

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date:** June 17, 2016
- II. Item Title:** Vote on Charter School Amendment – Taos International Charter School to Change Length of School Day
- III. Executive Summary and Proposed Motions:**

Request and Rationale

Taos International Charter School is requesting to amend its Charter to alter the length of its school day. The current Charter designates the school day at Taos International to be 7 hours long with 30 minutes for lunch 4 days a week, and 6 hours with 30 minutes for lunch 1 day. The School seeks to change their schedule so the that the regular school day will be 8.0 hours long with 30 minutes for lunch 4 days a week (Monday-Thursday) and 5.5 hours with 30 minutes for lunch on Fridays. This will allow for 23 early dismissal Fridays.

The school indicates the rationale for its request is to allow the school to move forward with an improvement plan that will assist the school staff in exceeding students' needs and improving the letter grade the school currently holds. The school is planning on using these early dismissal Fridays for professional development for its teachers.

School History

The school opened its doors for the 2014-2015 school year serving only the following grades: Kindergarten, 1, and 6. During the 2015-16 school, the school served students in grades Kindergarten, 1, 2, 6 and 7.

This Dual Language/International Baccalaureate K-8 free public state chartered school, came into existence after a group of founders expressed their shared concerns about students who did not excel in traditional educational settings. In addition, not all students who began a dual language program in the public school system were able to continue in upper elementary grades due to limited space, and no dual language program exists locally for sixth grade students at the middle school level. Students had to abandon their dual language studies in the middle school grades.

Taos International School will serve the diverse population of Taos and will be the first school in this area to offer the International

Baccalaureate's Primary and Middle Years Programmes. Taos International Charter School charter was approved by the Public Education Commission on June 6, 2013.

Analysis of Amendment Request

The school's contract indicates the following information in the Material Terms of its current (2014) Contract:

(i) Operational Structure

Length of school day	<p>The regular school day will be 7 hours long with 30 minutes for lunch 4 days a week, and 6 hours with 30 minutes for lunch 1 day a week. The school will provide an after-school enrichment program of approximately 75 minutes 4 days a week.</p> <p><u>Instructional Hours Per Year</u> <u>Calculation:</u> 6.5 hours x 4 days = 26 hours 5.5 hours x 1 day = <u>5.5 hours</u> 31.5 hours/week 36 weeks (180 days) x 31.3 hours/week = <u>1,134 instructional hours per school year.</u></p>
Length of school year	Taos International School will provide 180 days of instruction per school year.

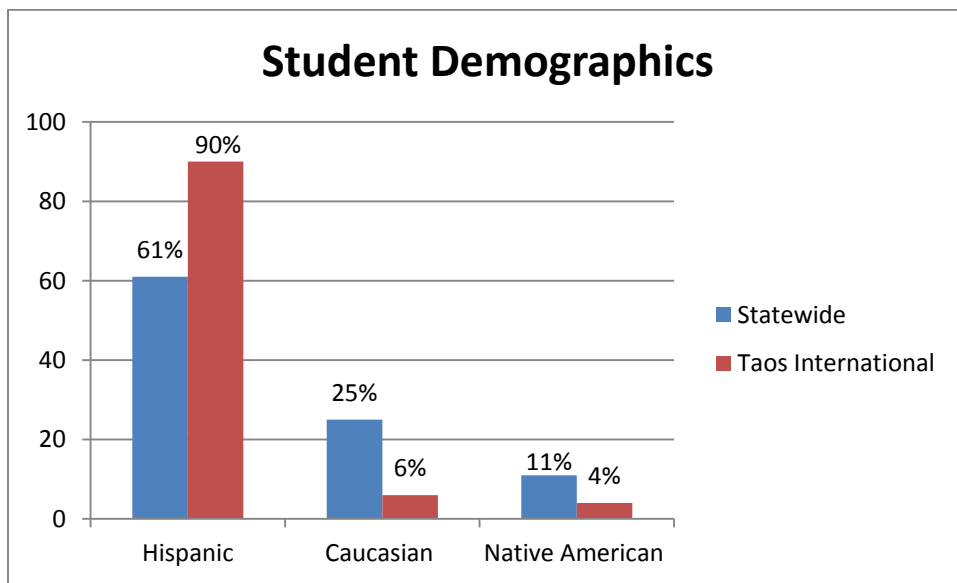
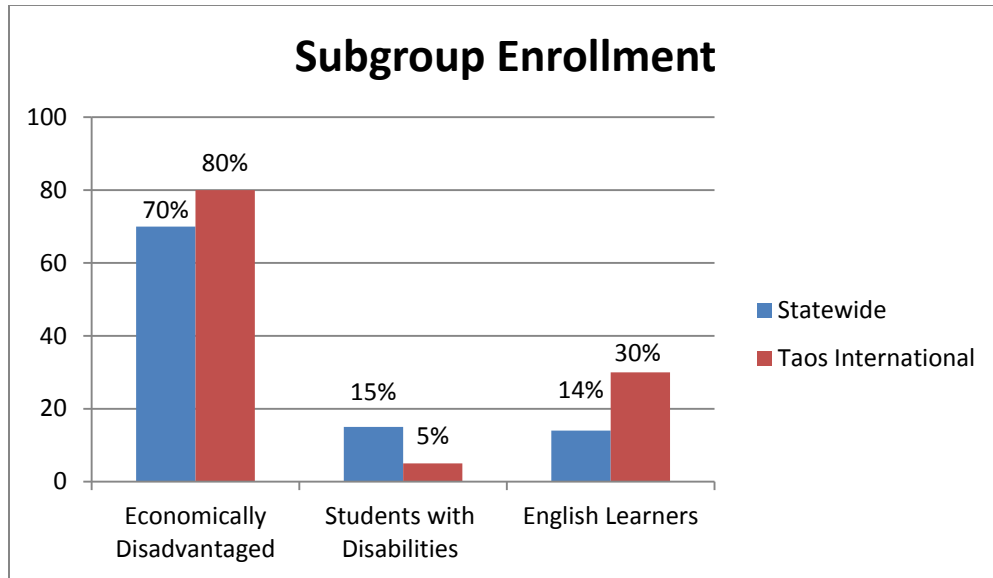
Under their current contract, the school's current number of instructional hours is 1,134. The school is seeking to reduce their number of instructional hours under this amendment request. The school is requesting to reduce the number of instructional hours by 44 hours.

Proposed Length of school day	The regular school day will be 8.0 hours long with 30 minutes for lunch 4 days a week (Monday, Tuesday, Wednesday, and
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	<p>Thursday), and 5.5 hours with 30 minutes for lunch on Fridays (23 early dismissal Fridays will be used as Professional Development Days). The school will provide an after-school enrichment program of approximately 45 minutes 4 days a week.</p> <p><u>Instructional Hours Per Year</u> <u>Calculation:</u> 7.5 hours x 4 days = 30 hours 5.5 hours x 1 day = <u>5.5 hours</u> 35.5</p> <p>hours/week 26 weeks (130 days) x 7.5hours/week = 975 hours 4.2 weeks (23 days) x 5 hours per day = 115 hours</p> <p>Total days = 151 days Total hours = 1090 instructional hours per school year</p>
Length of school year	Taos International School will provide 151 days of instruction per school year.

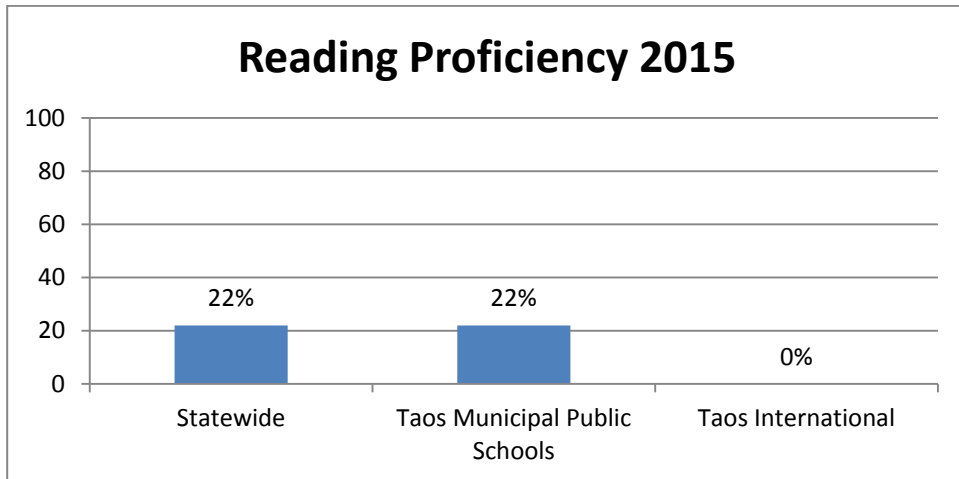
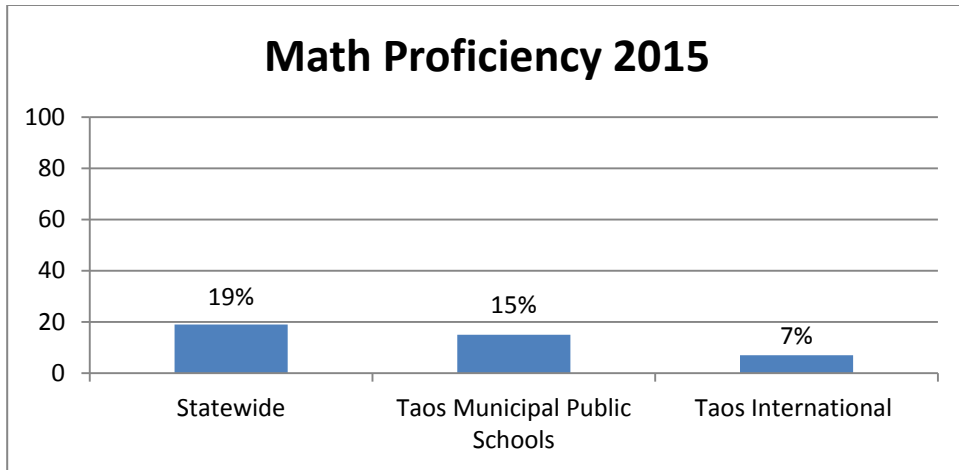
School Enrollment and Demographics Data

Subgroup enrollment and Student demographics for Taos International Charter School the 2016, as compared to statewide data is provided below. The STARS data indicates the school has a larger percentage of Economically Disadvantaged students and students who are English language learners enrolled than the percentage of such students enrolled in schools across New Mexico. The percentage of students with disabilities is lower than the percentage across New Mexico.



School Performance

In 2014-15 Taos International Charter School's school grade was a D. The table below shows a comparison of the school's state assessment proficiency data to the statewide data and the Taos Municipal School District data. This comparison for 2015 indicates that the school is substantially lower in both reading proficiency and math proficiency in 2015 as compared to statewide and local district data.



Proposed Motions

- Move to **approve** the amendment request presented by Taos International to amend its Charter to change their schedule so the that the regular school day will be 8.0 hours long with 30 minutes for lunch 4 days a week (Monday-Thursday) and 5.5 hours with 30 minutes for lunch on Fridays. This will allow for 23 early dismissal Fridays. **[PEC to provide reasons that the request should be approved].**
- Move to **deny** the amendment requests presented by Taos International to amend its Charter to change their schedule so the that the regular school day will be 8.0 hours long with 30 minutes for lunch 4 days a week (Monday-Thursday) and 5.5 hours with 30 minutes for lunch on Fridays. **[PEC to provide reasons that the request should be denied].**

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Taos International School

Date submitted: 5/11/2016 Contact Name: Nadine M. Vigil E-mail :director@taosinternational.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Pg. 33-Length of school day	<p>The regular school day will be 7 hours long with 30 minutes for lunch 4 days a week, and 6 hours with 30 minutes for lunch 1 day a week. The school will provide an after-school enrichment program of approximately 75 minutes 4 days a week.</p> <p>Instructional Hours Per Year Calculation: 6.5 hours x 4 days =26 hours 5.5 hours x 1 day - 5.5 hours</p> <hr style="width: 20%; margin-left: 0;"/> <p>Hours/week 31.5</p> <p>36 weeks (180 days) x 31.3 Hours/week = 1,134 instructional hours per school year.</p>	<p>The regular school day will be 8.0 hours long with 30 minutes for lunch 4 days a week (Monday, Tuesday, Wednesday, and Thursday) and 5.5 hours with 30 minutes for lunch on Fridays (23 early dismissal Fridays - 1:30 (pm) 10 calendar Fridays will be used as Professional Development days.</p> <p>An after – school enrichment program of approximately 45 minutes 4 days a week.</p> <p>Instructional Hours Per Year Calculation:</p> <p>Hours/week 26 weeks (130 days) x 7.5 hours per day = 975 hours 4.2 weeks (23 days) x 5 hours per day = 115 hours</p>	<p><i>Taos International School's 2014-2015 SY grade was the letter "D". Therefore, the rationale for amendment to the school's current length of school day and length of school year is curcial in making changes that will assist the school in moving forward in implementing an improvement plan that will assist the school/staff in exceeding students needs and improving the letter grade that the school currently holds.</i></p>	5/9/2016

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Length of school year	Taos International School will provide 180 days of instruction per school year	<p>Total days -151 Total hours = 1,090 Instructional hours per school year.</p> <p>Taos International School will provide 151 days of instruction per school year.</p>	<p><i>Taos International School's 2014-2015 SY grade was the letter "D". Therefore, the rationale for amendment to the school's current length of school day and length of school year is curcial in making changes that will assist the school in moving forward in implementing an improvement plan that will assist the school/staff in exceeding students needs and improving the letter grade that the school currently holds.</i></p>
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Original Signature of Governing Council President or Designee:  Date: 5/9/2016

Printed Name of Governing Council President or Designee: Garym Atias 

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____



☐ APPROVED

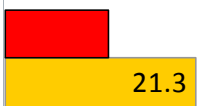

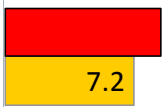


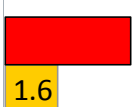
☐ DENIED

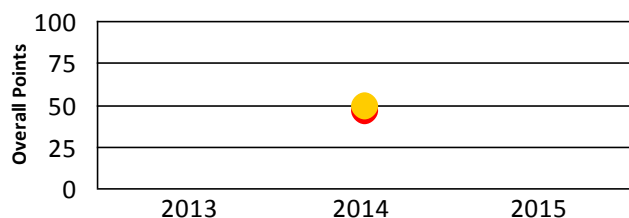
Taos International School

District: State Charters

Grade Range: KN - 08 Code: 555001

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.	 21.3	F	11.53	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?	 5.8	C	6.08	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.	 7.2	B	8.68	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.	 15.3	F	7.17	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?	 7.5	A	9.10	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	 1.6		3.83	5



3-Year
Average

46.4

D

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

46.39

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.

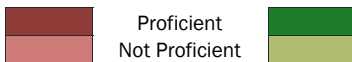
Current Standing

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>.

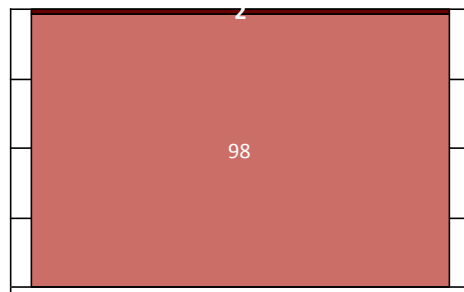
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	<2.0	<2.0	<2.0			<2.0			<2.0	<2.0	<2.0
Proficient and Advanced (Pts)	0.00										
Value Added Model (Pts)	3.79										
Math											
Proficient and Advanced (%)	7.1	<2.0	10.0			7.1			<2.0	25.0	<2.0
Proficient and Advanced (Pts)	0.54										
Value Added Model (Pts)	7.20										

3-Year Summary

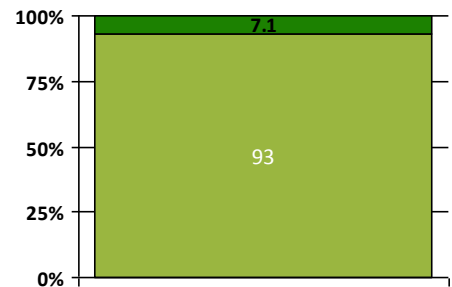
Performance is considered on grade level when students score either Proficient or Advanced.



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 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	0.304	0.243
Points Earned	3.10	2.98

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 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)	-0.40	0.33	0.09	-	-	0.18	-	-	0.14	-0.77	0.59
Highest 75% (Pts)	3.44										
Lowest 25% (VAS)	-1.12	-	-0.80	-	-	-0.80	-	-	-0.74	-1.03	-0.08
Lowest 25% (Pts)	1.30										
Math Growth											
Highest 75% (VAS)	0.06	0.58	-0.41	-	-	-0.03	-	-	-0.12	-0.89	0.35
Highest 75% (Pts)	5.25										
Lowest 25% (VAS)	0.22	1.59	0.60	-	-	0.76	-	-	0.81	0.14	-0.21
Lowest 25% (Pts)	5.87										

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)	92.8	92.6	93.0	-	-	93.1	-	-	92.1	-	93.4
Attendance (Points)	4.89										
Survey (Average)	37.9	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> 37.7
Survey (Points)	4.2										<i>Math</i> 38.1
Count of Surveys (N)	25										<i>General</i> NA

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)	21.4			28.6			100.0			57.1		
Current Standing	30 (45)			36 (44)			30 (45)			35 (44)		
School Growth	10 (45)			15 (44)			8 (45)			20 (44)		
Student Growth, Highest 75%	24 (45)			32 (44)			23 (45)			28 (44)		
Student Growth, Lowest 25%	33 (45)			36 (44)			35 (45)			39 (44)		
Opportunity to Learn	36 (46)			29 (45)			33 (45)			31 (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	N	.	N	.	.	N	.	.	N	N	N
	Math	-.0334	Y	Y	Y	.	.	Y	.	.	Y	Y	N
Growth Highest 75% (Q3)	Reading	-.0481	N	Y	Y	.	.	Y	.	.	Y	Y	Y
	Math	-.0613	Y	Y	N	.	.	Y	.	.	N	Y	N
Proficiency	Reading	33.3%	N	N	N			N			N	N	N
	Math	17.6%	N	N	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 (%)	<2.0	<2.0	<2.0			<2.0			<2.0	<2.0	<2.0
	2014 (%)											
	2013 (%)											
<i>Math Proficiency</i>	2015 (%)	7.1	<2.0	10.0			7.1			<2.0	25.0	<2.0
	2014 (%)											
	2013 (%)											

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.