a calendar for each program. If this is different from the calendar that was submitted to the PED School Budget and Financial Analysis Bureau, please provide documentation to demonstrate that the charter school has submitted the change to the Secretary and received approval of the change.

Daily Instructional Schedule(s)*

9:00 to 12:15 morning instruction

12:15 to 12:45 Lunch

12:45 to 3:45 afternoon instruction

Narrative*

Upload a narrative that responds to the following prompts:

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- ☐ If the school has earned a Tier 1 or Tier 2 rating (or C or better if there is no Tier rating available), the school must describe why the change will not adversely affect school performance.
- ☐ If the school has earned a Tier 3 or Tier 4 rating (or D or F if there is no Tier rating available), the school must describe how the proposed change to instructional days will improve pupil achievement in the target population served by the charter.

- ☐ Describe how the school calendar(s) and daily instructional schedule(s) submitted demonstrate compliance with NMSA § 22-2-8.1 regarding annual instructional hours for each grade served.
- ☐ Describe the budget impact of the change and explain how the change results in that impact.

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- ☐ Narrative, addressing all prompts

GC minutes for 4-18-18

Minutes need to be done within ten days. Any changes to the minutes? Stephen Abt moves to approve March 21st, 2018 minutes as reviewed. Second Erica Lannon. Minutes approved.

Introduction of guests

Robin Mayo – son goes to school here. Was asked to come to the meeting by Michael. Interested in supporting the school in whatever way she can. Interested in serving on the board. Submitted letter of interest.

Can't be a voting member until she goes to training. Next one is this Saturday in Santa Fe. We do need board members.

Joanna Magee – child in Annalise's and Evan's class. Was on the selection committee as a parent representative for the new director. We received the email she sent a few days ago. Here to reiterate in person her hope that the hiring process is going to be transparent and collaborative. So far this has happened.

Hard decisions were made last time re: directors. We made a promise to the staff to do better this year.

Peg Bartlett – Budget and calendar. Budget – Todd and I raised \$25K last year that went to the art teacher, reading specialist, and aid. I don't know that we're going to be able to raise that again. I will tell you how integral those people are to the sustainability of the school and sanity of the staff. As you look at the budget, those positions are very important. We're going to try to raise money again, but a lot of the people want to support our outdoor trips, as opposed to the nuts and bolts. Calendar – Budget and calendar by law has to be transparent with all stakeholders and the staff have a lot of input both into budget and calendar. I want to make sure that when that comes around it's public and we can all give some input.

Got a call from Lilian Torres that we get GRT funds this year. Something about changing these funds to go to the hospital instead. It'd have to be voted in by the people. The way he put it panicked all the supers, so they made calls to everybody to make sure it's not going to happen. There is approx. \$10 million in GRT funds for Taos County, not sure what we'll get yet.

Finance committee report on spring budget workshops (document submitted)

Did we resolve with David Craig how much we lost from the bilingual funds? He didn't respond to Charlotte but she says it was \$19K. All around closer to \$50k – Title I, returned cash, Reads to Lead, Bilingual money. Regular monthly review of purchase orders and checks couldn't take place this month because of confusion as to who had the paperwork. Resolve this asap. Report next meeting.

Director report (document submitted)

How much of the fund-raised amount is needed to supplement trips? Cost has gone down because two cohorts are going to Bud's land. And there will still be the call put out to parents for trip fees, so should have plenty of money.

Discussion of Maria's bereavement time.

Last meeting the policy was changed from 3 days to 5. Change the two sick days to bereavement days.

Do we have enough money? Between paying Dmitre, % raise means what dollar amount. How is it that we have vendors who are going to invoice us for work that goes above and beyond the purchase order that we've written? We have not committed those funds. That's not the way that this is supposed to work. This is exactly the kind of thing that has to absolutely stop. Dimitri should stop working when the money runs out. Our relationships with our vendors needs to be absolutely clear, that this is what we commit to and if you do more work you are not going to get paid for this. That is how it has to work, that is what purchase orders are for.

Erica: Motion to classify Maria's leave as bereavement rather than sick days. Stephen: second. All in favor, motion passes.

Michael met with financial person to work with Dimitri to get Tech Tax we were supposed to get this year.

consent agenda, business manager report

Budget amount for next year: \$470,950.36. Emailed the 910B5 to the GC and Director. This year was \$450k. Salary increases, at the least Level I: \$36K, Level II: \$44K and Level III: \$54. Emailed updated salary schedule to be reviewed. Teachers get the step plus and additional 2.5% increase next year. All other employees get 2% increase for next year. This is the extra \$20k they gave us, but it's nowhere near our actual cost. Medical is going up 7% and dental is going up 4%. Capital Outlay is saying they can decrease up to 20% of our operational funds. PSFA will determine. When do we find out? This year we found out 3 months after the school year started. Question: Title I funds we lost \$10K last year. Where are we at this year? We have not gotten our award letter yet. They told us at the beginning of the year it would be \$11k, but we just don't know if that's set in stone. They decreased it last year. We haven't really used much of that, 2 or 3K, but was hoping to carry it over for an EA next year in case we don't get enough operational funds next year which it looks like we won't. We got \$1700 for SB9 funding, for furniture or computers. Three bars 1) increase bar, (\$2000) donation from TCF for EA, reading interventionist, art teacher. 2) Title II award 3) SB9 funding final award for the year \$1756.

No audit committee report.

Motion to approve consent agenda and budget review and 3 BAR requests. Stephen moves, Erica seconds. Motion passes.

New policy to review the budget at the end of each quarter. Basically, what Katie wants is for the board and finance committee especially to keep track of things throughout the year to prevent these problems from happening again. Strictly an internal process. Motion for new policy to review the budget at the end of each quarter -Stephen. Erica seconds. All in favor. Motion passes.

Director to adhere to the CRC and report monthly

Plan is to make a compliance review calendar for the director. Things that need to be reviewed on a somewhat regular basis. So, things we've had findings on in the past, the director has bearings to. Randy will put it together – have some of it together by next meeting. But it's a living document. Basically, it helps the director to keep track and not let things slide until there's a deadline and potential issue. Strictly internal to the director and the board. We don't need to put it in print at the beginning of the year.

Proposed charter amendment won't get on the PEC agenda for next month but the following. Motion to approve charter contract amendment as presented – Erica. Stephen seconds. All in favor. Motion passes.

Next GC meeting May 23rd 6pm. Finance meeting when?

Motion to go into executive session – Erica. Second – Stephen. All in favor.

Motion to come out of executive session – Erica. Second – Stephen. All in favor.

No action taken. Discussion was a new director. Motion is to offer the job to Mark Richert, the contract of which will be drawn up with the help of Patty Mathews.

Stephen – Motion to adjourn. Second – Erica. All in favor. Meeting adjourned.

RWCS Contract Amendment Request

April 2018

Rationale: Roots and Wings was out of compliance for the last two years, because our budget calendar did not match our Charter Contract (see Article VIII, Section 8.01, i, Operational Structure). I believe this occurred mostly to a lack of understanding and/or communication that the expeditionary days are spelled out in the contract and that these are not suggestions, but material terms of the contract. I believe the authors of the contract were describing what they could do with ideal weather, ample personnel, support, and financing; a goal to work towards rather than the minimal standard and the minimal hours required by contract.

After much discussion with staff we decided that the new numbers are more reasonable. We have had trouble this year funding these trips. Each trip requires extra supervision, experienced outdoors people who get paid per diem. We also want people who we know work well with students, especially the age group they are supervising. Many of the personnel we've used in the past are no longer in the area or are not able to work due to other conflicts.

I and others have suggested taking the trips completely out of the contract, so RWCS does not commit itself to any additional hours. Most of the staff, thought we should leave them in, but reduce the number of days to what is attainable with the staff and funding we have this year. They also thought it was necessary to respect the EL model and keep these trips as our school's centerpiece for our model.

This change will help our budget in several ways. In the past we've paid the wilderness trip help \$100 to \$150 per diem. Some classes only need one or two extra people, some will need more depending upon enrollment and the risks involved with the trips we choose. We supply gear to those students who do not have right gear for the conditions expected. Good gear is expensive and the more it is used, the faster it needs to be replaced. We also supply the food, usually in small packets so the students can cook and serve themselves. We figure it costs around \$8.00 per day per student, so that expense adds up quickly. We do fund raise and charge a daily trip fee. However, many parents cannot afford to pay the full amount, so the school must make up the difference.

RWCS Budget Calendar vs Proposed Contract Change

Due to scheduling issues the proposed contract change was agreed to by the Governing Council prior to the proposed 2018-2019 budget calendar. The budget calendar is on the agenda for the May 23, 2018 GC meeting.

When you account for the new expedition proposal, it is impossible to match it exactly to the budget calendar, but it always has been. The important thing is the new proposed budget calendar has more than the state required minimums for each grade level by itself. It also has the new hours, as requested in the contract hour change, covered by the regular calendar days without any trips for all grades except the 7th and 8th.

The new proposed budget calendar has 1007.5 hours.

With primary taking 6 expedition days it comes to 1064.5 hours

With grades 3-5 taking 8 expedition days it comes to 1083.5 hours

With grades 6-8 taking 12 expedition days it comes to 1121.5 hours.

As you can see, we are going far above what is required by the state and we would still be fulfilling our new contract hours changes with a few hours to spare.

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: June 15, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, Roots and Wings Community School
- III. Executive Summary and Proposed Motions:

Request and Rationale

The Roots and Wings Community School (RWCS) requests to amend Section 8.01(a)(i) of the school's contract: Operational Structure, Length of School Year.

The school's current contract states:

K-2 1085 hours, (143 days, plus 8 expedition days), 3-5 1103.8 hours, (143 days, plus 10 expedition days), 6-8 1207.2 hours, (21 expedition days).

The school would like to change the contract language to:

K-2 1051.5 hours, (147 days, plus 6 expedition days), 3-5 1070.5 hours (149 days, plus 8 expedition days), 6-8 1108.5 hours (145 days, plus 12 expedition days).

The basis of the school's rationale for its request is as follows:

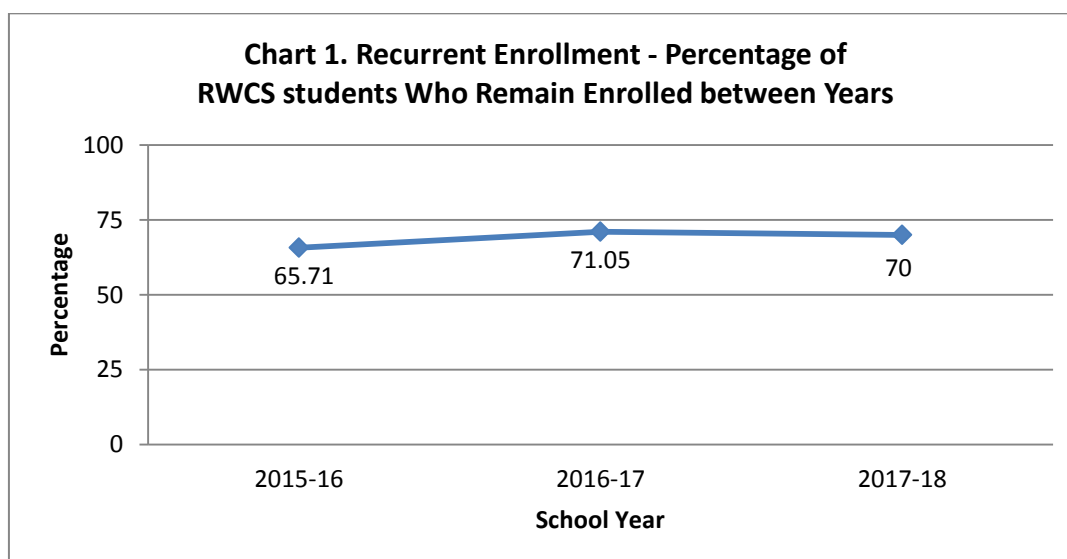
"Roots and Wings was out of compliance for the last two years, because our budget calendar did not match our Charter Contract. I believe this occurred mostly to a lack of understanding and/or communication that the expeditionary days are spelled out in the contract and that these are not suggestions, but materials terms of the contract. I believe the authors of the contract were describing what they could do with ideal weather, ample personnel, support and financing; a goal to work towards rather than the minimal standard and the minimal hours required by contract."

The school's rationale further explains the challenges the school has faced with retaining teacher(s) and expeditionary trained personnel that support the expeditionary trips and budgetary constraints that fund the expeditionary trips.

School History and Recurrent Enrollment

The Roots and Wings Community School (RWCS) was originally approved and authorized by Questa Independent School District (QISD), in 2001. RWCS's renewal application was approved in December 2015 by the New Mexico Public Education Commission (PEC). The school's first year of operation, as a PEC authorized charter school, began in 2016. According to the school's contract, *"RWCS is an Expeditionary Learning inspired school; one of the top school reform models in the nation and based on best practices in education. RWCS students are consistently engaged in rigorous project-based learning connected to social activism around real world problems presenting their work to authentic audiences."*

The school is authorized to serve grades K-8 and has an enrollment capacity of 50 students. According to the 2017-18 120th day STARS Enrollment report, RWCS had 55 students enrolled, 5 students above the school's approved capacity. Additionally, RWCS student enrollment data demonstrates that 65.71% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. RWCS student enrollment data indicates a 6 percent increase with 71.05% of the eligible students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. The school's data shows a slight decrease in recurrent enrollment for the SY18 year with only 70% of eligible students returning to the school. Nevertheless, RWCS has not met the PEC's recurrent enrollment target of 85% over the last three years, as outlined in the school's Performance Framework. See Chart 1, below.



Source: STARS Charter Enrollment Report

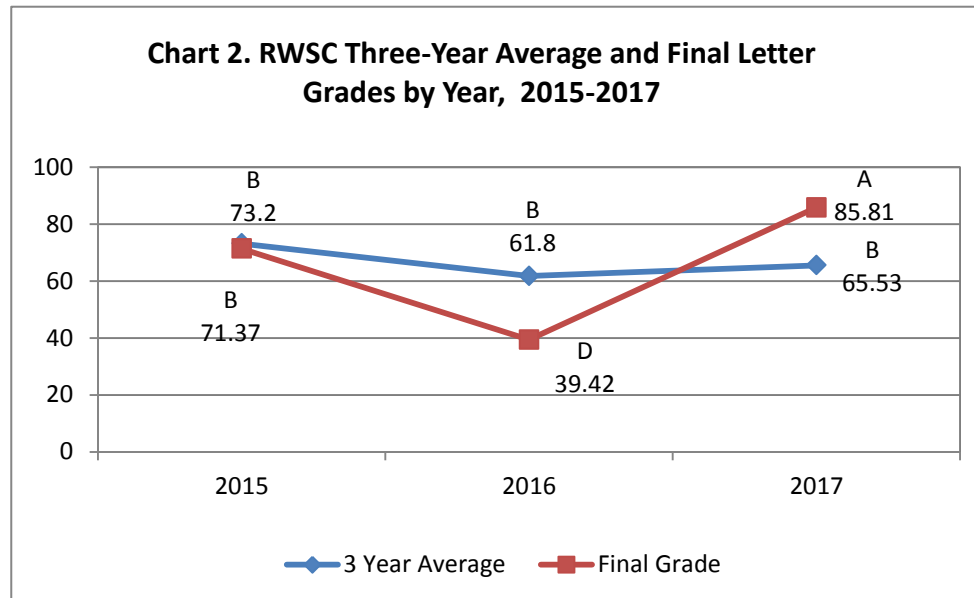
School Performance

While the school earned an overall A grade in 2017, a review of the school's academic performance indicators reveal significant achievement gaps among some student subgroups, in particular the reading and math proficiency between the school's two largest student subgroups (White and Hispanic students). This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting.

Chart 2, below, illustrates RWCS's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade (red line) demonstrates significant improvement in 2017, increasing by over 30 points overall from the school's 2016 D grade. Nonetheless, the school's final grade shows inconsistent growth over the past three years. The school's average grade (blue line) has remained as a B grade over the past three years, however, shows a decrease from 2015 to 2017, by 8 points overall.

RWCS has earned the following school grades:

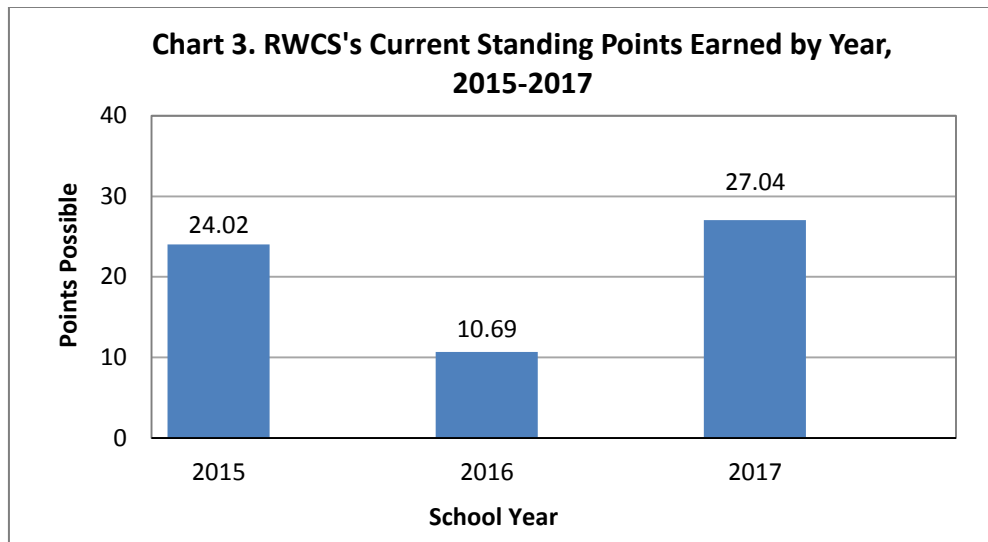
- In 2014-2015 the school grade was a B (71.37).
- In 2015-2016 the school grade was a D (39.42).
- In 2016-2017 the school grade was an A (85.81).



Source: School Grade Report

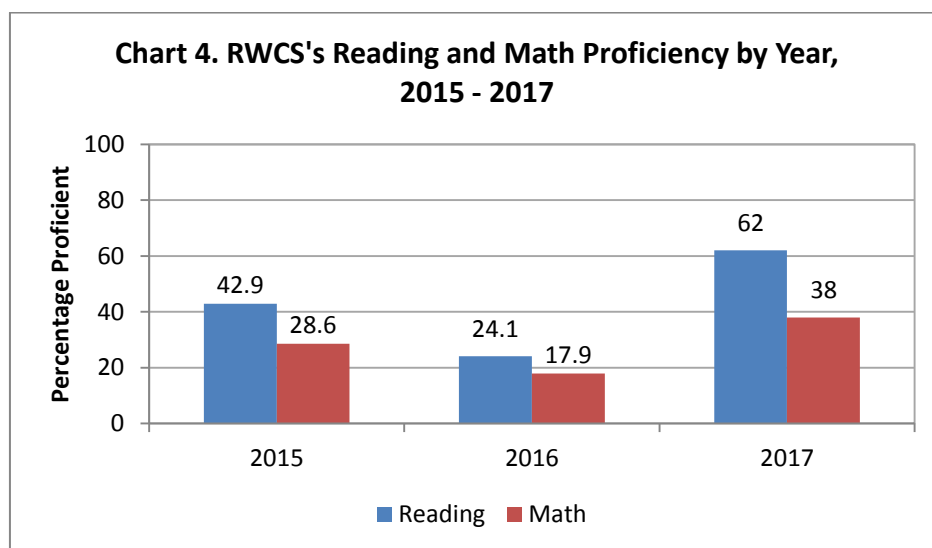
Current standing. The current standing indicator accounts for the greatest portion of a school's overall grade, with up to 40 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible are as follows: 12.5 points for reading proficiency; 7.5 points for growth in reading; 12.5 points for math proficiency; and 7.5 points for growth in math.

Similar to the school's overall School Grade trend across the three-year comparison, RWCS experienced a decrease of 13 points in the current standing indicator earned from SY15 to SY16. In that same time period, however, the school experienced an increase of 16.35 points earned from SY16 to SY17, within this indicator. Chart 3, below, illustrates the total points RWCS earned in the current standing indicator.



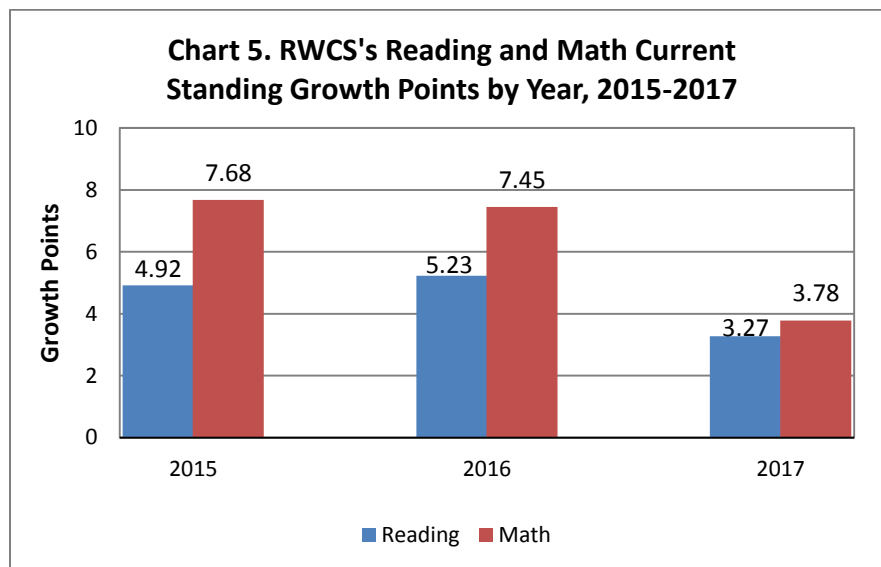
Source: School Grade Report

Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. In 2017, both the school's reading proficiency and math proficiency *exceeded the statewide average*. The school's data demonstrates inconsistent growth for both its reading proficiency and math proficiency from 2015-2017. However, the school's data demonstrates a significant growth in reading proficiency from SY15 to SY17, increasing by 20 percent. The school's data demonstrates a similar growth in math proficiency from SY15 to SY17, increasing by 10 percent. While the school experienced an overall growth in reading and math proficiency from 2015 to 2017, the school's 2016 results demonstrate that less than one-fourth of the school's students were on grade level in both reading and math. RWCS's 2017 school grade states that 62% of RWCS's students were proficient in reading and 38% of the school's students were proficient in math. Chart 4, below, illustrates the students' academic proficiency percent rates in reading and math over the last three years.



Source: School Grade Report, 2015-2017

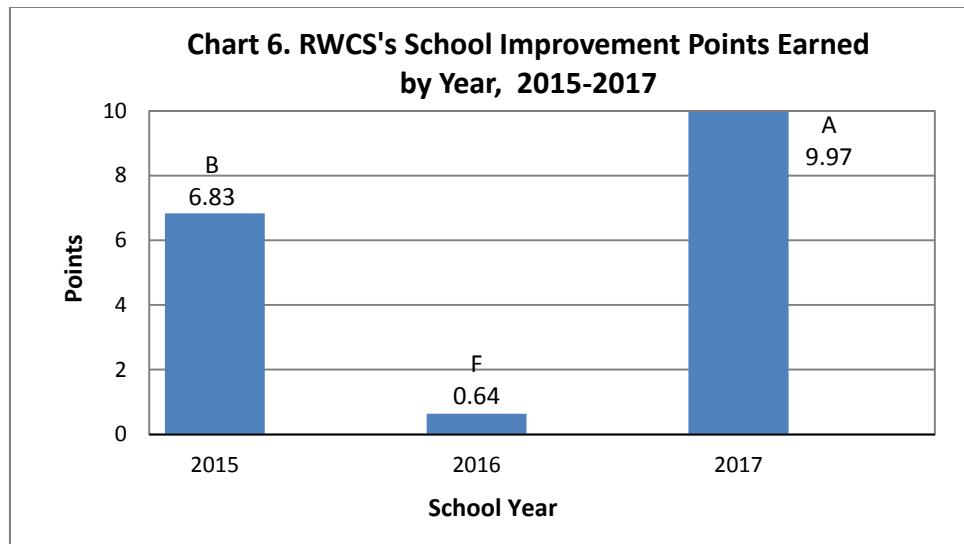
Chart 5, below, illustrates the school's reading and math **growth points** earned within the current standing indicator. Please note that in 2017, *7.5 points were possible for reading growth and 7.5 points were possible for math growth*, for a total of 15 possible points overall, within this indicator. In the two previous years, growth points were weighted differently, (in 2015 points were as follows: 25 possible points overall and in 2016 points were as follows: 20 possible points overall), within this indicator. In 2017, RWCS earned 7.41 growth points in reading and 7.11 growth points in math, respectively, for a total of 14.52 points out of the 15 possible points in current standing indicator, earning nearly all of the points possible. Nevertheless, RWCS may need to either increase or at the minimum maintain its overall academic performance in order to sustain its current school grade.¹



Source: School Grade Report, 2015-2017

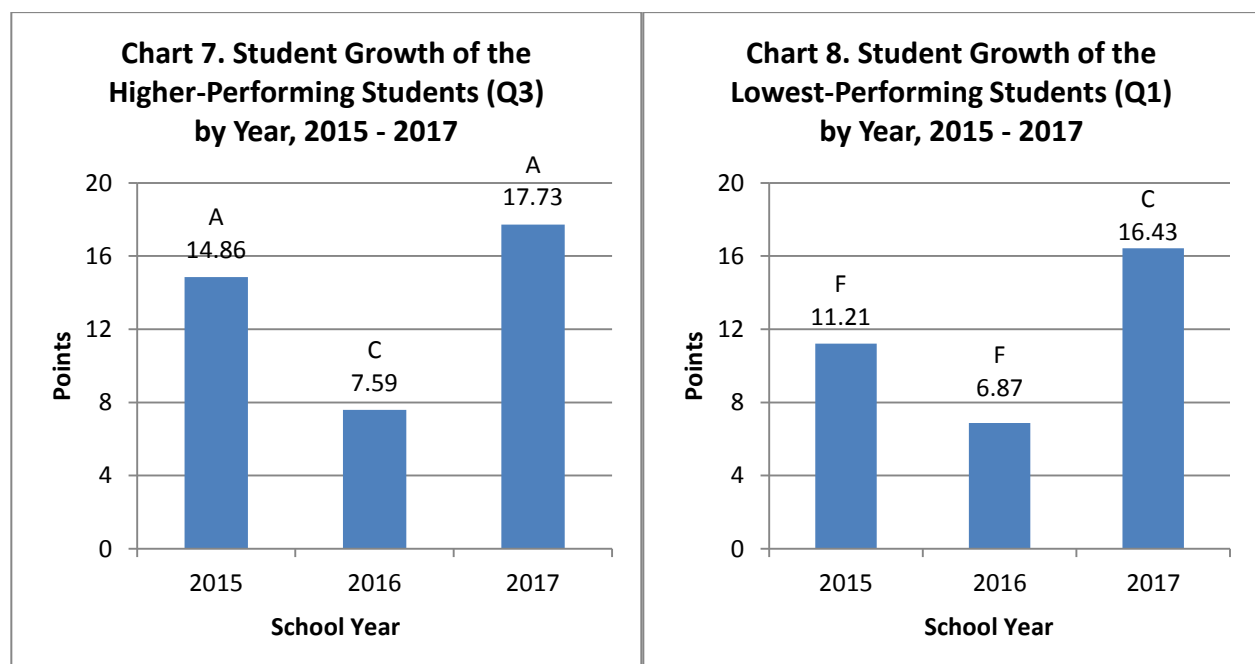
School Improvement. This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. RWCS has not maintained steady school-wide improvement over the last three years; however, RWCS has increased its school improvement points by 3.14 points between 2015 and 2017. In 2017, the school earned 9.97 points, earning nearly all of the 10 possible points, with this indicator. However, in 2016 the school earned less than 1 point, and received an F grade, within this indicator. The school should conduct deep analysis of its students' academic performance in 2017 to ensure the school does not experience another decrease in overall academic achievement, as demonstrated in 2016. Chart 6 below, illustrates RWCS's points earned in the School Improvement indicator over the last three years.

¹ Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state's approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grade.



Source: School Grade Report

Higher-performing and lowest-performing students. In the state's school grade reporting, growth is also reported among the school's higher-performing and its lowest-performing students. Over the last three years, the growth of school's higher-performing students has *exceeded* the state average of 7.2 points out of the possible 20 points, within this indicator. See Chart 7, below. In contrast, however, the growth of the school's lowest-performing students trailed the state average of 15.3 points out of the possible 20 points, in 2015 and 2016. The school's data demonstrates significant positive growth and exceeding the state average for its lower performing students in 2017, earning 16.43 points and a C grade, within this indicator, see chart 8 below. Additionally, it should be noted in 2017, the school's highest-performing and lowest performing students had a positive growth index in both reading and math, which indicates their growth was higher than expected.

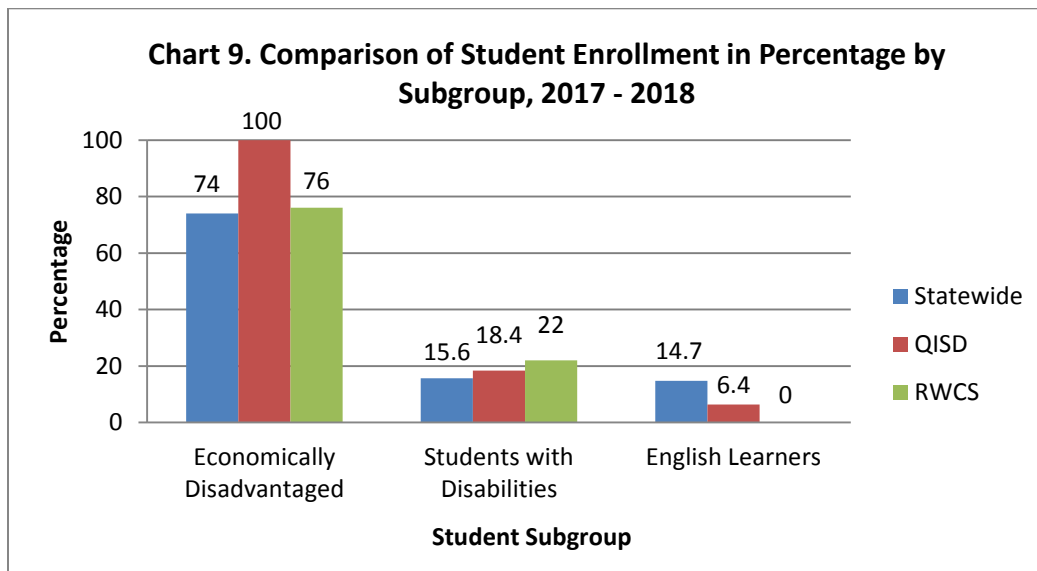


Source: School Grade Report

Student Enrollment and Academic Performance by Subgroup

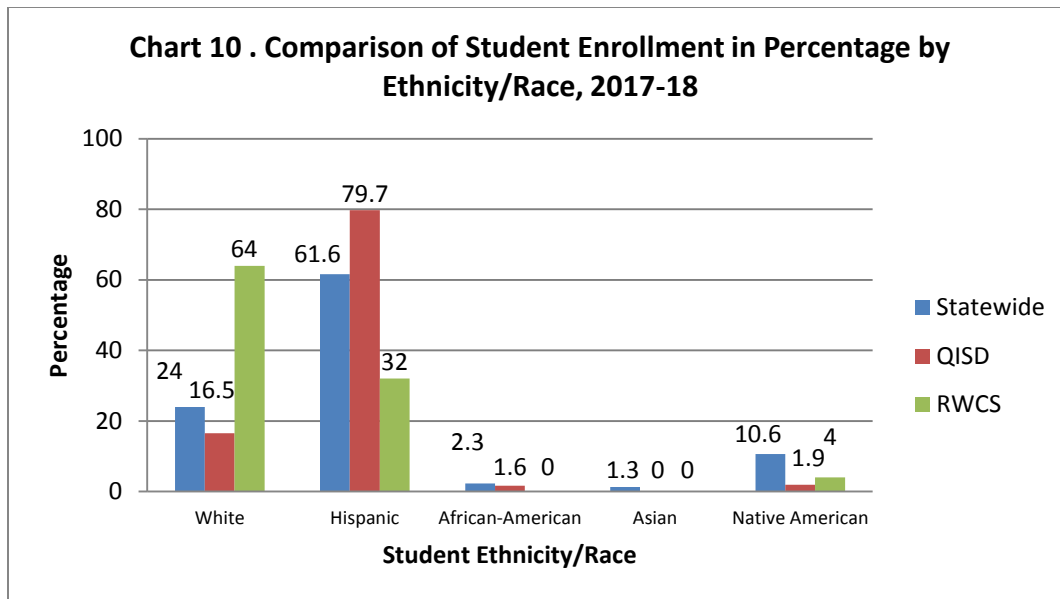
Enrollment. While the previous section examined overall school performance, the following section notes differences in the school's student subgroup demographics and academic performance. Student demographic data is compared to the state and the local school district, Questa Independent School District (QISD). RWCS's student demographic does not mirror the local school district. The school serves a lower percentage (76%) of economically disadvantaged students when compared to QISD (100%), a 14% difference. The school serves a slighter higher percentage (22%) of students with disabilities than the school district (18.4%), however, the school reports serving no English Language Learner (ELL) students, whereas the school district reports serving 6.4%. These discrepancies are concerning since the school's population does not mirror the local school district's population. The school should review and address any data discrepancies but also review and improve its EL identification procedures.

Chart 9, illustrates the comparison in student subgroup enrollment between the state, QISD, and RWCS.



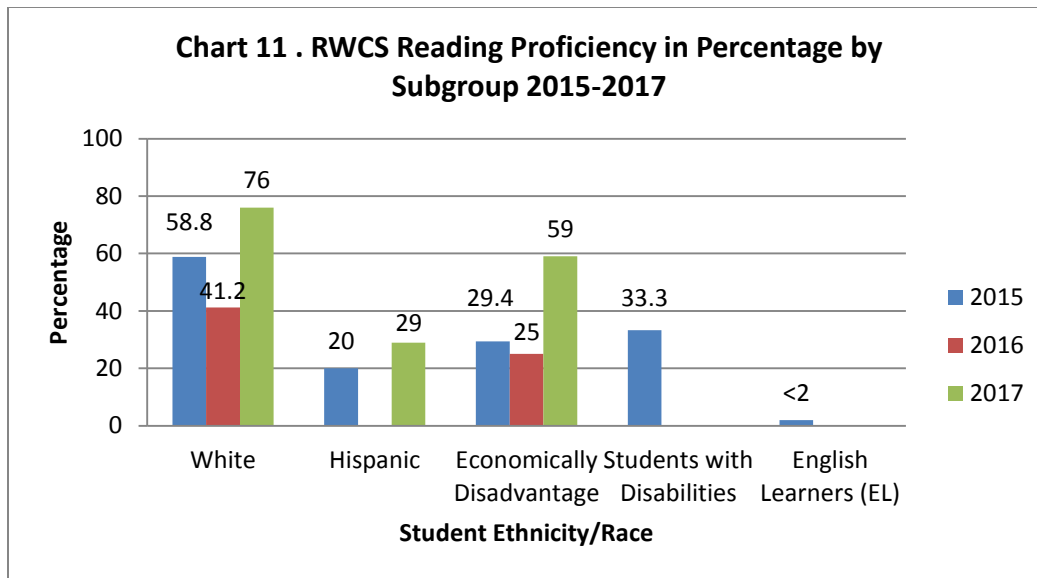
Source: STARS Enrollment Report

When comparing student race/ethnicity subgroup enrollment data, RWCS serves a *significantly* different student population when compared to the local school district and state. Whereas only 16.5% of the district's students are White, 64% of RWCS's students are White—a significant difference of more than 47%. Moreover, the school's Hispanic student population is 32% of the total student population whereas the local district's Hispanic population is 79.7% - again this represents a significant difference of more than 47%. See Chart 10, below.



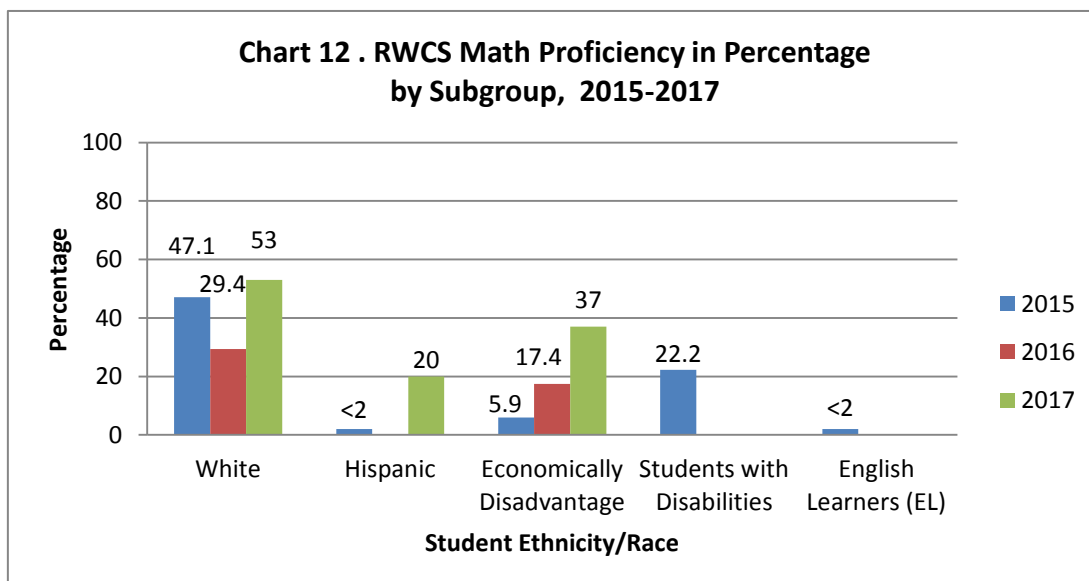
Source: STARS Enrollment Report

Academic performance. RWCS's data demonstrates strong growth in reading proficiency for most of its student subgroups, in 2017. However, as the data is further disaggregated by subgroup, the school demonstrates large academic achievement gaps across all student subgroups, for the three-year comparison. In 2017, the difference in reading proficiency for the school's two largest student subgroups, (White and Hispanic students), demonstrates a 47% proficiency gap. Additionally, for the past two years, the school did not report data for its student(s) with disabilities and EL student(s) for reading proficiency, (in 2017 the school reported serving zero EL students). The school should review and address any data discrepancies, and again should not only review and improve its EL identification procedures but address how it might better support the academic needs of all student subgroups to improve reading proficiency and close achievement gap among its students. Furthermore, the school's data demonstrates steady gains in academic achievement for its economically disadvantaged students (59%), based on the three-year trend. The school must review and support the overall academic achievement in reading proficiency for all of its student subgroups, by disaggregating its data further and engage in deep analysis, with specific focus on lessening the achievement gap between the school's two largest student subgroups, (White and Hispanic students). See Chart 11, below.



Source: School Grade Report

Similar to RWCS's reading proficiency data, the school demonstrates growth in math proficiency for some of its student subgroups, in 2017. However, as the data is further disaggregated by subgroup, the school demonstrates large academic achievement gaps and data discrepancies across some student subgroups, for the three-year comparison. In 2017, the difference in math proficiency for the school's two largest student subgroups, (White and Hispanic students), demonstrates a 33% proficiency gap. Additionally, for the past two years, the school did not report data for its student(s) with disabilities and EL student(s) for math proficiency, (in 2017 the school reported serving zero EL students), or report math proficiency data for its Hispanic students in 2016. The school must review and address any data discrepancies, and again should not only review and improve its EL identification procedures but address how it might better support the academic needs of all student subgroups to improve math proficiency and close achievement gap among its students. See Chart 12, below.



Source: School Grade Report, 2015-2017

Organizational Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site visit during exit meeting and then in Web-EPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The Final evaluation of RWCS's 2016-2017 performance framework demonstrates the following final ratings: 1 indicator rates as *Exceeds Standard*, 7 indicators rates as *Meets Standard*; 2 indicators rated as *Working to Meet Standard*; 14 indicators rated as *Falls Far Below Standard*; and 4 indicators rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework are as follows:

- **Academic performance indicator not met:** The school did not provide evidence the students met all the school's academic goals.
- **Financial Performance Framework non-compliance (7 indicators):** The school did not provide evidence the governing board, business manager, and head of school completed the annual financial questionnaire.
- **Not meeting material terms of the charter contract:** The school did not provide evidence it had implemented material terms as specified in the school's contract and performance framework.
- **Not meeting instructional hour requirement:** The school did not provide evidence it met statutory and contractual instructional hour requirements and did not provide a remedy the school would implement to get into compliance.
- **Not protecting the rights of English Language Learner students:** The school did not provide evidence of or a detailed process for how it will properly identify and serve EL students, to include using the department approved Language Usage Survey.
- **Not completing the School's Safety Plan timely.** The school did not provide evidence of or a detailed process it has taken to ensure compliance with a timely approved school safety plan.
- **Not handling student information appropriately.** The school did not provide evidence of its FERPA policy or detailed process it has taken to ensure compliance with documenting access to student record(s).

The school's 2017-2018 site visit has been conducted, however its evaluation has not been finalized. For the current school year, the school has 1 indicator rated as *Falls Far Below Standard*, since the school received an audit finding (significant deficiency) related to internal control structure over cash disbursements. This finding was repeated and modified.

Additional Analysis on the Amendment Requests:

Reduce instructional hours and expeditionary day's schoolwide. The school's rationale for requesting to amend the material terms of its contract is essentially to reduce the total number of expeditionary days per school year, due to budgetary constraints and lack of retaining wilderness safety trained staff and teachers. Reducing the expedition days will increase the instructional classroom days for each grade, per the school's amendment request, however, will reduce the overall instructional hours for the school year. The school is requesting the follow instructional hour per grade: *K-2 1051.5 hours, (147 days, plus 6 expedition days), 3-5 1070.5 hours (149 days, plus 8 expedition days), 6-8 1108.5 hours (145 days, plus 12 expedition days)*. However, the 2018-19 budget calendar the school submitted to the School Budget and Financial Analysis Bureau indicated a total of 155 instructional days. The proposed amendment request instructional day total is different per grade (K-2 153 days, 3-5 157 days, 6-8 157 days) and does not align to what the school reported to the School Budget office. The school should address this discrepancy as soon as possible.

Additionally, the school's amendment request does not only seem to impact its students' instructional hours and total expeditionary trips it may also impact the essence of the school's mission and educational program, being an 'Expeditionary Inspired' school. RWCS mission states: *'The mission of Roots and Wings Charter School is to inspire our students to academic and personal excellence. Our innovative learning community creates classroom, farm, and wilderness adventure-engaging the head, hands and hearts – enabling students to achieve more than they think possible and to take active role in our ever-changing world.'* Furthermore, the school's educational program states: *"....RWCS is inspired by Expeditionary Learning (EL Education), a nationally acclaimed school reform program with an emphasis upon 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"....."*. It is important to consider the implications of reducing the students' expeditionary learning days in terms of the school's curriculum and educational program.

Instructional time and student achievement. Educational research on instructional time and student achievement is complex with several factors that must be considered. While there is research to support the view that instructional time matters (Cooper, Nye, Charlton, Lindsay, and Greathouse, 1996; Fryer and Dobbie, 2009; Hoxby et al., 2009; Lavy, 2010), there is also evidence that it may not (Abt, 2010; Baker, Fabrega, Galindo, and Mishook, 2004; Fryer and Leavitt, 2009). According to Baker et al. (2004), changes to instructional hours do not generally impact student achievement, unless such changes are extreme (e.g. very low or very high amounts of time). Rather, the study findings indicate that the *quality of the curriculum and instruction* appear to have a much greater impact on student achievement than instructional hours *alone*.

Financial Corrective Action Plan. RWCS is currently under a financial corrective action plan, approved by the PEC, for multi-year repeat (Significant Deficiencies) internal control audit findings. RWCS is also out of compliance with governing board reporting requirements and annual training requirements for their members. One board member was identified as voting during regular board meetings, prior to completing the introductory course for governing body members training requirement.

While the school has demonstrated acceptable *schoolwide* academic performance in 2017, the school's data nevertheless reveals inconsistent academic performance overall when comparing the school's three-year trend and large academic achievement gaps between some student subgroups in both reading and math proficiency. Of particular concern is the school's reading proficiency gaps between its White and Hispanic students, which have remained relatively unchanged over the last three years. The school should review and address any data discrepancies, and should also review and/or improve its EL identification procedures as well as address how it might better support the academic needs of all its student subgroups. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality education option locally, it must conduct deep data analysis to address persistent performance gap among all its student subgroups.

Recommendations:

While the school earned an overall grade of A and has demonstrated an accepted level of academic performance through the state letter grade in 2017, the CSD is concerned about the potential negative impact that less instructional time may have on student performance, especially reducing the total expeditionary learning days that serves as the essence of the school's educational program. Further, the PEC may wish to discuss the school's expedition days to better understand a potential impact that a decrease in instructional may have. **Generally, the CSD does not recommend decreasing instructional hours, and thus the CSD does not make an explicit recommendation on this amendment request.**

Proposed Motion on the Amendment Request

- Move to approve the amendment request presented by the Roots and Wings Community School to change its material terms with respect to the operational structure, length of school year to include: K-2 1051.5 hours, (147 days, plus 6 expedition days), 3-5 1070.5 hours (149 days, plus 8 expedition days), 6-8 1108.5 hours (145 days, plus 12 expedition days).
- Move to deny the amendment request presented by the Roots and Wings Community School to change its material terms with respect to the operational structure, length of school year to include: K-2 1051.5 hours, (147 days, plus 6 expedition days), 3-5 1070.5 hours (149 days, plus 8 expedition days), 6-8 1108.5 hours (145 days, plus 12 expedition days) [PEC to provide reason(s) that the request should be denied].

Rationale for Change in Expedition Days for Roots and Wings Community School.

RWCS has always been an expeditionary-inspired school and it will continue to be so in the future. The expeditions are, not only in the near by mountains, but they are also in the minds of our students and teachers as they go through their thematic units. Just as a trip to a museum alone does not make a complete science, history, or art unit complete, nor do expeditionary trips by themselves constitute an EL experience.

RWCS is in the perfect setting for an EL-inspired school. We are in Lama, a small collection of private homes, ranches, and camps, along with the Volunteer Lama Fire Department. We are $\frac{3}{4}$ mile up a dirt road off the Enchanted Circle, surrounded by forest and pasture. A few years ago, the governing council was looking into other locations for the school. They sent out a survey to parents and parents over whelming supported keeping the school where it is or a nearby location in Lama. Many parents like the idea of our students beginning and ending their day with a short trek through the pasture and forest to the RTD bus stop.

When the charter contract was written, even though there was a good amount of input from the staff, it was written by a former teacher. This teacher, who now serves on the Governing Council, is a strong advocate for the EL model and the expeditionary trips. I believe the number of days and trips written into the contract was looked upon as the ideal and not the minimum requirements to meet each year. Our middle-school teacher stated, she was never told by anyone that she is required to have 21 days of expeditions as it states in the contract. I know ignorance cannot be an excuse for not adhering to the contract, and the lapse of communication is on the school, not the CSD.

Although we have good gear for all weather conditions there are times when expeditions should be cancelled due to extreme conditions. That was one of the considerations for eliminating the winter trip requirement for the MS. This year we were fortunate to have a mild winter, but we did not have the staffing or funds for a seven-day trip. The MS did get to have a two-day overnight instead.

Training faculty to have Wilderness Outdoor First Responder (WOFR) training is necessary. However, when teachers are not hired early enough and/or there are administration changes, the ability to coordinate this training lapses. Two summers ago, RWCS had fund-raised enough to get four teachers to have WOFR training. Then administration changed and one of the teachers went to another school. We were fortunate to hire a teacher from Austin, but it was last minute, and he couldn't arrive until after the teacher's contract had begun. He was not from an EL school, so he and staff did go through several days of intense curriculum writing, but not expeditionary training other than a weekend overnight. He did have an experienced wilderness teacher with him on expeditions this year and he got some on the job training. Our MS teacher resigned this year, so now we have two more teachers that need to have this training as well.

Besides the teachers having the necessary training, they need to take along other experienced outdoors staff for adequate supervision. One person we've used in the past, was our landlord. Our lawyer has advised us not to use him anymore as there is a conflict of interest there. While it would be great if we had trained people that would gladly donate their time, the reality is we must pay these people. We pay according to their level of experience and training, but it is more of a stipend than wages. Some of the other staff we've used are TILT volunteers. While they donate their time at the school, they, and we, expect to pay them for going on expeditions with our students. Some of them have some outdoor supervisory experience, yet others have very little. Another person we've used in the past is the director of Localogy and the Sangre de Cristo youth ranch. While he has the training and experience, he is not always available and there is some conflict of interest using him as well.

While there is an expectation that parents will pay \$15.00 per day for their child to go on these expeditions, not all parents can afford to pay. According to our records this year, 94% of our students would qualify for free or reduced lunch. There is also an expectation that all students will participate in their classes expeditions. Some parents will donate extra to help, but often we need to rely on our own fund-raising efforts to make up the difference.

It has become apparent to the staff and the Governing Council that we needed to amend our contract and calendar to better reflect what we can do. We had several meetings about this and no one expressed any dismay about amending the contract. Although, I suggested we might want to take the expeditionary days completely out of the contract, the staff wanted to leave them in, but adjust it to what we all thought was reasonable. Each class has different expectations, supervisory needs, and requirements that work for their class. Naturally, the older students' expeditions become more complicated, with different risk-management requirements. The staff, administration, and the governing council all believe in the benefits of the EL-inspired model and will continue to use it to teach our students. The EL-inspired model is what makes RWCS special and different. As a state charter, we plan on continuing to be one of the "better choices" offered to families in the Taos/Questa area.

2018-2019 School Calendar

Roots and Wings Charter School
Amendment Request Packet

1. Enter the date the Local Board or Governance Council approved the School Calendar: 23-May-2018
2. **Block** all Non-Instructional days (**Note:** Only include In-Service and Professional Development Days).
3. **Shade** all observed Holidays (**Note:** Holidays are **not** included in the Non-Instructional Day counts).
4. The first Instructional day is: 17-Aug-2018 The last Instructional day is: 31-May-2019
5. **Strike** all days prior to the first day of instruction and after the last day of instruction.
6. Include the Total Instructional and Non-Instructional Days for each month in the spaces provided below each month.
7. Are you operating on a 4-Day or 5-Day week? 4-Day week

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Total Instructional Days: **155**

Total Non-Instructional Days: **28**

Reminder: Holidays should **not** be included in the Non-Instructional Day counts.

2018-2019 Membership Reporting Dates:	
*October 10, 2018 (40 Day) - 1st Reporting Period in October	(2nd Wednesday in October)
*December 3, 2018 (80 Day) - 2nd Reporting Period	(December 1 or first working day in December)
*February 13, 2019 (120 Day) - 3rd Reporting Period	(2nd Wednesday in February)

County: Taos

District/Charter: PED/Roots & Wings

PED # 570001

2018-2019 School Calendar

Roots and Wings Charter School
Amendment Request Packet

Section 22-2-8.1. SCHOOL YEAR--LENGTH OF SCHOOL DAY--MINIMUM.

A. Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:

- (1) kindergarten (K), for half-day programs, two and one-half hours per day or four hundred fifty hours (450) per year or, for full-day programs, five and one-half hours per day or nine hundred ninety hours (990) per year;
- (2) grades one through six (1-6), five and one-half hours per day or nine hundred ninety hours (990) per year; and
- (3) grades seven through twelve (7-12), six hours per day or one thousand eighty hours (1080) per year.

2017-2018 Instructional Days: 155

(Please indicate how many Instructional Days your District or Charter had for the 2017-2018 School Year.)

2018-2019 Total Instructional Days: 155

(Do not include In-Service/Professional Development Days or Holidays in the Instructional Day count.)

2018-2019 Total Non-Instructional Days: 28

(Only include In-Service or Professional Development Days in the Non-Instructional Day count. These days must be identified on the School Calendar as well as listed below as a Non-Instructional Day. Please do **not** include Holidays in the Non-Instructional Day count.)

2018-2019 Total Teacher Contract Days: 183

(The Total Contract Days should **only** include the Total Instructional Days and Non-Instructional Days.)

Note: Make-up days are only required if they cause the District or Charter School's Instructional Hours to fall below the School Year-Length of School Day-Minimum requirements, identified above.

Indicate Instructional Hours for 5-Day Weeks:

Half-Day Kindergarten: _____ hours _____ minutes
Full-Day Kindergarten: _____ hours _____ minutes
Grades 1-6: _____ hours _____ minutes
Grades 7-12: _____ hours _____ minutes

Indicate Instructional Hours for 4-Day Weeks:

Half-Day Kindergarten: _____ hours _____ minutes
Full-Day Kindergarten: 6 hours 30 minutes
Grades 1-6: 6 hours 30 minutes
Grades 7-12: 6 hours 30 minutes

List ALL Non-Instructional Days and Holidays

Date	Description (In-Service, Professional Development or identify Holiday)
August 6 -16, 2018	Professional Development
September 3, 2018	Holiday
September 17, 2018	Professional Development
October 15, 25, 26, 2018	Professional Development
November 5, 26, & Dec 3, 2018	Professional Development
November 19 -23, 2018	Holiday
Dec. 24, 2018 - Jan. 4, 2019	Winter Break
Feb. 25, 2019	Professional Development
Mar. 4, 21, 22, 2019 & Apr. 1, 29, 2019	Professional Development
May 6 & Jun. 3 -7, 2019	Professional Development
April 19, 2019	Vernal Holiday
3 days in the Fall, 3 in the Spring	Grades K-2: Back Pack Trip - 6 Extended Days (overnight)
4 days in the Fall, 4 in the Spring	Grades 3-5: Back Pack Trip - 8 Extended Days (overnight)
6 days in the Fall, 6 in the Spring	Grades 6-7-8: Back Pack Trip - 12 Extended Days (overnight)
Jan. 7, 14, 21, 28 & Feb. 4, 2019	Ski days for students

Report Card Dates

January 10, 2019
May 30, 2019

Pay Days

July 5, 20	Aug. 3, 20
Sept. 5, 20	Oct. 5, 19
Nov. 5, 20	Dec. 5, 20
Jan. 4, 18	Feb. 5, 20
Mar. 5, 20	Apr. 5, 19
May 3, 20	Jun. 5, 20

Board Meetings

7/18/18, 8/15/18
9/19/18, 10/17/18
11/21/18, 12/19/18
1/16/19, 2/20/19
3/20/19, 4/17/19
5/15/19, 6/19/19

County: Taos

District/Charter: PED/Roots & Wings

PED # 570001

Roots and Wings Community

District: State Charter

Grade Range: KN - 8 Code: 570001

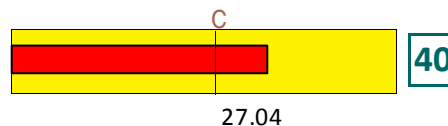
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing

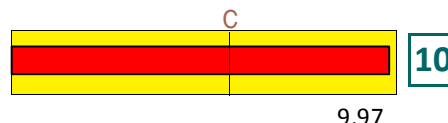
Are students performing on grade level? Did they improve more or less than expected?



B

School Improvement

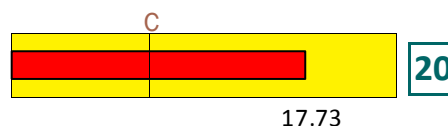
Is the school as a whole making academic progress?



A

Improvement of Higher-Performing Students

Are higher-performing students improving more or less than expected?



A

Improvement of Lowest-Performing Students

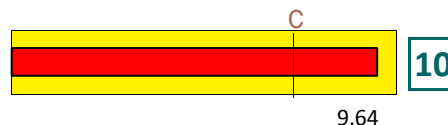
Are the lowest-performing students improving more or less than expected?



C

Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?



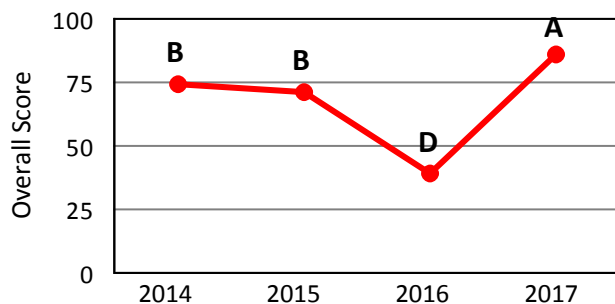
A

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

Final Points

Elementary and Middle Schools

75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

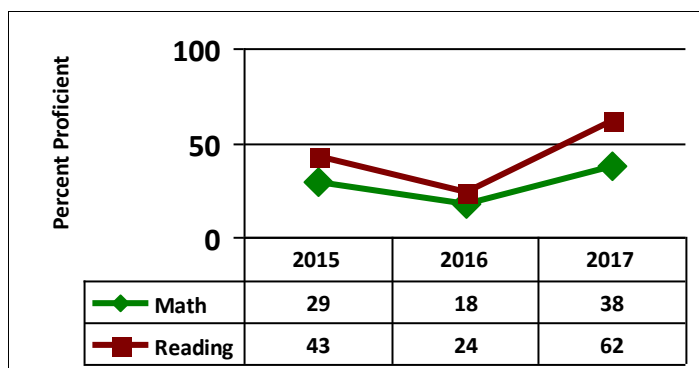
			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading</i>	Proficient (%)	62	50	72	76	-	29	-	-	59	-	-
	Points Proficiency	7.78										
	Points Student Growth	7.41										
<i>Math</i>	Proficient (%)	38	21	53	53	-	≤ 20	-	-	37	-	-
	Points Proficiency	4.74										
	Points Student Growth	7.11										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	5.66	2.57
Points	5.00	4.97

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero

This group performed higher than expected.

Near Zero

This group performed as expected based on their academic history.

Below Zero

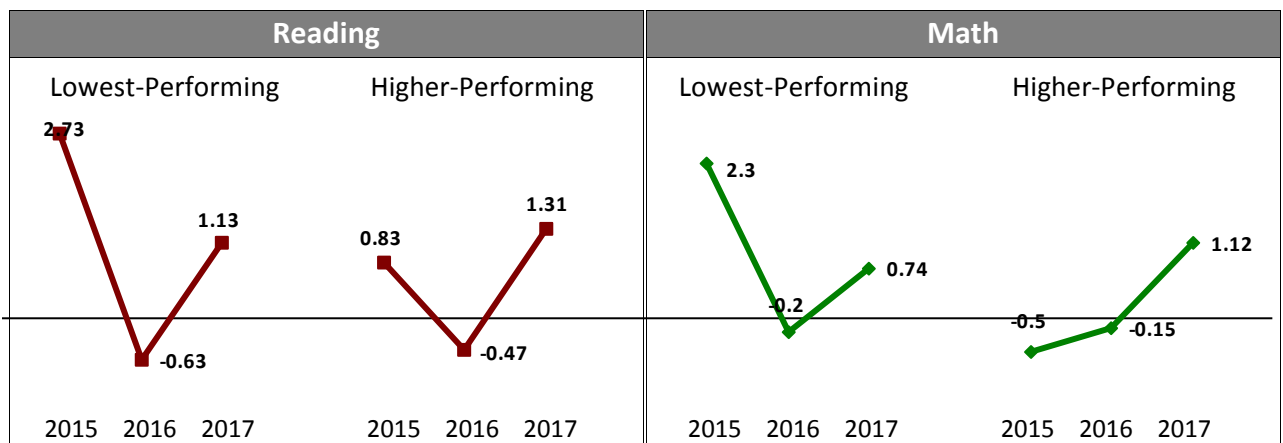
This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups											
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners		
Reading Growth													
Higher-Performing Points	1.31 9.04	-0.20	-0.06	-0.18	-	-	-	-	-0.13	-	-		
Lowest-Performing Points	1.13 8.72	-	-	-	-	-	-	-	-	-	-		
Math Growth													
Higher-Performing Points	1.12 8.68	-	0.09	-0.03	-	-	-	-	0.10	-	-		
Lowest-Performing Points	0.74 7.71	-	-	-	-	-	-	-	-	-	-		

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	97		98	97	96	-	>98	-	98	97	>98	98
Points	5.12											

Surveys

Score (Average) 40.67
Points 4.52
Number of Surveys 43

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- ☒ Student and Parent Engagement ☐ Truancy Improvement
☐ Extracurricular Activities ☒ Using Technology

Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

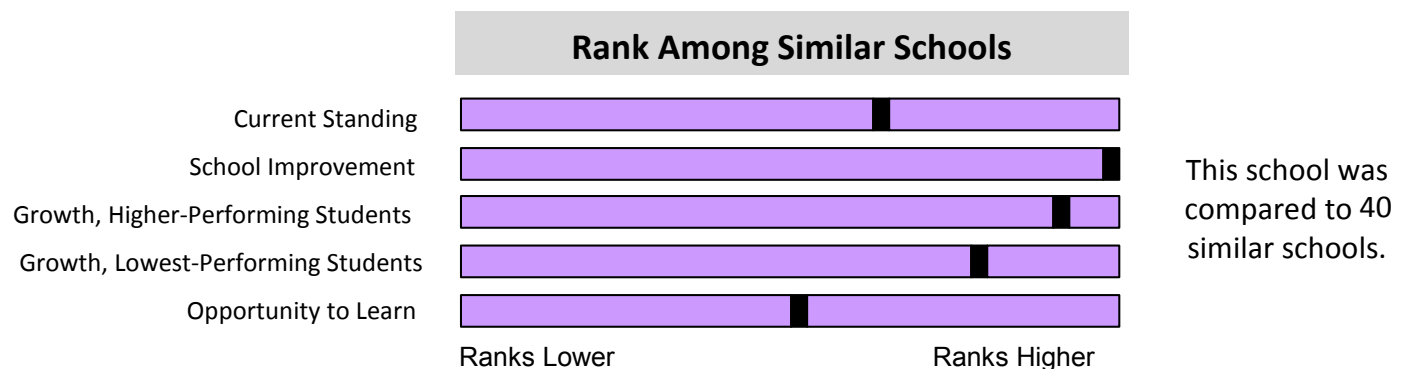
Reading (%) 94
Math (%) 94

School exempt from penalty because of size

Additional Information

Similar Schools

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	62	50	72	76	-	29	-	-	59	-	-
	2016 (%)	24	-	29	41	-	-	-	-	25	-	-
	2015 (%)	43	46	41	59	-	20	-	-	29	-	-
<i>Math Proficiency</i>	2017 (%)	38	21	53	53	-	≤20	-	-	37	-	-
	2016 (%)	18	-	25	29	-	-	-	-	17	-	-
	2015 (%)	29	9	41	47	-	<2	-	-	6	-	-

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



School Grade Report Card 2016

Certified

Final Grade













D

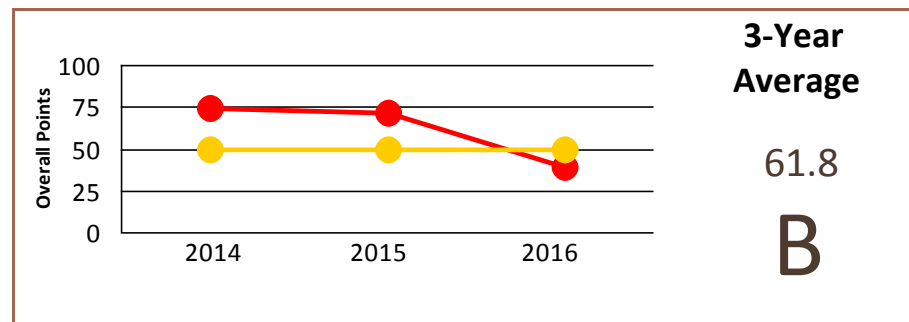
Roots and Wings Community Charter

District: Questa Independent Schools

Grade Range: KN - 8 Code: 79006

This School 
Statewide C Benchmark 

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	  21.3	F	10.69	40
School Growth				
Did the school as a whole improve student performance more or less than expected?	  5.8	F	0.64	10
Student Growth of Highest Performing Students				
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	  7.2	C	7.59	20
Student Growth of Lowest Performing Students				
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	  15.3	F	6.87	20
Opportunity to Learn				
Do parents and students believe their school is a good place to learn? Is student attendance high?	  7.5	B	8.63	10
Bonus Points				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	  1.6		5.00	5



Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total Points

39.42

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

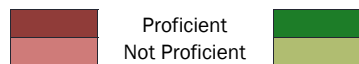
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

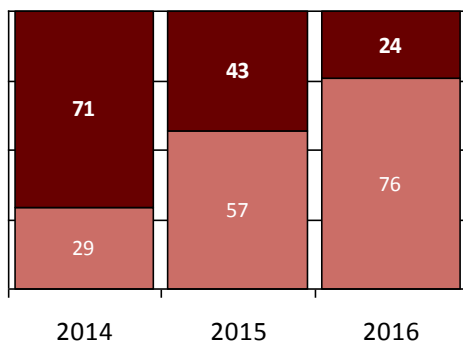
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	24.1	-	28.6	41.2	-	-	-	-	25.0	-	-
Proficient and Advanced (Pts)	2.41										
Value-Added Model (Pts)	1.96										
Math											
Proficient and Advanced (%)	17.9	-	25.0	29.4	-	-	-	-	17.4	-	-
Proficient and Advanced (Pts)	1.79										
Value-Added Model (Pts)	4.53										

3-Year Summary

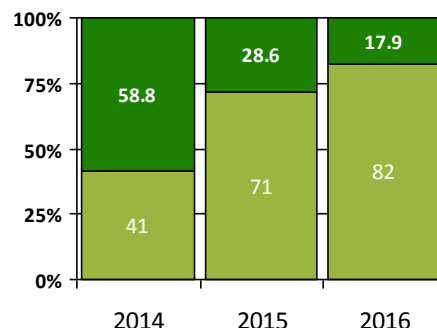
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	-2.110	-1.230
Points Earned	0.09	0.55

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	-0.47	-0.21	-0.20	-0.08	-1.05	-0.38	-	0.00	-0.21	-0.03	-
Highest 75% (Pts)	3.18										
Lowest 25% (VAS)	-0.63	-0.22	-0.20	-0.06	-0.49	-0.22	-	-	-0.27	-0.19	-
Lowest 25% (Pts)	2.65										
<i>Math Growth</i>											
Highest 75% (VAS)	-0.15	-0.14	-0.08	-0.12	-	0.05	-	-0.56	-0.12	-0.54	-
Highest 75% (Pts)	4.41										
Lowest 25% (VAS)	-0.20	0.11	0.37	-0.31	0.36	0.62	-	-	0.15	0.37	-
Lowest 25% (Pts)	4.21										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Attendance (Average)	91.0	93	90	91	94	94		78		91	89	
Attendance (Points)	4.80											

Survey (Average)	34.5	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	3.83	
Count of Surveys (N)	19	

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student and Parent Engagement | <input checked="" type="checkbox"/> Truancy Improvement |
| <input type="checkbox"/> Extracurricular Activities | <input checked="" type="checkbox"/> Other |

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.




Reading (%)	98
Math (%)	99
School exempted from penalty because of size.	

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	Ranks High
	Ranks Mid
	Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	0.0		24.6		43.5		82.6		47.8			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	39	(45)	38	(45)	43	(46)	37	(45)	40	(45)	37	(46)
School Growth	44	(45)	44	(45)	45	(46)	45	(45)	45	(45)	46	(46)
Student Growth, Highest 75%	39	(45)	35	(45)	40	(46)	33	(45)	38	(45)	33	(46)
Student Growth, Lowest 25%	42	(45)	35	(45)	40	(46)	39	(45)	37	(45)	37	(46)
Opportunity to Learn	45	(45)	45	(45)	46	(46)	45	(45)	45	(45)	46	(46)

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	24.1	-	28.6	41.2	-	-	-	-	25.0	-	-
	2015 (%)	42.9	45.5	41.2	58.8		20.0		<2.0	29.4	33.3	<2.0
	2014 (%)	70.6	75.0	68.2	77.8	-	57.1	-	-	56.3	-	-
<i>Math Proficiency</i>	2016 (%)	17.9	-	25.0	29.4	-	-	-	-	17.4	-	-
	2015 (%)	28.6	9.1	41.2	47.1		<2.0		<2.0	5.9	22.2	<2.0
	2014 (%)	58.8	58.3	59.1	66.7	-	42.9	-	-	37.5	-	-

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.



School Grade Report Card 2015

Certified

Final Grade

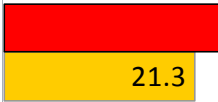
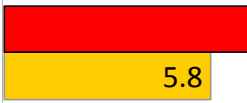
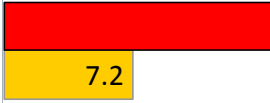

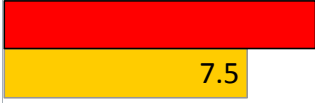
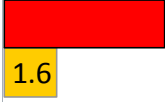
B

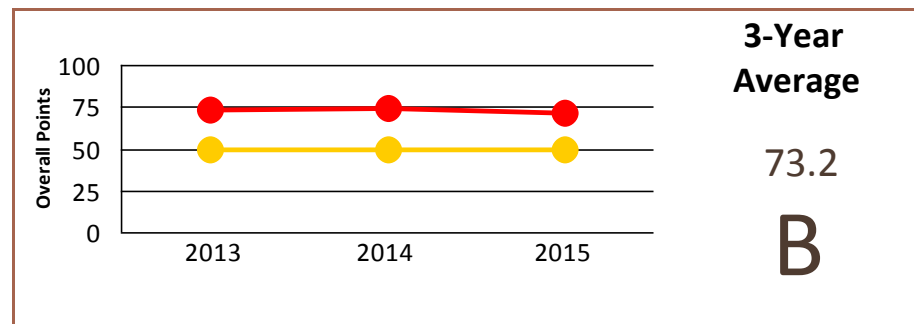
Roots and Wings Community Charter

District: Questa Independent Schools

Grade Range: KN - 08 Code: 79006

This School ■
Statewide C Benchmark ■

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		B	24.02	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		B	6.83	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	14.86	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	11.21	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		A	9.55	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.90	5



Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total Points

71.37

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

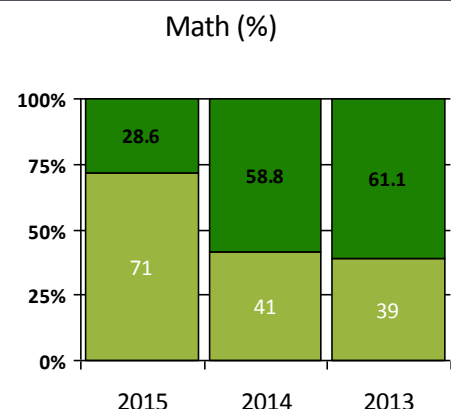
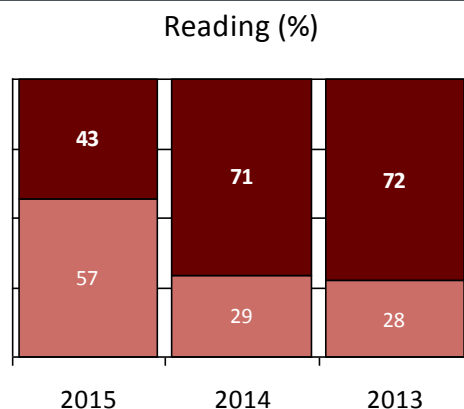
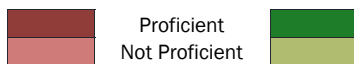
Current Standing

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	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading</i>											
Proficient and Advanced (%)	42.9	45.5	41.2	58.8		20.0		<2.0	29.4	33.3	<2.0
Proficient and Advanced (Pts)	3.21										
Value Added Model (Pts)	10.27										
<i>Math</i>											
Proficient and Advanced (%)	28.6	9.1	41.2	47.1		<2.0		<2.0	5.9	22.2	<2.0
Proficient and Advanced (Pts)	2.14										
Value Added Model (Pts)	8.38										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<i>Reading</i>	<i>Math</i>	
Value Added Score	1.330	-0.108	School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.
Points Earned	4.54	2.28	

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	1.17	0.16	0.17	0.18	-	0.12	-	-	0.59	0.57	-1.26
Highest 75% (Pts)	8.78										
Lowest 25% (VAS)	0.14	0.94	-0.60	-0.52	-	0.64	-	-0.96	0.00	-0.30	-
Lowest 25% (Pts)	5.55										
Math Growth											
Highest 75% (VAS)	0.27	0.18	-0.17	-0.02	-	-0.24	-	0.20	0.01	0.00	-
Highest 75% (Pts)	6.08										
Lowest 25% (VAS)	0.16	-1.12	0.03	1.25	-	-1.15	-	-	0.16	-0.06	-1.86
Lowest 25% (Pts)	5.65										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	89.8	88.7	90.7	92.0	-	89.8	-	-	88.3	91.0	-
Attendance (Points)	4.72										
Survey (Average)	43.4	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> 42.4
Survey (Points)	4.8										<i>Math</i> 43.9
Count of Surveys (N)	21										<i>General</i> 46.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☒ Student Engagement
- ☒ Parental Engagement
- ☐ Extracurricular Activities
- ☒ Truancy Improvement
- ☒ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

School exempted because of size.

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL			SWD			Ethnicity			ED		
	Rank	Total		Rank	Total		Rank	Total		Rank	Total	
Students (% Tested)	4.7			32.8			40.6			59.4		
Current Standing	13 (45)			9 (44)			26 (43)			8 (44)		
School Growth	18 (45)			11 (44)			29 (43)			14 (44)		
Student Growth, Highest 75%	8 (45)			6 (44)			17 (43)			7 (44)		
Student Growth, Lowest 25%	19 (45)			19 (44)			34 (43)			16 (44)		
Opportunity to Learn	9 (45)			7 (45)			7 (45)			7 (45)		

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	Y	Y	N	N	.	Y	.	N	N	N	.
	Math	-.0334	Y	N	Y	Y	.	N	.	.	Y	N	N
Growth Highest 75% (Q3)	Reading	-.0481	Y	Y	Y	Y	.	Y	.	.	Y	Y	N
	Math	-.0613	Y	Y	N	Y	.	N	.	Y	Y	Y	.
Proficiency	Reading	33.3%	Y	Y	Y	Y		N		N	N	Y	N
	Math	17.6%	Y	N	Y	Y		N		N	N	Y	N
Graduation	4-Year Cohort	75.6%											

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	42.9	45.5	41.2	58.8		20.0		<2.0	29.4	33.3	<2.0
	2014 (%)	70.6	75.0	68.2	77.8		57.1			56.3		
	2013 (%)	72.2		70.4	77.3		63.6			74.1		
<i>Math Proficiency</i>	2015 (%)	28.6	9.1	41.2	47.1		<2.0		<2.0	5.9	22.2	<2.0
	2014 (%)	58.8	58.3	59.1	66.7		42.9			37.5		
	2013 (%)	61.1		59.3	68.2		54.5			59.3		

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
Grade 3 to Grade 4 (%)		-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)												
Grade 8 to Grade 9 (%)												

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.