

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
PUBLIC MEETING
VOLUME TWO
September 25, 2015
9:00 a.m.
Jerry Apodaca Education Building - Mabry Hall
300 Don Gaspar
Santa Fe, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102

JOB NO.: 3809L(CC)

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

A P P E A R A N C E S

COMMISSIONERS:

MS. CAROLYN SHEARMAN, Chair
MR. VINCE BERGMAN, Vice Chair
MR. GILBERT PERALTA, Secretary
MS. KARYL ANN ARMBRUSTER
MR. JEFF CARR
MR. JAMES CONYERS
MS. PATRICIA GIPSON
MS. MILLIE POGNA
MS. CARMIE TOULOUSE

STAFF:

MS. KATIE POULOS, Director, Charter Schools Division
MS. JULIE LUCERO, General Manager, Options for
Parents
MR. JOSHUA GRANATA, Assistant Attorney General,
Counsel to the PEC
MS. BEVERLY FRIEDMAN, Custodian of Records and
PED Liaison to the PEC

	Page
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

I N D E X T O P R O C E E D I N G S

5	Report from PED Leadership	267
8	2015-2016 Academic Performance Frameworks	255
9	Report from the Chair	338
10	PEC Comments	346
11	Open Forum	346
12	Adjourn	352
	REPORTER'S CERTIFICATE	353
ATTACHMENTS:		
1.	Public Meeting Sign-In Sheets, 9/24/15 and 9/25/15	

1 THE CHAIR: I call this meeting back into
2 session.

3 Why don't we go ahead with Item No. 8,
4 which is Academic Performance Frameworks, 2015-2016?

5 And, Katie, I understand it's just the two
6 schools?

7 MS. POULOS: Madam Chairwoman,
8 Commissioners, yes, there were originally four
9 schools on the agenda. We did give those schools a
10 deadline for when materials needed to be submitted
11 to be prepared for the meeting.

12 Those schools, two of them, did not submit
13 the materials timely. And so the only two schools
14 left on the agenda are Alma d'Arte Charter School
15 and International School at Mesa Del Sol.

16 THE CHAIR: How many schools, in total, do
17 we need to review their '15-'16 performance
18 frameworks?

19 MS. LUCERO: I can get you the total in
20 just a second.

21 MS. POULOS: It would be all of the
22 schools that did not, for the first time, go on
23 frameworks this year; and so we obviously did that
24 group that went on framework this year. And then
25 any schools that had previously been on framework,

1 the '14-'15 framework, we would then need a '15-'16
2 framework.

3 Julie is saying there are 15 of those.

4 MS. LUCERO: Fifteen.

5 MS. POULOS: At the August meeting, the
6 Commissioners voted to continue with the frameworks
7 as they were written for most of those schools and
8 to give the option to other schools, if they wanted
9 to renegotiate or not, to come to that process. The
10 number of schools that did that were the six --

11 MS. LUCERO: Yes, yes, the six yesterday.

12 MS. POULOS: -- yesterday -- not
13 yesterday, Wednesday -- that came forward for that
14 process, because they wanted to make changes to
15 their goals.

16 THE CHAIR: Okay. So we have fifteen
17 after today, Julie, or --

18 MS. LUCERO: Minus these two.

19 THE CHAIR: Total?

20 MS. LUCERO: So after today, there will be
21 13 left.

22 THE CHAIR: Okay. Okay.

23 COMMISSIONER ARMBRUSTER: Can I ask a
24 question?

25 THE CHAIR: I'm sorry?

1 COMMISSIONER ARMBRUSTER: Can I -- and if
2 it's not the time, just tell me.

3 When we were -- it takes me a while to
4 process that. So when we were talking about Anthony
5 and making the framework for the '15-'16 part of
6 that -- so if it doesn't matter because they get it
7 anyway, why would we matter doing that? Or do we,
8 anyway?

9 Somehow, in the middle of the night -- it
10 was 3:42, as a matter of fact -- but I thought,
11 well, why would we spend our time making a
12 framework, and 80 percent of your kids, or whatever,
13 when it doesn't really matter? Because it sounds
14 like it doesn't.

15 THE CHAIR: What do you mean, "It doesn't
16 matter"?

17 COMMISSIONER ARMBRUSTER: Because I
18 thought they got kind of a free skate, because they
19 weren't doing well before; but they're not now, at
20 least -- not.

21 THE CHAIR: Talk to Josh afterwards.

22 COMMISSIONER ARMBRUSTER: I'll talk to
23 you. You know how you wake up and you look at the
24 clock, and it's 3:42, and you think, "Why am I
25 thinking?"

1 Okay, that's fine.

2 COMMISSIONER BERGMAN: I would just like
3 to make a comment. I feel certain most of my fellow
4 Commissioners feel the same way.

5 I'm frankly disappointed that we still
6 have charter schools that have a very cavalier
7 attitude towards our requests for information and
8 don't put it in on time. And I think in the future
9 work sessions, we need to discuss those kind of
10 things. They need to understand that deadlines are
11 deadlines, and it needs to be done.

12 It just disappoints me.

13 Thank you, Madam Chair.

14 THE CHAIR: I agree. I wish we had some
15 teeth to do something about it. And maybe we can
16 figure out a way.

17 Anyway, for today, Katie, let's hear --
18 did you make your recommendation on Alma d'Arte?

19 MS. POULOS: No, I did not, Madam Chair.

20 Madam Chair, again, these were presented,
21 voted on the August meeting to inform them, unless
22 these schools wanted to revise their framework
23 during the renegotiation process.

24 So based on review, CSD does recommend
25 approval of these frameworks.

1 Alma d'Arte is the first framework, and it
2 was using the same academic goals that were utilized
3 in the 2014-'15 framework.

4 THE CHAIR: Okay. You've heard the
5 recommendation. You have the framework in front of
6 you.

7 Is there any discussion?

8 COMMISSIONER BERGMAN: Do we need to
9 include that business about the minutes -- are these
10 satisfactory minutes, or are these --

11 MR. GRANATA: They're just draft minutes;
12 but they're --

13 COMMISSIONER BERGMAN: They're not the
14 original.

15 THE CHAIR: So we need the final?

16 MR. GRANATA: Well, let me check. Yeah,
17 they're sufficient.

18 THE CHAIR: They are sufficient?

19 MR. GRANATA: Yes.

20 THE CHAIR: So Josh says the minutes are
21 sufficient.

22 Does someone care to make the motion,
23 please?

24 Commissioner Armbruster?

25 COMMISSIONER ARMBRUSTER: I move to

1 approve the 2015-2016 performance framework, with
2 performance indicators, for Alma d'Arte Charter
3 School -- pardon me -- Charter High -- with the
4 condition that the -- well, we have the notes;
5 right?

6 THE CHAIR: Just a period after that will
7 be fine.

8 All right. We have a motion to accept the
9 performance framework.

10 Do we have a second?

11 COMMISSIONER PERALTA: Second.

12 THE CHAIR: Motion by Commissioner
13 Armbruster, second by Commissioner Peralta.

14 Is there any further discussion?

15 Hearing none, Mr. Secretary, may we have a
16 roll-call vote, please?

17 COMMISSIONER PERALTA: Commission Conyers?

18 COMMISSIONER CONYERS: Yes.

19 COMMISSIONER PERALTA: Commissioner
20 Gipson?

21 COMMISSIONER GIPSON: Yes.

22 COMMISSIONER PERALTA: Commissioner Pogna?

23 COMMISSIONER POGNA: Yes.

24 COMMISSIONER PERALTA: Commissioner Carr?

25 COMMISSIONER CARR: Yes.

1 COMMISSIONER PERALTA: Commissioner

2 Toulouse?

3 COMMISSIONER TOULOUSE: Yes.

4 COMMISSIONER PERALTA: Commissioner

5 Ambruster?

6 COMMISSIONER ARMBRUSTER: Yes.

7 COMMISSIONER PERALTA: Commissioner

8 Peralta votes "yes."

9 Commissioner Bergman?

10 COMMISSIONER BERGMAN: Yes.

11 COMMISSIONER PERALTA: Commissioner

12 Shearman?

13 THE CHAIR: Yes.

14 COMMISSIONER PERALTA: Madam Chair, that
15 is nine to zero in favor of the motion.

16 THE CHAIR: Thank you. The vote -- the
17 motion to approve the 2015-'16 performance framework
18 for Alma d'Arte Charter High is approved
19 unanimously.

20 Josh has just reminded me that for the
21 record, we need to note that we do have nine
22 Commissioners present. Commissioner Chavez is
23 absent. We do have a quorum.

24 Thank you very much.

25 Let's move on to International School at

1 Mesa Del Sol.

2 MS. POULOS: Madam Chairwoman,
3 Commissioners, this was, again, a school that CSD
4 did initially, at the August meeting, identify that
5 they suggested, based on their evaluation of the
6 rigor of these goals, that they be renegotiated.

7 Based on a vote of the Commissioners at
8 the August meeting, it was decided to move forward
9 with either a -- retaining these goals or allowing
10 the school, if they so chose, to renegotiate these
11 goals.

12 They did not choose; therefore, they're
13 being brought forward to the Commissioners for
14 approval, based on that vote at the August meeting.
15 And CSD recommends approval.

16 THE CHAIR: Thank you for that. Do we
17 have -- good morning.

18 SECRETARY SKANDERA: Good morning. How
19 are you?

20 THE CHAIR: We'll be with you in just a
21 minute.

22 SECRETARY SKANDERA: All right.

23 THE CHAIR: Is there a discussion on
24 International School at Mesa Del Sol?

25 COMMISISONER GIPSON: I just have --

1 THE CHAIR: Hearing none, may we have a --
2 I'm sorry. Please go ahead.

3 COMMISSIONER GIPSON: She didn't hear me.

4 THE CHAIR: Put my head in the wrong
5 direction.

6 COMMISSIONER GIPSON: I'm just looking at
7 the Short Cycle Assessment and how it's written and
8 how we've been accepting them.

9 So I just have a concern as to -- I guess
10 there's nothing we can do about it. But my concern
11 is that this isn't how we've been asking for them to
12 be written, so that if this is the way it's being
13 presented to us, I don't know why we weren't given
14 some information that this is the form that it's --
15 that these frameworks are taking.

16 MS. POULOS: These were the goals from the
17 2014-'15 frameworks that were approved by the
18 Commission in 2014-'15.

19 COMMISSIONER GIPSON: Right.

20 MS. POULOS: And at the last meeting, at
21 the August meeting, CSD did recommend the
22 renegotiation of these goals based on rigor. But
23 the vote ended up being to move forward with the
24 frameworks from 2014 through 2015 to use those for
25 2015-'16.

1 COMMISSIONER GIPSON: Okay.

2 THE CHAIR: Commissioner Bergman?

3 COMMISSIONER BERGMAN: I might just
4 address -- that was never the plan. The PARCC
5 intruded on our great plans to do all these
6 contracts and do all these performance frameworks.
7 And then we had to scramble to try and adjust to the
8 fact that we weren't going to have the PARCC
9 results, which meant we didn't have the grade
10 reports for the schools.

11 So then -- and then it just kind of spun
12 out of control after that.

13 COMMISSIONER GIPSON: Right.

14 COMMISSIONER BERGMAN: No. This was never
15 the plan that we envisioned. This was never the way
16 we were going to do it. There was a plan. It may
17 not look like we had a plan. We had a plan. And it
18 was going to be done.

19 This -- we ended up with -- this is just
20 what we've got to do this year. I can assure you
21 it's not going to be done this way next year.

22 COMMISSIONER GIPSON: Next year. Okay.

23 COMMISSIONER BERGMAN: Thank you,
24 Madam Chair.

25 THE CHAIR: If I might just take a moment

1 of personal privilege. What comes to mind is the
2 saying, "Man plans, and God laughs."

3 And I believe I hear him laughing right
4 now.

5 So we had a plan.

6 COMMISSIONER GIPSON: Okay.

7 THE CHAIR: But anyway, we have a
8 recommendation to move forward with the 2015-'16
9 performance frameworks for International School at
10 Mesa Del Sol.

11 Commissioner Toulouse?

12 COMMISSIONER TOULOUSE: I move that the
13 PEC approve the 2015-2016 performance framework,
14 with performance indicators, for the International
15 School at Mesa Del Sol, with the condition that the
16 school provide signed and approved minutes by their
17 governance council.

18 THE CHAIR: And Josh tells me the minutes
19 provided are sufficient.

20 COMMISSIONER TOULOUSE: But they're not
21 the final.

22 MR. GRANATA: That's correct.

23 THE CHAIR: Thank you very much. You're
24 correct.

25 I hear the motion. Do we have a second?

1 Commissioner Pogna?

2 Motion and second to approve the '15-'16
3 performance framework of International School at
4 Mesa Del Sol.

5 Further discussion?

6 Mr. Secretary, may we have a roll-call
7 vote, please?

8 COMMISSIONER PERALTA: Commissioner Pogna?

9 COMMISSIONER POGNA: Yes.

10 COMMISSIONER PERALTA: Commissioner
11 Toulouse?

12 COMMISSIONER TOULOUSE: Yes.

13 COMMISSIONER PERALTA: Commissioner
14 Ambruster?

15 COMMISSIONER ARMBRUSTER: Yes.

16 COMMISSIONER PERALTA: Commissioner
17 Conyers?

18 COMMISSIONER CONYERS: Yes.

19 COMMISSIONER PERALTA: Commissioner
20 Peralta votes "yes."

21 Commissioner Gipson?

22 COMMISSIONER GIPSON: Yes.

23 COMMISSIONER PERALTA: Commissioner Carr?

24 COMMISSIONER CARR: Yes.

25 COMMISSIONER PERALTA: Commissioner

1 Bergman?

2 COMMISSIONER BERGMAN: Yes.

3 COMMISSIONER PERALTA: Commissioner

4 Shearman?

5 THE CHAIR: Yes.

6 COMMISSIONER PERALTA: Madam Chair, that
7 is a nine-to-zero vote in favor of the motion.

8 THE CHAIR: Thank you. The motion passes
9 unanimately. Thank you.

10 Now, officially, Madame Secretary,
11 welcome.

12 SECRETARY SKANDERA: Thank you.

13 THE CHAIR: It's very nice to have you
14 here. We weren't sure where you wanted to present
15 from, if you wanted to be there or here, wherever
16 you want to be. You can be up here, as far as that
17 goes.

18 SECRETARY SKANDERA: I'm good right here.
19 Thank you.

20 Madam Chair, if I might take a minute and
21 say thank you for allowing the time today. Katie
22 has spent a lot of time listening in her new role,
23 and we've spent a lot of time talking about what
24 we've heard, not just from the PEC, but charter
25 school community at large, and wanted to take the

1 time to bring for you a very preliminary draft of a
2 strategic plan, how -- if we're hearing all these
3 things, what are we going to do to close gaps,
4 whether it's communication or action.

5 And so our first step in that -- and I
6 wanted to be here and -- not only in saying I've
7 worked closely with Katie and am excited about this
8 plan, and -- but also to hear your feedback.

9 It is, by no means, final. So I think
10 it's a great time to walk through it and literally
11 answer questions, get feedback, et cetera.

12 Our hope and goal is that we would also
13 bring this forward at the charter school conference
14 coming up and have some subset meetings where folks
15 at charter schools, leaders, can give feedback, as
16 well, and then seek to finalize it after that
17 feedback.

18 So our -- in this plan, as I mentioned,
19 the desire to be responsive to what we've heard are
20 concerns and/or things that can be improved upon.
21 And I'm a big believer there's always room for
22 improvement.

23 And so with that, I thought Katie could
24 walk it through. My goal and desire was to be here
25 and hear your feedback, as well, and we'll seek to

1 incorporate where we can and move from there.

2 But I think it would be a -- my hope also
3 is it's a valuable -- once it's finalized, a
4 valuable, you know, conversation or checkpoint with
5 the field, the charter school leaders in our state,
6 but also with you, as the -- the primary, in the
7 sense of the most schools, authorizers in our state.

8 And so I just appreciate the time and your
9 investment and look forward to your feedback and
10 thoughts as we share.

11 Okay.

12 MS. POULOS: Thank you.

13 THE CHAIR: All right. And you're going
14 to be using this; so I think I'm going to move down
15 here. You're going to be available after the
16 presentation?

17 SECRETARY SKANDERA: I'm going to stay
18 here and just listen. And I'm not -- this is sheer
19 process. But, Madam Chair, I'm not sure if it's
20 best to present the whole thing and then -- so it's
21 kind of the holistic picture and then receive
22 feedback, and we can go back to slides or whatever
23 it may be.

24 But that would be my proposal, if you
25 agree, so that folks can get the whole picture of

1 what are we trying to address.

2 Does this sound like it's the right step?

3 And an action item. And so if you agree, maybe
4 having Katie walk through it in its entirety. We
5 know you all can read, so, you know, kind of not
6 reading every word for word, but also giving you
7 enough time to reflect.

8 We're not handing it out because it is
9 draft form, and we're continuing to get feedback
10 across the board. So we'll take notes. And that
11 was my goal is to hear from you and be a listener.

12 THE CHAIR: Okay. All right. Let's do
13 that, and then maybe we'll have a few minutes for
14 discussion afterwards.

15 MS. POULOS: In starting to build the
16 Strategic Plan, CSD worked with the entire division,
17 CSD division, and had all team members engage in a
18 variety of processes and activities and multiple
19 hours our team spent on coming to a vision of what
20 we wanted to do, as -- as the driver of our work.

21 And what we came to was two main pieces;
22 that is, to support excellent authorizing practices
23 throughout the state, not simply with the PEC, but
24 with the PEC and district authorizers, as well; and,
25 second, to improve and support charter schools that

1 provide quality innovative education.

2 So this is the vision that we have that we
3 feel should drive our work. And as we get to the
4 point where we have the opportunity for some
5 feedback, I would love to receive feedback on the
6 quality of this vision statement and whether you
7 think the wording is appropriate, or if there's room
8 to fine-tune the wording.

9 The next step was to understand really
10 what we know about our charter schools in the state
11 right now. We have 99 charter schools operating in
12 New Mexico this year. 62 are State-chartered; 37
13 are district-chartered.

14 We have the most recent report card data
15 from 2013-'14 for three-year average letter grades.
16 What we found was that -- and I don't have the
17 percentages in front of me -- but 16 of our
18 State-authorized charter schools at that time were
19 "A" letter grades for three-year average letter
20 grade. 26 had a "B" three-year average letter
21 grade. 25 had a "C." 17 had a "D." And seven had
22 an "F."

23 The numbers -- the split is fairly even
24 between the State-chartered and the
25 district-chartered; not totally even, but fairly

1 even. So I think that we're probably equal in our
2 performance.

3 COMMISSIONER CARR: Katie, can I stop and
4 ask you? So that 62 State-chartered, does that
5 include Anthony? And obviously, it doesn't include
6 the two schools we approved yesterday. So...

7 MS. POULOS: Correct. It includes
8 Anthony. It does not include Health Sciences.

9 COMMISSIONER CARR: It does not include.
10 So that's pretty accurate. So it's actually 60- --
11 it will be 64 soon. Okay.

12 MS. POULOS: So we also took the time to
13 understand what we had been hearing and what we
14 really needed to respond to.

15 We've heard, certainly, I think, from all
16 parties -- and I think all parties have heard
17 this -- that the communication can certainly be
18 improved between the PED, the PEC, and charter
19 schools, that some feel that the administrative
20 reporting requirements are burdensome, especially
21 schools that are high-performing. And this goes to
22 kind of that last bullet, feeling that there's a
23 one-size-fits-all approach to monitoring or
24 interacting with charter schools.

25 I think the other feedback that we've

1 received is that our expectations and standards can
2 be unclear, that information that's coming out, both
3 in training and as far as evaluation standards, is
4 inconsistent and could be improved. We're also
5 seeing that the quality of training is not as
6 aligned to the expectations as it should be, and,
7 again, certainly can be improved.

8 And I think to the point of burdensome
9 administrative reporting requirements and a
10 one-size-fits-all approach, seeing that the charter
11 environment may not be as friendly as it could be,
12 especially based on the performance of high-quality
13 schools, really recognizing that. And I think that
14 goes to that bullet of insufficient recognition of
15 high-performing schools. How do we interact in a
16 way that recognizes their success?

17 SECRETARY SKANDERA: I just want to kind
18 of sidebar commentary, Madam Chair, if I might. I
19 would just say, "This is what we've heard." And
20 whether I or Katie or, you know, agrees or
21 disagrees. When you hear something over and over
22 again, there's got to be something at the root of
23 it. And I think setting these out and saying,
24 "Let's get to the bottom of what's at the core of
25 some of these things and concerns."

1 And so that would be, as we -- as Katie
2 unpacks this next bit, to me, agree or disagree.
3 And whether you agree or disagree with any number of
4 things up there, we definitely have heard this from
5 the field; some, I think, from you at different
6 points, et cetera. And as far as I'm concerned, if
7 we're hearing it, we need to at least understand,
8 "Why is this becoming an issue, and what are we
9 going to do about it? And whether this is the root
10 issue or there's something underneath it, let's
11 start digging till we get to what's driving these --
12 this feedback that we're getting."

13 COMMISSIONER ARMBRUSTER: I'm sorry.
14 Could I just ask a procedural question here?

15 So we're looking at this. And we're
16 looking at solutions or ways that we could improve
17 that? Is that, like, the overall resolve here?

18 MS. POULOS: Those would be the next
19 slides, certainly. And those next slides were built
20 around a desire to respond to these things that
21 we're hearing.

22 COMMISSIONER ARMBRUSTER: These are kind
23 of like where we are, and we're developing where
24 we're going to go; is that correct?

25 SECRETARY SKANDERA: I think it's fair to

1 say when you're looking at all of these, none of
2 these, would I stand up and say, "Yay, this is great
3 feedback," in terms of what I would want someone to
4 say. Poor communication is not something I would
5 champion and say we're proud of, or unclear
6 expectations, or whatever the issue is.

7 So I think it's fair to say also this is
8 taking -- where we see there's clear, marked room
9 for improvement, based on feedback. It's not
10 necessarily taking, "Hey, this is working well,
11 we're going to set that aside."

12 We're going to say, "What are things we
13 are hearing that we can close gaps on, or we believe
14 we can." And then as Katie walks through the next
15 bit here are some of the things that will start to
16 get at some of these concerns as we go forward, if
17 that makes sense. I don't think any of these -- my
18 gut is if you were in my chair you wouldn't be
19 sitting there and saying, "And we're proud that poor
20 communication is something we hear on a regular
21 basis. And we're proud..." -- it's the reverse;
22 right? Here's some things we're hearing that we
23 want to change.

24 And so there may be great things going on;
25 but if this is part of the narrative, then let's do

1 something about it.

2 COMMISSIONER ARMBRUSTER: Thank you.

3 COMMISSIONER TOULOUSE: You know, I think
4 looking at these, though -- this is me, the
5 bureaucrat, with my 30 years' background in State
6 government and still having a son there.

7 You could take PED, PEC, and Charter out
8 of there and put in any other department in State
9 government, and you're going to have these. And
10 you're going to have to have gone back at least to
11 the 1960s, when I started, and all the way through
12 to today. These are the complaints you get from
13 people who work outside of Santa Fe and have to deal
14 with people in Santa Fe.

15 And I do -- I've always thought there are
16 ways to fix some of them. I've never seen it done.
17 So good luck.

18 SECRETARY SKANDERA: I will say I couldn't
19 agree with you more. But that doesn't say we
20 don't -- let's put it on the table, and let's
21 say and -- let's have -- I was remiss. I didn't
22 mention I just saw -- we also sat down with the
23 Charter School Association earlier this week and got
24 feedback, as well.

25 At the end of the day, truth. I agree.

1 And, you know, I concur completely; but it doesn't
2 mean we don't want to say, "Okay. Does it mean that
3 we can't do something about it?"

4 And I would say, "We can." I believe
5 that.

6 And the more we agree on what those action
7 items are, when we come back next time, Carmie, my
8 dream is that -- you know what? We look at this,
9 and we say, "Hey, those still may be issues; but we
10 think we've minimized some of those things."

11 COMMISSIONER TOULOUSE: I've always
12 thought there are solutions that nobody's done.
13 Maybe at the tail-end of my public career, I can be
14 involved with some of the solutions of things I wish
15 I'd known 45 years ago.

16 SECRETARY SKANDERA: Right.

17 COMMISSIONER POGNA: Katie, I don't
18 understand the "unfriendly charter environment." Is
19 it mostly from the community? From the districts?
20 Within the schools? I don't understand.

21 SECRETARY SKANDERA: I might speak to it a
22 little bit. I've heard that on a couple of -- more
23 than a couple of occasions.

24 COMMISSIONER POGNA: Who is unfriendly?

25 SECRETARY SKANDERA: Let me -- I'll

1 summarize what I've taken from that. And I don't
2 want to misrepresent anybody who's shared that with
3 me.

4 My take on that is, number one, I've been
5 pretty outspoken. If you're not performing as a
6 charter school -- there are greater flexibilities
7 with charter schools, therefore greater
8 responsibilities, from the vantage point that I see
9 and from the law. So if it's perceived as
10 unfriendly when we have a high bar and we say, "You
11 don't just get to re-up your charter because you've
12 had one," there's an obligation to our kids and our
13 state. So I don't know if that is one piece -- like
14 I said, I don't want to put words in other folks'
15 mouths but I have had those words said to me. I
16 think that could be one scenario, if you're not
17 just, you know, carte blanche -- I think there's an
18 accountability piece that's important in our charter
19 school realm. That's the one thing that stands out
20 to me. There may be other things.

21 Oh, no, I know. There's two things. The
22 other thing is I have had it said in the context of,
23 "Listen, you're killing us. This is burdensome.
24 We're -- you know, we've been an 'A' for five years
25 straight, and we're still doing, you know, millions

1 of reporting that seem like bureaucratic kind of
2 process."

3 Some of it may be State law, so -- okay.
4 But are there things that -- in the Charter School
5 Division that we've promulgated, if you will, that
6 we could think more strategically about? And so is
7 that unfriendly at a certain point, when you've got
8 a school attempting to serve kids, and they feel
9 like they're spending all their time --

10 COMMISSIONER ARMBRUSTER: Sort of the
11 one-size-fits-all, that everybody needs to do the
12 same thing.

13 SECRETARY SKANDERA: Yeah. Yeah. Those
14 are the two things that I think might lend towards
15 that feeling of, you know, "Do you really want to
16 see us succeed? Because, at the end of the day,
17 here are all the things you're putting on our
18 plate."

19 I use "you" loosely. I also want to say I
20 think some of this is State law; some is federal
21 law; right? And some of it, we can't control. But
22 if there's something we can do, we should listen and
23 respond.

24 COMMISSIONER CARR: Madam Chair?

25 THE CHAIR: Yes.

1 COMMISSIONER CARR: I can shed some light,
2 Millie, on your question, because I've experienced
3 it firsthand.

4 You know, many friends of mine who have
5 moved over to teach at charter schools have
6 completely lost friends. They -- the prevailing
7 attitude is that all -- either all charter schools
8 are bad -- and on the other side, too, all charter
9 schools are good is completely on the other side.
10 The truth is somewhere in the middle. And people
11 don't understand the complexity of the charter
12 schools and what we're do- -- you know, and what
13 we're doing here. And -- and it's very difficult.

14 I was practically disowned by the AFT.
15 But they have brought me back. And it's -- it's
16 difficult. My friend -- and it's -- you know,
17 it's -- you know, it's a matter of -- again, of
18 communication, you know. And that's extremely
19 important that people understand the whole picture,
20 because it's extremely easy to see things in black
21 and white, Millie.

22 And the truth of the matter, things are
23 quite often complex. And there's an awful lot of
24 good charter schools out there. There's a few that
25 we've had to close. And the public schools have

1 issues. We all know that, anybody who's worked with
2 them, you know.

3 So we have a series of problems to deal
4 with. And that's a public perception that it can be
5 solved by education and communication.

6 So it's still extremely strong. People
7 see Southwest Schools -- or they see Health Sciences
8 Academy, and they -- which I probably shouldn't have
9 mentioned -- but the -- and they think, "Ah, well,
10 they're all bad."

11 It's like, "All politicians are bad."

12 It's real easy for people to do that. It
13 is a prevailing attitude that's still out there.

14 MS. POULOS: I think that's a great
15 transition to the next slide, which is really our
16 big strategic goals that we're proposing.

17 And I think, to answer exactly that, the
18 first is to educate and inform and let the community
19 understand and know that quality educational choices
20 can drive student success, and will drive student
21 success.

22 The next is to develop that
23 charter-friendly environment by reducing
24 administrative burdens where we can and identifying
25 what are burdens and what are requirements, what are

1 things that we can flex on and what can't we, and
2 especially to recognize high-performing schools in
3 that, and to encourage their growth and the growth
4 of high-quality options.

5 The next is to really implement a targeted
6 evaluation of those academic organizational and
7 financial performance requirements to make sure when
8 we see flags, we're looking at those flags, that
9 we're not digging in again at the same level for
10 everyone, but really digging at the appropriate
11 level.

12 If somebody has a track record of academic
13 success, how much more do we need to dig in? How
14 much more do we need to know? How much more of
15 their time do we need to spend looking at that, or
16 is that track record enough?

17 If they have a track record of
18 organizational flags, things that make me concerned,
19 where do we dig in? What do we find out, and how do
20 we give that that information to approve?

21 The next, to support the approval of
22 quality applications, renewals, new applications,
23 applications for amendments, any of those areas
24 where we're getting those and evaluating them to
25 really make sure we're improving the quality

1 applications.

2 Next is to provide charter school
3 operators with the information and resources they
4 need to make sure when we see issues about their
5 concerns, that we clearly communicate about what our
6 expectations for improvement are and give them the
7 time to make that improvement.

8 And last is to assist PEC and the
9 districts in the development and implementation of
10 high-quality charter school authorizing practices,
11 where there are practices missing, where there are
12 practices that can be improved to help them support
13 that.

14 THE CHAIR: May I ask about the second
15 bullet? Particularly, "Encourage the growth of
16 high-quality options."

17 What do you have in mind there?

18 SECRETARY SKANDERA: So -- and maybe
19 that -- if there's a better way to word that, let us
20 know. From my vantage point, the point -- and it
21 goes back to what I said earlier. It's a charter --
22 I believe our law also reinforces this -- there's
23 greater flexibility in charter schools.

24 COMMISSIONER BERGMAN: Don't let me
25 interrupt.

1 SECRETARY SKANDERA: There's greater
2 flexibility for charter schools; but there's also a
3 responsibility: Clear goals and deliverables for
4 kids. And so "high-quality" -- I don't know if
5 that's the right wording. But those who are
6 delivering on, how do we ensure and support those
7 who are delivering on the promises for their kids
8 that they're making in their charter applications,
9 et cetera? That's what we want to get behind and
10 support. And when we're missing that mark,
11 something needs to be done.

12 So if there's a better way to word that --
13 the intention behind it is, this is -- we want
14 high-performing charter schools serving our kids,
15 innovative, all those things. And when we're not
16 delivering -- and when I say "we," I'm talking about
17 you have a charter that says you're going to do X,
18 Y, and Z for those kids. When you're not meeting
19 the mark, you have our support. But how do we
20 reinforce that that's not a nice idea? How would
21 you word -- is there a better word?

22 THE CHAIR: I really was not clear what
23 that was talking about. I wondered, when I read it,
24 if it was talking about replication.

25 SECRETARY SKANDERA: I didn't mention

1 that; but I would say I think there's a desire to
2 always see our high-performing -- you know, if
3 they're doing a great job and serving kids, then I
4 say that to our traditional public schools, as well.
5 "replicate what you're doing. It's making a
6 difference for our kids."

7 I think you could put that in there, as
8 well.

9 THE CHAIR: Do you have -- I should wait
10 and see the whole presentation. But are you looking
11 at a particular plan for replication? Has it gone
12 that far?

13 SECRETARY SKANDERA: No.

14 THE CHAIR: Because we've looked at it --
15 pardon my voice -- we've looked at it somewhat in
16 this Commission. And the more you get into it, the
17 more it's a can of worms with regulations and this
18 and that that really come into play and make it more
19 of a difficult thing to do than it appears on the
20 surface, at least to us -- or to me, when I looked
21 at it.

22 SECRETARY SKANDERA: Right. I won't
23 comment on that. I think -- I mean, there's lots
24 of -- doing anything, and when you multiply it,
25 always is more nuanced, et cetera.

1 The one thing I would say is -- and like I
2 said, I say this to our traditional public schools
3 all the time. "if something is working, let's talk
4 about it. Let's replicate it. Let's make it" --
5 but as soon as you say that, to your point,
6 there's -- it's challenging. It's usually dependent
7 on people. It's usually dependent on laws and
8 regulations and all those kinds of things, and
9 money.

10 And so I want to be careful that -- I'm
11 not trying to not acknowledge there are absolutely
12 hurdles or complications whenever you're trying to
13 take something and do it again, if -- and I think
14 the point here is if something is going really well,
15 we ought to be asking that question: Why is it
16 going well, and is there something we should be
17 looking at that's broader in that case?

18 And I feel the exact same way around if
19 we're not doing something well, let's understand
20 why. And that kind of is the start of this, and
21 let's do something to close those gaps.

22 THE CHAIR: Okay.

23 COMMISSIONER BERGMAN: Madam Chair?
24 Madam Chair?

25 THE CHAIR: Yes.

1 COMMISSIONER BERGMAN: I'm way over here,
2 please. I'm not where I should be, but I'm here. I
3 want to see the screen. I want to discuss a couple
4 of those bullets, too.

5 THE CHAIR: Sure.

6 COMMISSIONER BERGMAN: And I'm probably
7 feeling a little defensive right now, because I have
8 been intimately involved in the establishment of all
9 the processes that we have put in place in the seven
10 years I've been on this Commission; I mean
11 intimately involved.

12 Your bullet there says, "Support the
13 approval of quality applications."

14 There's an inference there that we're not
15 doing quality applications. I disagree with that.
16 I think our form and our process and our
17 instructions is high quality right now.

18 Then down there, the last one, "Assist the
19 PEC and districts in the development of high-quality
20 authorizing practices."

21 We already have, in my opinion,
22 high-quality authorizing practices that we have put
23 in place.

24 I was at NACSA in Miami last year. I went
25 to all -- I went to every seminar I could go to, all

1 the breakout sessions. I came back here, and I told
2 this Commission I came -- went there prepared to
3 bring some stuff back with me. They -- there was
4 nothing discussed in any of those breakout sessions
5 that we weren't already doing right here in
6 New Mexico.

7 I walked out of there proud of what we've
8 established in this state and what we're doing. And
9 that kind of offended me, that kind of wording, if
10 you want to know the truth, because I think we have
11 it.

12 Can they be tweaked? Certainly. Do we
13 need to continue to push for higher quality stuff?

14 But I -- that gets to me a little bit.
15 That infers and implies we don't have it. And in
16 my -- just one Commissioner's opinion, I think we
17 already do have them.

18 And Katie is new. She doesn't know this.
19 Every year, we look at our process after we go
20 through this. And we've -- every year in January
21 and February, we go back and look at all the forms.
22 We look at what came up right up through yesterday.
23 We look at what's going to come up in the renewals,
24 now that we're jumping into next month, and we'll
25 finalize in December. And then we made a

1 substantial amount of changes right after -- in the
2 spring this year, to some of our forms.

3 So we're not just ignoring these things.
4 We're aware that we can always make it better.

5 So I'm not happy with that language, just
6 speaking personally now. So think about that,
7 please. Yeah.

8 COMMISSIONER ARMBRUSTER: You know, I --
9 as the newbie here, one of them, what I took that to
10 say, in just the short amount of time I've been
11 here, is that as time goes on, you understand more
12 what's going on, and then you expect more from
13 people, because you start, like, here. And here's
14 where you want to be, and we're maybe here. And now
15 we're here.

16 So I think that what we -- what I
17 experienced -- and that's all I can talk about -- is
18 that the -- the applications, we're really holding
19 them to dotting the I's and crossing the T's and not
20 making assumptions about it.

21 Well, I think that's probably what they
22 mean. Really, when you fill out a form, like if you
23 were asking for a grant or you were doing anything
24 else, you'd better -- you can't assume anything.
25 You have to have the words in front of you, because

1 maybe they didn't know that.

2 And that's kind of what I took that to
3 mean, not that we weren't doing well -- or you --
4 you guys weren't, because I haven't done it. And
5 that's just what I noticed. Even the difference
6 yesterday, with the -- going through the forms, what
7 they did do and what they didn't do that might have
8 passed before, because we're new, and people don't
9 have that experience or didn't have that
10 expectation, but now they do.

11 And I think that's good. I mean, I think
12 that the word should be out. You have to be really
13 good and do what you're supposed to do.

14 That was just my take; but I don't
15 discredit what you said.

16 THE CHAIR: If I might just add my take
17 on -- on the process that we've gone through, I
18 think we have a good form. I think we have a good
19 application.

20 I think our problem comes in the review
21 teams and the analysis of that. Everybody looks at
22 it a different -- a little differently. Each review
23 team is made up of different personalities,
24 different interests, different strengths.

25 And so you get a different take on each

1 evaluation with a different team. And then we each
2 look at them differently.

3 And so I think -- I think that became very
4 clear yesterday with the SAHQ application, when they
5 said last year, it was the same application, and it
6 was recommended. This year, it was the same
7 application, and it was recommended for denial.
8 It's the difference in how they're reviewed and how
9 they're -- how they're evaluated.

10 So rather than the application part
11 itself, I think it's the -- I think it's the
12 analysis that we have to get some continuity in and
13 some -- some built-in standards, so that everybody
14 knows you're looking at it at least with the same
15 expectations.

16 That was my take on what we -- what we
17 found out yesterday.

18 So -- and I know we're using a lot of
19 time. We've got 20 more minutes of you, and we've
20 got probably several more slides.

21 Shall -- could I suggest we go through all
22 of this and then come back for questions?

23 COMMISSIONER CARR: Well -- but it's on
24 this topic, and it's quick.

25 THE CHAIR: Whatever you guys want to do,

1 that's fine. But I know we're not going to have
2 much time.

3 COMMISSIONER CARR: You already took up
4 more time than I was going to use.

5 Sorry.

6 The -- I agree I'm not offended, because
7 I'll give you the benefit of the doubt that that
8 last one could just say, "Continue to assist PEC and
9 districts."

10 And then that would take away the -- the
11 thought that it might -- that you don't think we're
12 doing it now.

13 I think you think we're doing it now. I
14 didn't take it that way. But I do agree with
15 Commissioner Bergman that I think we're doing a
16 great job, and we could put on a seminar in Denver
17 this month -- or next month.

18 COMMISSIONER GIPSON: Now, you're making
19 me think I shouldn't bother going.

20 COMMISSIONER CARR: No, you're -- you
21 still need to go.

22 MS. POULOS: I've been several years. And
23 every year, I learn a lot. I think it's a great
24 process.

25 COMMISSIONER GIPSON: I just have a quick

1 question. With the second bullet, when you're
2 talking about reducing administrative burdens, I
3 know it became a source of contention with some of
4 the renegotiations with the high-performing schools,
5 "Why are we having to sit here and do that?"

6 Is that more what you're looking for, when
7 you're addressing that, is not having to perhaps do
8 the renegotiations of frameworks? Is that --

9 MS. POULOS: I think there's many ways you
10 can see that. And that's certainly why we're here
11 today, asking for the input, because I think it's
12 both on PED's side, how can we reduce administrative
13 burdens, and it's also on the work that we at CSD do
14 to support the PEC.

15 And are there spaces there, where as we
16 continue to assist in the development and
17 implementation of those high-quality authorizing
18 practices, are there areas where we can help suggest
19 that there are areas that maybe, you know, we could
20 reduce the paperwork for the board.

21 SECRETARY SKANDERA: I'll tag-team with
22 what Katie said. From my vantage point -- and like
23 I said, Katie's hearing a lot of stuff; I'm hearing
24 a lot of stuff. So we're trying to pull that
25 together and hear from the team and others.

1 I've consistently heard, "Hey, this is --
2 we're doing a great job, and all we end up doing is
3 spending time on not instructional things and kids,
4 but on 'X.'"

5 I hear that in our traditional public
6 schools; I hear -- so are there places we can
7 streamline or think creatively? But as I said
8 earlier, some of that is out of our control; right?
9 That's a State law or a federal law or whatever it
10 may be. But let's look at it. Let's take a hard
11 look at it and see if there's a place to be
12 responsive.

13 I also think, as you mentioned, going to
14 NACSA conferences, et cetera, and hearing more, one
15 of the things that I've seen in the last year or
16 two, three years, across the nation is this very --
17 this look, and the idea that there might be a -- and
18 I'm using this very loosely -- tiered approach to,
19 you know, charter schools, that knocking it out of
20 the park on every level, all right, whether it's
21 fiscal, educational, all those things, they've got
22 their stuff together, that there's a -- there may be
23 a more streamlined process in certain things.

24 And I think NACSA has talked a fair amount
25 about that as far as best practices, and there are

1 other states adopting those things. I think we
2 should look at that. There are things we won't be
3 able to do; but I think there might be some, if that
4 makes sense.

5 COMMISSIONER TOULOUSE: I'd like to know
6 if these comments are coming from schools that had
7 never been on a contract until they're now going
8 onto one, or people who have been approved since the
9 State law required us to do contracts who already --
10 that's the process, and they know how to do it.

11 Because having done negotiations several
12 years now, my feeling is the tension comes from the
13 renewal schools who have never had a contract and
14 don't want to have to give us any information. I
15 could name two or three just this last go-round.
16 And I wonder if that will all change when
17 everybody's on a contract, too.

18 SECRETARY SKANDERA: Good point. No
19 offense meant, by the way.

20 COMMISSIONER BERGMAN: That's just me.
21 And this -- to measurable goals, this is my baby.

22 SECRETARY SKANDERA: Yeah.

23 COMMISSIONER BERGMAN: When I came on this
24 Commission, when we came on seven years ago, none of
25 this was in place. There was nothing in place. It

1 was just a handshake and "Here's your charter and
2 get after it."

3 And so I -- actually, I've been intimately
4 involved. I've come to many meetings up here in the
5 charter school offices up there. Especially with
6 the contract, when it was the first drafted, the
7 Chair and I sat in two different meetings, all-day
8 meetings. We were intimately involved in that, and,
9 of course, the framework part of it.

10 And as to the frameworks, unfortunately,
11 by statute, we don't have the option to tell an "A"
12 school, "Well, you can't do the framework." The
13 statute says they have to do it. But whether they
14 like it or not, they have to do it. Whether I like
15 it or not, I have to be there to help them do that.

16 But, yes, I give -- I admit I'm a little
17 defensive about it.

18 Let's get going now. Yeah, let's get
19 going.

20 MS. POULOS: I think the next five
21 slides -- because one has two -- it really addresses
22 these. What are the key actions that we can take to
23 achieve those strategic goals?

24 And so the first slide is going to be
25 recognizing and rewarding successful charter

1 schools, how we might be able to do that.

2 Improving charter school support and
3 communications.

4 Improving the evaluation and processes we
5 use for reporting to schools.

6 And then reforming governing body
7 training.

8 THE CHAIR: If I might suggest, move that
9 last one to the top of the list. Every charter
10 school that we've had to close has been so much
11 because of poor governance by their -- by their
12 governing body who didn't know their job. So my
13 comment for the day.

14 MS. POULOS: So as far as recognizing
15 charter school success -- and what I'd like to do is
16 run through all four of these, so we make sure we
17 have the chance to get through them.

18 If possible, decrease the renewal and
19 amendment request submission requirements for higher
20 performing schools; so really recognize that we may
21 need different information from lower performing
22 schools than we do need from higher performing
23 schools.

24 To differentiate site visit requirements,
25 both annual and renewal, for those high performing

1 charter schools; again, taking a different look,
2 based on the information we have.

3 Advocating for policies that support the
4 growth or expansion of high performing charter
5 schools. Feature information about charter schools
6 on the CSD website and here at the meetings. And
7 then, also, collaborate statewide to highlight the
8 work of those high performing schools.

9 Is it through the Schools Choice Week or
10 other avenues that could really help us get that
11 information out? And, again, to Mr. -- to
12 Commissioner Carr's comments, to tell the story --
13 right? -- so that it's not the story that charter
14 schools are all bad; but we get closer to the truth
15 of the story.

16 For key actions for supporting charter
17 schools, for charter school support and
18 communications, a really big area that I think we've
19 already started looking to is actually dedicating
20 staff exclusively to act as those liaisons who
21 provide technical assistance, and really making sure
22 that it's consistent and meaningful, that it aligns
23 with the work when they get evaluated, that the
24 technical assistance is aligning there.

25 I think by having dedicated staff that can

1 really focus on those skills, by dedicating staff to
2 evaluation, they can focus on those skills and do
3 both of those things at a much, much higher level of
4 quality than we've seen.

5 To increase the frequency of that
6 technical support training, increase the number of
7 trainings that we provide, and make sure they're
8 meaningful with regards to performance issues that
9 we've actually seen when we're out doing
10 evaluations, with regards to the new application,
11 with regards to the renewal application, amendment
12 requests, improvement plans, really making sure
13 they're meaningful trainings.

14 Establish very rigorous and transparent
15 improvement plans. We've been discussing that here
16 for several months, and we've discussed bringing
17 that to the table at the November meeting to see if
18 we can get to a good place on that to make sure that
19 we're really supporting those underperforming
20 charter schools to help them understand, "What do we
21 need to see to help you improve?"

22 To ensure that we have -- sorry. This is
23 to ensure the schools have sufficient information to
24 understand their performance issues. Have we
25 clearly discussed those with them, given them that

1 information, and helped them understand, "This is
2 where you have to be, and this is where you are
3 right now"?

4 And then I think the last bullet there,
5 which maybe is another place for us to move that in
6 level of importance, is to make sure that they have
7 information about relevant programs and supports,
8 and that we're proactively giving them that
9 information so that they've got all the supports and
10 all the information they need to be able to perform
11 at the level we expect.

12 So this is a quick draft of a training
13 calendar. As I've discussed, this potential move to
14 dedicating staff to liaison and technical assistance
15 support, I've made it very clear to them it's not
16 going to be the easier side of the house. There's a
17 lot of work associated with that. To put on two
18 quality trainings every month, which is really where
19 this is at, is going to take a lot of work; but I
20 think it's the right work to support our schools.

21 COMMISSIONER ARMBRUSTER: Are you thinking
22 of that for the high performing schools, as well --
23 when you were talking about eliminating things? Or
24 the schools who we might decide you need to do that?

25 MS. POULOS: I think that's the

1 question -- right? -- which of these would be
2 required. Certainly, in the motions yesterday for
3 the schools that were approved for conditions, there
4 was that comment that they would attend those
5 training sessions. But I think in that case, when
6 you're getting a new school started, mandating that
7 they're there, making sure they're learning the
8 things they're to learn -- when you have a school
9 that, at renewal, needs help, I think that should
10 potentially be an option.

11 I don't know if that's something we say,
12 "You have to come to this."

13 We say, "You're coming up for renewal.
14 We're offering high-quality trainings to help you
15 prepare for that. It's your option to come."

16 They're really making the decision. So I
17 think for all of these, especially when we talk
18 about performance issues -- right? -- we've seen
19 certain performance issues. For some, they may just
20 want to learn about SAT process. For some, we may
21 say, "We went and saw you didn't have one in place.
22 And one of our requirements, as a corrective action
23 plan, is you have to come to the training, and you
24 have to learn it."

25 So I think there's a lot of room in there

1 where those decisions can be made by the
2 Commissioners.

3 COMMISSIONER BERGMAN: Katie and Madame
4 Secretary, I would like to -- you indicated you
5 didn't want to give this to us right now in paper
6 form, because it's a draft. As you well know, I
7 work off paper. If we're going to discuss this
8 over, I would respectfully like to request that you
9 e-mail me this draft so I could make my own notes
10 and be thinking about it.

11 For one thing, I couldn't read that
12 training graph there. I took my glasses off, and it
13 didn't improve anything. I'd just like to
14 respectfully request that. Think about that,
15 anyway. I'm not going to run down to the Roswell
16 Daily Record and say, "Look what they're wanting to
17 do now up in Santa Fe."

18 COMMISSIONER TOULOUSE: Katie, as you well
19 know, I read much better on paper than I do with
20 anything with a light behind it.

21 COMMISSIONER BERGMAN: Thank you.

22 MS. POULOS: So the next is those
23 evaluation and reporting processes. And this goes
24 to schools now, how they're performing. So to
25 really enhance those schools that don't meet our

1 academic and framework goals -- this goes to the
2 statute, because the statute says they meet or they
3 make substantial progress.

4 And I -- we had this conversation,
5 Commissioner Ambruster, to know what does
6 substantial progress mean? What are the
7 expectations to have substantial progress, so that
8 they know? They know how close they are, and they
9 know how far away they are. And so you have that
10 information also.

11 And that should be information that we use
12 to help make renewal and amendment request
13 recommendations. Are they meeting? Are they making
14 substantial progress?

15 This goes to kind of those administrative
16 burdens. Can we streamline the reporting
17 requirements and strengthen the quality of our
18 evaluations? Are there ways we can do that
19 internally without increasing the burdens, but have
20 a higher quality of information that we have?

21 To focus the review of our new schools --
22 and that's the language that was in the motions
23 yesterday -- to ensure effective implementation and
24 early detection of performance issues. We've
25 already started on that, in that they went and

1 visited those schools two weeks prior to their
2 start. We've given them findings from those visits
3 and told them areas that they need to improve, given
4 them deadlines, and we'll be able to report back on
5 that.

6 We've also got visits scheduled to go out
7 prior to the 40th day to, again, do that check-in.
8 Are they getting off to a good start? Is there area
9 for improvement or room for improvement -- right? --
10 at the very beginning, so that we don't find issues
11 later down the line. So to be responsive and
12 upfront.

13 COMMISSIONER ARMBRUSTER: You know, I
14 wanted to kind of compare this to the -- to a
15 teacher. You have a Tier 1 teacher, who's never
16 been in a classroom, or been there for a year. That
17 person needs much more guidance and help than
18 someone who's a Tier 3 teacher, who's been teaching
19 for 25 years.

20 And so if we help them right at the
21 beginning, then they might not have to come back
22 here and take our time, and yours, to do that.

23 And very quickly, I want to -- when I was
24 going to these 3 Tier meetings, they compared a
25 Tier 1 teacher to a person who -- a cook, who -- of

1 course, I'm still there, by the way -- but, anyway,
2 with a recipe that says, One-quarter teaspoon --
3 "Gosh, one-quarter" -- and one-half -- and you do it
4 exactly the way it says to do that.

5 And then you get to a Tier 2 teacher, and
6 you can extrapolate on that. But they would say,
7 "Oh, yeah, about a half. It doesn't really matter."

8 You get to a Tier 3 teacher, who says,
9 "Let's just throw this stuff together and it comes
10 out."

11 I've never been there, by the way. But,
12 anyway, I think that's also kind of appropriate to
13 look at as you look at these charter schools.
14 That's pretty much what I've been hearing you say.
15 If the "A" schools got it, well, great. But we
16 wouldn't want to spend more of our time helping the
17 newbies to get there, because just listening to
18 those applications was overwhelming. I mean, just
19 overwhelming, just filling them out and what they
20 had to do and think about to do that.

21 So that was just my opinion on --

22 MS. POULOS: And then the last bullet
23 here, this goes to what I was just saying about the
24 visits that we've been doing, is really ensure that
25 those schools receive prompt notification of the

1 evaluations; right? Timely, so that they can
2 quickly and appropriately respond to those.

3 I think we've seen in the past, we've gone
4 out and done some visits, and they've never gotten
5 that information, or they get it when they don't
6 have the opportunity to correct it. Being very
7 prompt, saying, "These are our findings," will be
8 very important to moving our schools forward.

9 COMMISSIONER TOULOUSE: Katie, while we
10 still have the Secretary here, I think what I want
11 to say applies to what we're doing here, because I
12 read the paper about PED having the most audit
13 exceptions and whatever.

14 You know, the charter schools all get
15 audited. They go to your audit division. They get
16 put in a stack. We do not see those audits, ever.
17 The Staff here may see them at their reviews.

18 I would like -- I think we could help all
19 the schools if those audit reports came through
20 here, as we did our evaluations of schools.

21 SECRETARY SKANDERA: I'm all in. Not a
22 problem.

23 COMMISSIONER TOULOUSE: Okay.

24 SECRETARY SKANDERA: As you know, PED had
25 14 findings. We'll reduce that. But we were listed

1 as having 164. So let me be clear.

2 COMMISSIONER TOULOUSE: But I'm saying --
3 because I've been asking --

4 SECRETARY SKANDERA: Talk about defensive.

5 COMMISSIONER TOULOUSE: Last year, Matt
6 gave us a summary of stuff. But I'm a big one on
7 audits, and I've spent too many years being involved
8 in them and reading them. I would like to be able
9 to read the findings, so we can use those when we do
10 our performance frameworks; so...

11 SECRETARY SKANDERA: Absolutely. When you
12 see some very specifics that we're going to get to
13 in a minute, I think at the top of the list is
14 reduction of those audit findings.

15 COMMISSIONER TOULOUSE: Okay. Because I
16 see how they tie in to all of this. If those audit
17 findings don't ever go anywhere but in a stack on
18 somebody's desk or in a file, there is no reason to
19 fix them. There is no reason for us to deal with
20 those.

21 MS. POULOS: And it's absolutely on the
22 top of the list of staffing that I've asked for and
23 processes I want to put in place, to increase the
24 quality of evaluations.

25 COMMISSIONER TOULOUSE: Okay. I've wanted

1 now for three years to be involved in those audit
2 findings. Thank you.

3 COMMISSIONER BERGMAN: Madam Chair, very
4 briefly, since I see the words "Governing board
5 training," here, again, while the Secretary is here,
6 I would like to ask you -- the statutory
7 requirements, five hours a year. I think that's
8 totally -- personally, again -- insufficient. I
9 would like to encourage you to advocate with the
10 Legislature that -- my wife has to take ten hours a
11 year, just as a realtor. Surely, that number should
12 be a little higher.

13 That's just my personal opinion. I would
14 like to see you guys advocate for a ten-hour-a-year
15 or a 15-hours-a-year training. I think that would
16 address some of these governing body issues, I
17 think.

18 SECRETARY SKANDERA: So I'm just thinking
19 out loud. So let's -- I'm not -- I don't feel like
20 I can make a commitment on this. But what I will
21 put out there is a thought process and something
22 maybe for further conversation.

23 One of the things I had mentioned to Katie
24 as we were talking through this is there's no teeth.
25 I mean, where is the -- if you don't attend -- this

1 needs to be meaningful. We own that piece; right?
2 It needs to be actionable. It needs to -- but
3 where's the -- also, it's there for a reason. It's
4 not a check-the-box, bureaucratic idea. It's
5 because it makes a difference, if it's meaningful,
6 which, like I said, we own.

7 But the second piece is there's a reason
8 to go. I'm more inclined to say it's not about the
9 time; it's about being here and making it
10 actionable.

11 So there may be some opportunities --
12 right? -- to think through -- I know this next
13 Legislative Session is a budget session; but, you
14 know, a conversation on are there places where we
15 can add some weight or meaning that make what we're
16 saying not just a nice idea, but actionable and real
17 and has an outcome, whether it's on audits, outcomes
18 for kids, obviously, and all those things.

19 So I'd like to -- maybe we could explore
20 that.

21 THE CHAIR: I would like to add to that.
22 As a school board member for a very long time, when
23 you go to, say, a New Mexico School Boards
24 Association big meeting, and you can choose the
25 sessions you want to go to, some of them don't

1 really help you a great deal, and you don't know
2 that till you get in.

3 Some of them -- I like your idea of a new
4 school -- new charter school board member institute.
5 What I'm saying is I think it just -- it doesn't
6 need to just say, "You need 'X' number of hours of
7 training," particularly if you're a new board
8 member. "you need to have this training and this
9 training and this training."

10 And that, I think maybe five hours of
11 focus training would be a whole lot better than ten
12 hours of "whatever" training.

13 COMMISSIONER BERGMAN: I agree
14 100 percent. But we're trusting these people with
15 200 or 300 kids and a million or \$2 million or
16 \$3 million. There have got to be some, as you say,
17 teeth in it.

18 THE CHAIR: Well -- and reality, too,
19 because it's pretty expensive.

20 MS. POULOS: So we can --

21 COMMISSIONER TOULOUSE: Well, I was going
22 to say, we don't even get reports on whether there's
23 a full governance council in place from school after
24 school.

25 MS. POULOS: We've got plans to make sure

1 we can do that, too. So these are all --

2 COMMISSIONER TOULOUSE: The other big
3 problem we have, we go in and find, "Oh, you've only
4 had two governance council members for a year and a
5 half now."

6 MS. POULOS: We've got plans to address
7 that and make sure we've got accurate --

8 COMMISSIONER TOULOUSE: There's no teeth
9 in that, either. You can go in and appoint people
10 to it, because --

11 SECRETARY SKANDERA: Okay.

12 MS. POULOS: To run quickly through this,
13 is to really establish that those training
14 requirements are rigorous, meaningful.

15 CSD will -- it used to be that the
16 regulation required that the New Mexico Charter
17 Schools Coalition would be kind of the approver of
18 trainings. We're working on the regulation on that
19 to actually bring that in-house to CSD to make sure
20 CSD is tracking it, to make sure CSD is approving
21 the trainers, to set rigorous accreditation
22 standards for those trainers, to say, "This is
23 meaningful training," so provide introductory level
24 trainings, to monitor that training and compliance,
25 and to put some teeth on that where we can; and

1 lastly, to provide that "new member institute."

2 I think that can happen as part of the
3 planning year trainings, that can be required, to
4 say, "These are the things you have to know, at a
5 minimum, before this school gets started."

6 So I think this is the slide that Madame
7 Secretary really wanted us to get to, which is how
8 are we going to measure our success on this? And I
9 think this is a great place to get input. I should
10 have done one prettier, so that the text was larger.

11 But, again, to decrease -- and this is to
12 decrease the number of organizational audits, based
13 on performance data; so, again, targeting that.

14 And so CSD was going in and doing those
15 site visits, where the same organizational audit for
16 everybody, every year, but to really focus those on
17 the schools that need them, based on the information
18 that we have.

19 To increase the visits to evaluate
20 academics to those schools that are showing
21 underperformance in academic areas.

22 To increase the number of trainings, and
23 those being meaningful trainings. And you see that
24 on the last bullet: To increase the quality of all
25 those trainings.

1 So to go ahead, and we're preparing a --
2 hopefully, a survey to get kind of a baseline right
3 now. How are CSD trainings? How relevant are they?
4 How aligned are they? And then to only see
5 improvements from that baseline now, from all of our
6 trainings in future years, and to keep doing those
7 surveys.

8 In '17, you'll see very similar metrics;
9 but, again, to increase the number of performance
10 issue findings; right? So both our audit and those
11 external audits.

12 We want to decrease the number of findings
13 by 50 percent from 2016, giving us this year to
14 really get that information and get moving on it.
15 Decrease the number of organizational audits that
16 CSD is doing based on performance data. And, again,
17 it's only -- if you're doing a good job, we're not
18 going to go in and dig deeper, because we know
19 you're doing a good job.

20 To increase the number of the trainings,
21 again, up to and continuing with the quality of
22 those; and then, really, to make sure that any
23 school that's got an "F" or "D" that's sponsored has
24 at least three academic visits that are meaningful
25 visits to really know what's going on in that school

1 academically. Are they improving? Where can we see
2 that, to increase the quality of information we're
3 giving to you, the Commissioners?

4 And then with schools with a "C" letter
5 grade, because they are required to have those
6 improvement plans, again, at least one of those
7 academic visits to make sure we know how they're
8 doing on those improvement plans.

9 SECRETARY SKANDERA: I'll just make a
10 comment. I don't know if this opens up for further
11 comment, as well.

12 As I'm looking at this -- and obviously,
13 I've seen these before, and I think these are right
14 and good. But are there some things missing?

15 And what struck me as I was looking at
16 this and kind of reflecting, getting a moment to
17 breathe a little bit here, is where are we
18 championing the things that are working?

19 So this is pretty -- I mean, we need to
20 reduce those audit findings; right? When I say
21 "we," the partnership and supporting, et cetera, I'm
22 all in. And you can see that. It should be
23 actionable; it should be measurable.

24 But are there places where we need to
25 actually put in our expected outcomes along the

1 lines of that championing of the practices that are
2 working? Or, you know, where is the positive side
3 of this?

4 And so I just open that up and just -- I'm
5 looking at it and reflecting. And that strikes me.
6 And, Katie -- so, yes, I'm bringing something to the
7 table I'm sure you're not expecting.

8 But I don't know if that struck anybody
9 else. This is definitely working on decreasing what
10 I would consider negative things we've heard, or
11 feedback I think is right. But are there things we
12 should be saying, "What are those positive things --
13 right? -- that we want to accomplish in partnership
14 with the PEC and with Charter Schools?"

15 This doesn't reflect that piece. And I
16 just am -- just a moment of reflection saying,
17 "Should it?"

18 And my gut is there should be some things
19 in there. I'll stop there, but just want to -- that
20 struck me as I was looking at this.

21 COMMISSIONER BERGMAN: Let me say, since
22 I've said my other pieces, this -- I like everything
23 I see on this graph right here.

24 SECRETARY SKANDERA: Everyone, stop.

25 MS. POULOS: It's on the record; right,

1 Cindy?

2 COMMISSIONER CARR: I'd like -- are you
3 done, Commissioner?

4 COMMISSIONER BERGMAN: Yes, that's all.

5 COMMISSIONER CARR: Madam Chair?

6 THE CHAIR: Yes.

7 COMMISSIONER CARR: So, you know, we know
8 what has happened in the past. It's much better
9 to -- I guess we can use a reference. We're
10 teachers. We can use that reference, too; right?
11 We're going to catch a child early on in the year
12 and help guide that child in the right direction
13 before that child does something terrible.

14 And -- and we know bad news travels more
15 quickly than good news, you know. And all the
16 things -- we want to catch schools before the FBI
17 shows up. You know, I'm sorry. And I don't mean
18 that jokingly. I mean that.

19 We do -- I -- that's not good for anybody.
20 It's not good for charter schools; it's not good for
21 New Mexico, because those things hit national news,
22 and we want to do everything we can.

23 Those teeth we were talking about,
24 unfortunately, don't come in until we actually end
25 up closing a school, when it's in the newspapers or

1 something's -- you know, is going on.

2 And we really need to work at catching
3 those things early on as much as possible. I mean,
4 this Commission sent -- this Commission sent a
5 letter to the Auditor -- it's been over three years
6 ago now -- asking for investigation. And some
7 things happened, you know.

8 But -- and we catch -- it's easy. We see
9 red flags all the time. You know, there may not be
10 anything to it; but when we see a red flag, we need
11 to get on it.

12 I think the new Director here is doing an
13 outstanding job of really digging in and getting in
14 and doing what needs to be done. I really like what
15 I've seen so far, okay?

16 SECRETARY SKANDERA: Katie, you should go
17 home now.

18 COMMISSIONER ARMBRUSTER: Quit while
19 you're ahead.

20 COMMISSIONER CARR: Sorry. They may fire
21 you after I've said that.

22 SECRETARY SKANDERA: Not at all. Not at
23 all.

24 THE CHAIR: Jeff can be the kiss of death,
25 you know.

1 SECRETARY SKANDERA: I will concur.

2 COMMISSIONER CARR: I may be the kiss of
3 death; that's true. Let's keep doing it. Let's dig
4 in and let's see what we can do. And I know this
5 Commission, one, is behind that.

6 THE CHAIR: Can I just say -- I know we're
7 almost out of time. Probably, we are out of time.
8 I see some terms used here that I don't see an
9 explanation for, a definition for. We throw around
10 the term "high performing school."

11 I've looked for that definition. It
12 doesn't exist, that I can find.

13 COMMISSIONER CARR: Good point.

14 THE CHAIR: We also talk about a low
15 performing school. Where is that definition? It's
16 just like a good teacher and a poor teacher. We all
17 know who they are, but don't ask me to define it.

18 But I think before any of this can really
19 move forward, we need those definitions very clearly
20 so that we know if a school says, "Well, I'm a high
21 performing school, so I should have not to do
22 so-and-so and such-and-such," you don't meet my
23 definition of a high performing school. So let's
24 get on -- let's please get those as part of this.

25 SECRETARY SKANDERA: Okay. I do -- I

1 apologize. I just want to say thank you for having
2 me and letting me be a part today. I do have to go.
3 But I'm grateful for your time.

4 I think I hear -- not everyone has spoken,
5 and I know that -- but generally positive, with some
6 tweaks and things like that. But I just want to say
7 thank you for your engagement. We're excited about
8 this. We think it may be missing some things.

9 Like I said, I was having a reflection on,
10 hey, we should have positive and negatives, if you
11 will, not just closing negative gaps, but what are
12 aspirational goals.

13 But I just am grateful. And thank you for
14 your time and investment.

15 THE CHAIR: We thank you very much for
16 being here. We appreciate all the work that's gone
17 into this. We certainly want to be a part of this
18 going forward.

19 How can we -- if we do have ideas or
20 suggestions that we want to follow up to, shall we
21 just submit those to Katie?

22 SECRETARY SKANDERA: I think that's right,
23 yeah.

24 THE CHAIR: Or to you directly, or --

25 SECRETARY SKANDERA: Yeah. My hope is --

1 I think you heard that, you know, we've got the
2 statewide charter school conference coming up in
3 October; right? And that we -- that would be kind
4 of the last checkpoint would be ideal, so that then
5 we're -- you know.

6 And so in that time frame, I'm hopeful we
7 can get feedback from you all, et cetera.

8 I just want to take one more minute. I'm
9 sure someone will be upset that I'm late. Is there
10 anything last-minute? "Hey, we really wanted you to
11 hear this piece"? Or, "This is important, as I'm
12 looking at that"? Some of you have not spoken, and
13 I don't get to be here very often. And so I'd
14 rather -- I'd like to take a few minutes, if it's
15 okay, Madam Chairwoman, if there's anything that's
16 important that --

17 THE CHAIR: Let's just go around the room
18 and see.

19 Patti?

20 COMMISSIONER GIPSON: Well, I mean, I like
21 what I've seen here. But I think you're right in
22 the fact that you have to highlight, also,
23 positives. And I think maybe you can incorporate
24 that into the training sessions, that you can ask
25 those charter schools -- we mentioned the word

1 "replication," and all of the problems. But someone
2 could come in and show -- and highlight what they're
3 doing best and run a training session.

4 It doesn't mean you're replicating the
5 whole school; but they've got a best practice that
6 they can show what's working for them, and that
7 gives them a little pat on the back, as well.

8 THE CHAIR: Good deal.

9 Jim?

10 COMMISSIONER CONYERS: I've been involved
11 in a lot of strategic planning over the years. And
12 like everyone else, I have great confidence in
13 Katie.

14 The secret is not so much the plan,
15 although that's important, but the implementation.
16 And that's where I see strategic plans not -- not
17 meeting the test. And so that's what we really need
18 to do: Make sure it happens.

19 THE CHAIR: Thank you. Carmie, you've
20 spoken. Do you have any --

21 COMMISSIONER TOULOUSE: Just to put in my
22 continuing plug for more staff to do all of these
23 visits and these trainings; because I think this
24 group has been woefully understaffed. And I've said
25 that for years. So if there's an opportunity to add

1 a few more people, plus an IT person, dedicated to
2 keeping up the website, to putting in all the good
3 practices, to putting in those things, it would be
4 very helpful, rather than being on the end of
5 getting that.

6 THE CHAIR: Vince, any last words?

7 COMMISSIONER BERGMAN: A quick question.
8 And it's not a "gotcha" question.

9 I saw the article this morning that you're
10 expecting significantly lower PARCC results. Since
11 we work off the school grades so much, are you
12 expecting a significant drop in the school grades,
13 or are you going to somehow allow for that somehow?

14 SECRETARY SKANDERA: Great question. No,
15 I don't feel on the spot at all. I think about this
16 a lot; you can bet your -- that -- that. So I did
17 share -- I had a conversation with the Journal
18 yesterday. And if it's okay, Madam Chair, I will
19 take 30 seconds on this, because I think it matters,
20 and maybe it's helpful as we educate about planning,
21 et cetera.

22 So at the highest level, what I did share
23 yesterday -- and I do think this was in the paper,
24 but just a quick recap. All the states that have
25 released their results -- they may not be giving the

1 PARCC assessment, but they're giving an assessment
2 aligned to higher standards -- have dropped
3 somewhere between 20 to 40 percentage points in
4 proficiency.

5 I will, also -- and I mentioned this
6 yesterday -- if you look at our NAEP results --
7 which we only gave in fourth and eighth grade to a
8 third of the kids in fourth and eighth grade, so
9 it's not comprehensive -- we've got, on average,
10 depending on the grade level -- so I'm doing rough
11 numbers right now -- about 50 percent of our kids
12 are on grade level, across grades. It's a little
13 lower or higher, depending on the grade.

14 And our NAEP, if you look at our English
15 language arts, fourth-grade reading in NAEP, we have
16 21 percent proficient, not 50 percent.

17 So I shared those things yesterday as a
18 kind of benchmark. I don't know what our results
19 are going to be; but I think it really matters to me
20 that our parents and our communities know. Our kids
21 are not getting worse. We raised the bar, which is
22 a good thing. But we're going to have to close
23 those gaps over time.

24 To answer your question more specifically,
25 we did make, last year, in conversations with our

1 schools and districts -- we changed the weighting
2 and we got this approved by the federal -- U.S.
3 Department of Education -- in the school grade for a
4 three-year period of proficiency. It's weighted
5 less this -- in this first year, a little bit more
6 the second year, and then we get back up to what we
7 were weighting proficiency over a three-year period.

8 And we did that very intentionally,
9 knowing that we were raising the bar.

10 I'll also just -- when we created the
11 school grade, the way it's calculated, it's over a
12 three-year period. That's also intentional, because
13 that means PARCC results are only one year of those
14 three years that go into this school grade.

15 So we have two bridges, if you will, into
16 these higher standards when it comes to school
17 grades.

18 The last thing I would mention related to
19 this, but not quite as explicitly that I did talk
20 about yesterday, is you know we have a high-stakes
21 graduation expectation in our state. That law
22 passed in 2008. It's now actionable. That's in
23 five subject areas. In the PARCC assessment, two
24 subject areas. 4 and 5 are considered proficient or
25 advanced -- you know, above or ready for college or

1 career, et cetera.

2 We said in this first year, 3 would count
3 towards graduation, meaning that's a compromise, a
4 bridge into that for our graduates. And we also
5 have approximately 15 other ways that students can
6 demonstrate they're ready to graduate. It's not the
7 only way. It's the first step. And there are
8 retakes that will happen in November of this year --
9 late fall, late October, early November, for
10 high-schoolers.

11 Even after that retake and even after that
12 bridge, if you will, with the 3 counting 4, there's
13 still other opportunities.

14 So we think we've been thoughtful and the
15 accountability piece. But I also want to be really
16 clear that -- as you mentioned, I don't think it's a
17 "gotcha" -- it really matters to me that we're
18 thinking ahead and preparing our parents and our
19 communities so they're supportive of our kids and
20 our teachers in this transition.

21 If it makes -- provides any context, I
22 also talked about Kentucky yesterday, who adopted
23 their assessment about four years ago that was much
24 higher expectations. And in their first year, they
25 went from over 70 percent of their kids proficient,

1 before they adopted these standards, to they were in
2 the 30s; so they had nearly a 40 percentage point
3 drop, to it's now four years in, and they are in
4 their high 60s on this higher assessment that
5 captures higher expectations.

6 And we have demonstrated that in
7 New Mexico in high school. We identified that in
8 2011, our kids didn't do very well. The next year
9 they outperformed our state's history on a harder
10 assessment. So I'm very optimistic; but I'm not
11 optimistic we're going to see that turnaround. I
12 hope that's helpful.

13 COMMISSIONER BERGMAN: Thank you so much
14 for that. And thank you so much for taking time to
15 be here today. That's all, Madam Chair.

16 THE CHAIR: Thank you. Gilbert?

17 COMMISSIONER PERALTA: No. I just want to
18 say, it's a good start to address a lot of grave
19 concerns and issues, and I know that. I'm just
20 going to wait for the submission so that I can take
21 my time to go through this and get my thoughts to
22 Katie.

23 But I think it's a good start. Thank you
24 for bringing this.

25 COMMISSIONER POGNA: Secretary Skandera, I

1 would truly like to have a copy of the overhead, a
2 printed copy. I need to have it in my hand for
3 reference.

4 And thank you for coming.

5 COMMISSIONER CARR: Thank you for coming,
6 Madame Secretary. We appreciate it. And I hope we
7 get to see more of you. We always have plenty of
8 things we'd like to talk to you about.

9 SECRETARY SKANDERA: No. If I applied
10 your same standard, Mr. Chairman [verbatim], over
11 here, then I think I would be offended a lot of the
12 time. But I decided to say, "You know what? We can
13 do something with that."

14 COMMISSIONER CARR: And the last thing I
15 would add is, to go along with maybe what I said
16 earlier, was, in business, as in -- as in public
17 administration, a good auditor saves a lot of money.
18 They don't really cost money.

19 So I think we can always -- I think it's a
20 good idea to have plenty of auditors, as long as the
21 auditors are honest and productive.

22 THE CHAIR: Karyl Ann?

23 COMMISSIONER ARMBRUSTER: Yes, always
24 last.

25 THE CHAIR: No, you're not last.

1 COMMISSIONER ARMBRUSTER: I'm just
2 teasing. I'm just teasing.

3 I think my big question -- you are talking
4 about communication -- is that in my background of
5 teaching, I was a resource specialist, so I went
6 into gazillion different teachers' rooms, like
7 hundreds in 40 years. And you learn so much from
8 seeing good practices and bad practices.

9 And part of the impetus for having charter
10 schools was that they would start something new and
11 share it with public schools. Because I understand
12 our realm is charter schools; but my personal is all
13 students, not -- I don't want just charter school
14 children to succeed in their classrooms of 13. I
15 want the kids who are in classes of 30 to, also.

16 So what I would like to see -- and I
17 mentioned this to Katie when she called the very
18 first time -- is that charter schools who have some
19 innovative whatever, to share that with not only
20 other charter schools, which I don't think is
21 happening, because you're kind of mentioning that;
22 but also with public schools, so this antagonism
23 isn't right there.

24 Because if you want to -- if -- you can't,
25 you know, move public schools all the time. But you

1 can do charter schools, and that's what we're
2 looking for, innovative and new and -- whatever.

3 So why wouldn't we share what is
4 successful, which is, A, giving recognition to the
5 charter schools, and, B, giving some information to
6 the other -- to public schools in ways that they can
7 improve. That's just a big issue with me for the
8 communication part.

9 SECRETARY SKANDERA: That's a great one.

10 COMMISSIONER ARMBRUSTER: So that's
11 just --

12 THE CHAIR: Thank you for being here. I
13 think this is a great start. And I'm excited that
14 we're all going to be working on this together. I
15 think it really looks like a good roadmap, and I'm
16 anxious to get going on.

17 But I need definitions; so...

18 SECRETARY SKANDERA: Well, thank you --
19 thank you for having me.

20 THE CHAIR: Appreciate it. And know that
21 you're invited anytime.

22 SECRETARY SKANDERA: Thank you.

23 THE CHAIR: We'd love to have you.

24 SECRETARY SKANDERA: Thank you. I would
25 also mention, just in leaving, thank you for having

1 me. I appreciate it. Thank you for the feedback.
2 We'll get you this draft within a set amount of
3 time, just so we can -- and so Katie doesn't have to
4 say this -- I'll be the -- I don't mean to be
5 negative or defensive in any respect.

6 I'm not going to make the commitment today
7 that we'll incorporate everything we hear. We will
8 do our best. We're getting lots of feedback. So
9 just know if you had something -- and certainly,
10 bring it up, if you're, like, "This is remiss if we
11 don't have it." That's not the point.

12 I just want to be upfront that it's -- I
13 just don't know. We'll get everything and do our
14 best to incorporate.

15 I will -- in the general sense, everything
16 I heard today, I think, is incorporate-able, and we
17 have gotten -- and I'm excited about it. And I
18 couldn't agree more with you about championing the
19 good things we see.

20 I think we're doing a better job in our
21 traditional public schools. And I will be meeting
22 with some of our innovative and high performing
23 charter schools in the next month to start having
24 that conversation: What's working, how do we start
25 to feature that, working with Greta in thinking

1 about, at the charter school conference, how do we
2 start to feature, et cetera, and learn from each
3 other.

4 So I take that -- I think that's right.
5 So thank you.

6 THE CHAIR: Thank you much.

7 COMMISSIONER ARMBRUSTER: Thank you,
8 Beverly, for fixing it so we could actually read the
9 screen.

10 THE CHAIR: Commissioners, do we want to
11 keep going, or do we want to take a break?

12 COMMISSIONER BERGMAN: Let's keep going.

13 THE CHAIR: The guarantee that we could
14 get out of here by noon -- you're pushing me; right?

15 If everybody's ready, I believe we have
16 finished Item No. 8.

17 Let's move to Item No. 9, which is Report
18 from the Chair. And, really, the only thing I
19 wanted to discuss with you -- do I see a hand?

20 MS. FOX: Yes. Sorry, Madam Chair. Sue
21 Fox. I think you are actually on 8C. I don't think
22 you've done Cottonwood Classical, or --

23 THE CHAIR: Come on down here, so I can
24 hear you.

25 MS. POULOS: Madam Chair, those are the

1 two schools where we didn't receive the materials
2 timely, and we were not able to incorporate them
3 into the books.

4 MS. FOX: Right. But I think they're on
5 the agenda -- I think you stopped after
6 International School of Mesa Del Sol to work with
7 the Secretary who had arrived and hadn't gotten to
8 8C or D yet.

9 MS. POULOS: No. At the beginning of Item
10 8, we did identify, because those materials hadn't
11 been received timely, they had to be tabled to the
12 next meeting.

13 MS. FOX: Okay. I missed that. I was
14 here for the entire time. You did talk about Alma.
15 You did talk about Mesa Del Sol.

16 THE CHAIR: Yeah. But before -- when we
17 began 8, I said, "I only see information for two
18 schools," at which time Katie said, "We did not
19 receive the information for Cottonwood and Health
20 Leadership on time. They have to be removed from
21 the agenda."

22 MS. FOX: Okay, I'm sorry. I missed on
23 that. But Mr. Obenshain is here and does have a
24 statement he would like to provide to the PEC. I'll
25 let him address that, if you'll give him a second.

1 THE CHAIR: Katie?

2 MS. POULOS: Again, we did not receive the
3 materials timely. And so we were not able to
4 prepare them for the notebooks. We did give schools
5 that deadline, and it was not met.

6 (A discussion was held off the record.)

7 THE CHAIR: Do we want to let
8 Mr. Obenshain come and speak?

9 Sure. Sam, come on down.

10 MR. OBENSHAIN: Good morning,
11 Commissioners. Good morning, Madam Chair.
12 Apologize for my casual dress. We have Rivalry Week
13 this week, so we have a big soccer game this
14 afternoon that I'll be attending; hence, the
15 uniform.

16 I appreciate the opportunity to speak. I
17 am a little bit, I guess, confused about the
18 timeliness of the information that we were expected
19 to provide. I've been before you on previous
20 occasions with regard to the framework conversation
21 and the overall contract language. And after
22 meeting with our board again regarding our
23 framework, we still have the same concerns that
24 we've expressed before. And I'd like to read, as I
25 have in the past, a letter into the record stating

1 our position regarding the framework and the
2 contract.

3 COMMISSIONER ARMBRUSTER: I'm sorry to
4 interrupt. Could you -- what school are you from?

5 MR. OBENSHAIN: I'm so sorry. I didn't
6 introduce myself. I'm Sam Obenshain. I'm the
7 executive director for Cottonwood Classical
8 Preparatory School.

9 COMMISSIONER ARMBRUSTER: Thank you.

10 MR. OBENSHAIN: I appreciate that. I get
11 a little bit ahead of myself. If that's okay, I'd
12 like to read this letter. I've read a similar
13 letter in the past. There's no action that's
14 necessary on behalf of the Commission on our end.
15 Simply wanting to make sure our position is
16 articulated again.

17 THE CHAIR: Does anyone object?
18 Please go ahead.

19 MR. OBENSHAIN: Thank you.

20 "Chairperson Shearman:

21 "I am writing to register the concerns
22 Cottonwood Classical Preparatory School has to the
23 Commission and the Charter Schools Division
24 regarding the renewal contract that had been
25 'negotiated' between the parties. I have registered

1 these concerns with the CSD on previous occasions
2 and brought the major concerns forward prior to the
3 initial negotiation meeting after our first renewal.
4 I am articulating the concerns below so that there
5 is a clear understanding that although the Governing
6 Council did approve the contract, and has every
7 intention of approving the Annual Framework, they do
8 so with trepidation and a sense of hopefulness that
9 the contract can be revised to address the concerns
10 that we have.

11 "Generally the concerns are as follows:

12 "1. The lack of clearly articulated
13 renewal criteria. The performance framework does
14 not include any five-year outcomes against which the
15 school will ultimately be judged. That is, even
16 though the framework provides annual goals for the
17 school to pursue, there is no clear indication of
18 how the school will be evaluated for renewal at the
19 end of the term. For example, what happens,
20 according to the contract, if the school meets the
21 goal for two years, misses the goal for one year,
22 nears the goal for the fourth year? Is the school
23 renewed? Does the school go on a probationary
24 period for a year? What is the deliberate
25 connection between the framework and the renewal

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 decision?

2 "No. 2. The lack of contractual language.
3 There is still outstanding language regarding the
4 requests that are coming from the school for the use
5 of the 2 percent administrative funds. We have
6 asked for this information for the past three years
7 and have yet to see any explanation from the
8 Commission or from the Public Education Department
9 as to why our requests have gone unanswered. There
10 is no binding language that is typical of a
11 contract.

12 "No. 3. The lack of clarity around the
13 2 percent administrative monies. A detailed
14 description of how the 2 percent is being spent by
15 the authorizer that is specific to the amount that
16 Cottonwood provides is lacking. Since we are
17 generating more funds based on our student
18 enrollment than most state charter schools, we are
19 asking for some form of documentation that lets us
20 know where our funds are going. This seems to us to
21 be the intent of the legislation. How can we hold
22 the authorizers accountable to how they are spending
23 our money and also understand what we are receiving,
24 as a benefit of the administrative functions that
25 are commensurate with the amount of funding that we

1 are providing?

2 "The changes that we are proposing track
3 well with the concerns as expressed above; and they
4 are:

5 "1. Modifying the goals in the contract
6 to the reflect five-year outcomes.

7 "2. Identifying the evaluation criteria
8 against which the school will be judged at renewal.

9 "3. Providing documentation to the school
10 that articulates the amount of funds the school
11 generates through the 2 percent of the SEG and how
12 they are being spent, and;

13 "4. Committing funds from the 2 percent
14 towards our school's Governing Council training,
15 audit costs, and the cost to publish our Report Card
16 in a local newspaper or magazine.

17 "We believe that these changes are what
18 are expected of the authorizer in the legislation
19 and that they are best practices for authorizers
20 throughout the country. Thank you for your
21 consideration and for your time.

22 "Respectfully, Sam Obenshain, Executive
23 Director, Cottonwood Classical Preparatory School."

24 THE CHAIR: Thank you, Sam. We appreciate
25 attendance here today. We will be sure that CSD --

1 Katie, you did get a copy of this?

2 MS. POULOS: We did.

3 THE CHAIR: Okay. We will ask that they
4 pay attention to this. Thank you very much.

5 MR. OBENSHAIN: The last thing I would
6 say, I congratulate you all on your portfolio of
7 charter schools for having the Number One Public
8 Charter School -- Public School -- in the State of
9 New Mexico. Congratulations. You know that good
10 authorizers make good schools and good schools make
11 good authorizers. So keep up the great work.

12 Thank you.

13 THE CHAIR: Now, then, we're to Item
14 No. 9. And I'd like for you to pull out the
15 calendar that Beverly has provided in the front of
16 your notebooks, probably after the tab, as well.

17 We've been asked to consider whether or
18 not we really need a meeting of this body in
19 October.

20 If you'll notice, because of the lateness
21 of this meeting, the next meeting scheduled for the
22 16th of October really puts us a little over two
23 weeks out.

24 I am not aware of any pressing business
25 that needs to come before this Commission. Though

1 on some of the renegotiations that we did on
2 Wednesday, I think we did suggest that a couple of
3 those schools might want to come back with their
4 minutes of approval in October, I think those could
5 easily be pushed to November, unless Julie or Katie,
6 either of you, see a problem with those.

7 MS. POULOS: That's fine.

8 THE CHAIR: So, Commissioners, what are
9 your thoughts on perhaps not meeting in October?

10 COMMISSIONER POGNA: Madam Chair?

11 THE CHAIR: Commissioner Pogna?

12 COMMISSIONER POGNA: I think it's a good
13 idea.

14 COMMISSIONER PERALTA: I concur.

15 COMMISSIONER BERGMAN: I cannot think of
16 any pressing business that will go under the bus if
17 we don't.

18 COMMISSIONER TOULOUSE: Madam Chair, we
19 haven't had a month off in a long time.

20 THE CHAIR: I know we haven't. We
21 haven't.

22 Katie, Julie, just those of Staff who are
23 here, is there anything that we're forgetting that
24 really needs to be addressed?

25 MS. POULOS: No. We agree that it would

1 probably be best to give us the time to be able to
2 prepare materials. I think there's a lot we want to
3 discuss in November. We've scheduled a working
4 session. We wanted to bring to you the information
5 regarding improvement plans. And I think that would
6 be a great opportunity for us to have that prepared
7 for you.

8 THE CHAIR: Okay. Karyl Ann?

9 COMMISSIONER ARMBRUSTER: I just have two
10 quick questions. One, so will either Katie or Julie
11 tell those schools that they have to until November?
12 I just want to see who's responsible for doing that.

13 MS. POULOS: We'll make sure that's
14 communicated.

15 COMMISSIONER ARMBRUSTER: You just
16 mentioned a work session, Katie. Are we coming on
17 the 12th, too, and the 13th?

18 THE CHAIR: We haven't discussed that yet;
19 but that's next on the list.

20 So if -- are we in agreement not to meet
21 in October?

22 COMMISSIONER CARR: Yes.

23 THE CHAIR: Do we need to vote on that?

24 Josh is telling me, no, we don't need to
25 vote.

1 COMMISSIONER BERGMAN: Does the fact that
2 this is put out by Beverly, does that not mean that
3 we have told the public that we would be meeting on
4 the 16th? This calendar is available to the public,
5 I think, isn't it?

6 MS. FRIEDMAN: Madam Chair, Commissioners,
7 I can change that on the website, change our
8 calendar, and just say that that meeting has been
9 canceled. And usually, we send out a notification
10 approximately -- well, before 72 hours before the
11 meeting to announce the meeting. And so without
12 that announcement, there is no meeting.

13 COMMISSIONER BERGMAN: Yeah, I think that
14 would be appropriate.

15 THE CHAIR: And Josh is advising me we
16 probably should have a vote to make it absolutely
17 official that we will not meet in October. So
18 knowing that, may we have a motion to that effect?

19 Commissioner Pogna?

20 COMMISSIONER POGNA: Madam Chair, I
21 suggest that we do not meet in October for a
22 meeting.

23 THE CHAIR: That's a motion. May we have
24 a second?

25 COMMISSIONER CARR: Second.

1 THE CHAIR: Motion by Commissioner Pogna,
2 second by Commissioner Carr that this Commission not
3 meet in October.

4 Any discussion?

5 COMMISSIONER BERGMAN: I would just note
6 that we're specifically talking about October the
7 16th.

8 THE CHAIR: Correct.

9 COMMISSIONER BERGMAN: Which was our
10 scheduled date.

11 THE CHAIR: Okay. Any other -- hearing
12 none, all those in favor of the motion, please say
13 "Aye."

14 (Commissioners so indicate.)

15 THE CHAIR: Any opposed, please say "No."

16 (No response.)

17 THE CHAIR: The motion carries
18 unanimously.

19 Now, let's talk about November.

20 Currently, we're scheduled for November 13th. I've
21 just heard mention of a work session on the 12th. I
22 have that circled on my original calendar, thinking
23 we had already decided to do that. Maybe I was just
24 anticipating. I'm not sure.

25 MS. POULOS: I believe we had already

1 decided to do that, because we had mentioned
2 bringing forward and wanting to have established
3 criteria for improvement plans. In anticipation of
4 getting our materials ready for when letter grades
5 came out, those could be assigned to the --

6 THE CHAIR: So the 12th, November the 12th
7 as a working session, all day?

8 COMMISSIONER BERGMAN: Yes. And I believe
9 there's going to be a whole bunch of things,
10 especially if this is also the plan. And we just
11 saw it was brought then. I hope you would perhaps
12 be ready to bring us something in November. I don't
13 want to put you on the spot. If you can, we'd like
14 to -- I'm sure it requires more discussion.

15 MS. FRIEDMAN: Madam Chair?

16 THE CHAIR: Beverly?

17 MS. FRIEDMAN: The date is already on your
18 agenda, at the end of the agenda for the "Important
19 Dates."

20 COMMISSIONER BERGMAN: I knew I had seen
21 it somewhere.

22 THE CHAIR: So we're set for
23 November 12th, all day, a full-day work session,
24 beginning at 9:00 a.m. And a regular PEC meeting on
25 November the 13th.

1 COMMISSIONER BERGMAN: Will we have it
2 here, here in this --

3 THE CHAIR: You're talking about the work
4 session? Is this room already reserved for us?

5 MS. FRIEDMAN: Yes.

6 THE CHAIR: All right. And then, of
7 course, in December, we already have a two-day
8 meeting scheduled, December the 10th and the 11th.

9 MS. FRIEDMAN: Madam Chair?

10 THE CHAIR: Beverly?

11 MS. FRIEDMAN: While we're talking about
12 calendar, this is the time last year when we started
13 working on next year's calendar. And I would like
14 to suggest that we start working on that now. So
15 maybe in November, we can bring a draft calendar of
16 meeting dates to the Commission and maybe formalize
17 that in December.

18 THE CHAIR: Okay.

19 COMMISSIONER BERGMAN: You had me do that
20 this year.

21 THE CHAIR: Do you want to do it again?

22 COMMISSIONER BERGMAN: I will.

23 THE CHAIR: Commissioner Bergman is
24 volunteering to work with Beverly on that draft
25 calendar, as he did last year. So we'll be happy to

1 take him up on that.

2 Anything else on calendar?

3 COMMISSIONER BERGMAN: One other -- since
4 you mentioned it, I did want to let Katie and Julie
5 know, October 1st, you're going to get the renewal
6 applications. I know we're not going to get the
7 applications right away. But as soon as it's
8 humanly possible for you guys, I want a list in an
9 e-mail of how many we have, and perhaps who --
10 you'll know on the day -- that's all I want is their
11 names and how many we have so I can start planning,
12 so we can all start planning for the process.

13 MS. POULOS: I believe we -- and I
14 intended to -- Commissioner Carr had asked me for
15 this, and I apologize. I haven't gotten to it yet.
16 But I did want to give an advanced -- what we're
17 anticipating. So I will provide that this week, a
18 list of who we're anticipating, so you can start
19 pre-planning. And then certainly, as soon as we
20 receive them on October 2nd, we'll let you know what
21 we received, and as soon as possible, get you all
22 the materials.

23 COMMISSIONER BERGMAN: Okay. Because we
24 had quite a few last year. I'm hoping we don't have
25 quite as many.

1 MS. POULOS: Not as many.

2 THE CHAIR: Okay. That's all I have.

3 Let's go on to item No. 10, which is PEC
4 Comments.

5 Does anyone have a comment to bring
6 forward at this time?

7 Commissioner Carr.

8 COMMISSIONER CARR: I'll be the first one.
9 And I wanted to make a short -- very short --
10 statement about the Pope's visit to the
11 United States. And just, you know, for the record,
12 I am not Catholic. However, this Pope is having a
13 profound effect on millions of people around the
14 world and in this country and has, in the last
15 couple of days, and actually had an effect on me.

16 And I posted this statement, and I wanted
17 it for you all, too.

18 "In honor of the Pontiff's visit, I would
19 like to ask forgiveness for the times I have been
20 overly zealous to the point of hurting the feelings
21 of anyone. I sometimes forget to respect the
22 opinions of those with whom I disagree." And I'm --
23 my final words were, "Peace be with you."

24 THE CHAIR: Thank you, Commissioner.

25 Any other comments?

1 I see none. Thank you, all.

2 Let's move on to Open Forum. Nobody
3 signed up, but I know that Greta wanted to speak to
4 the Commission.

5 Greta, as you will remember, is
6 Co-Executive Director of the New Mexico Coalition
7 for Charter Schools, she and Kelly Callahan.

8 Good morning, again.

9 Greta, if you would introduce yourself for
10 the official record, please?

11 MS. ROSKOM: Yes, ma'am. Can you hear me?

12 (A discussion was held off the record.)

13 MS. ROSKOM: Greta, G-R-E-T-A, Roskom,
14 R-O-S-K-O-M, Co-Executive Director of the New Mexico
15 Coalition for Charter Schools.

16 Thank you, Madam Chair, members of the
17 Commission, for allowing me this opportunity.

18 Can you hear me or no?

19 Now you can hear me. Okay. Clearly, I
20 need to speak more loudly.

21 I'm here before you today just to offer up
22 a suggestion; and that is, that the Coalition, Kelly
23 and I, attend your meetings, which we plan to do,
24 monthly, but, in addition, provide a report to you
25 based on the work we are doing and feedback on the

1 schools you have authorized, information and news
2 about those schools, and any concerns or feedback
3 from them that we might be able to relay to you.

4 THE CHAIR: So, Commissioners, the
5 Coalition is asking to be placed on our agenda for a
6 monthly report. It's not an agenda item. I don't
7 know that we can vote, don't even know that we need
8 to vote.

9 But if it's -- if it's the will of the
10 Commission, if it's -- sounds like a good idea, I
11 certainly think we can be including it on the
12 agenda, and get a quick report each month from the
13 Coalition. Is that --

14 COMMISSIONER BERGMAN: I -- since the word
15 "communication" was used several times today in
16 several presentations, I certainly would like to
17 hear what they have to say every month, yeah.

18 THE CHAIR: Is that all right with
19 everybody? Okay.

20 COMMISSIONER TOULOUSE: I would also,
21 assume, Madam Chair, that it's going to be a
22 two-way -- since I know you're here every -- and I
23 see you at the LESC, that you're also taking
24 information from here back, which can certainly help
25 facilitate all of this going back and forth between

1 the schools and us.

2 It needs to go both ways. They need to
3 understand how hard this job is for the huge salary
4 we all get.

5 But I would very much like to have them as
6 a part of the reports to us. Thank you.

7 THE CHAIR: Sounds good. Can I just ask,
8 Greta? I know that we are all invited to attend
9 the -- the conference that you all will be having
10 the 29th through the 31st. Can you just remind us
11 of the details of that real quickly?

12 MS. ROSKOM: Madam Chair, members of the
13 Commission, first of all, I want to let you know
14 that I do intend to -- I have been taking copious
15 notes the last two days, and I am going to let our
16 membership know what the results of this meeting
17 have been, the last day and a half. So we're
18 planning to send out e-mails so that we are
19 communicating both ways.

20 Secondly, the conference starts at 4:00 on
21 October 29th. You don't need to attend that
22 evening. That's going to primarily be meetings for
23 the membership council.

24 There is a reception, however, that you're
25 welcome to attend that is sponsored by Matthews Fox.

1 Thank you, Sue Fox, out there.

2 The second day starts at 8:00, and that's
3 going to be the main day of speakers and sessions,
4 breakout sessions, performances from charter
5 schools. There will be a lot of governance council
6 training.

7 We heard a discussion about governance
8 council training at the meeting during the strategic
9 plan discussion this morning.

10 We are hoping that you'll be very
11 impressed with what we've pulled together for this
12 year.

13 And then the conference will end at about
14 11:30 or 12:00 on the 31st, in time to go
15 trick-or-treating with your children and
16 grandchildren on Saturday evening.

17 THE CHAIR: And it's at the Pyramid?

18 MS. ROSKOM: No. It's at the Albuquerque
19 Marriott in the Uptown area; so it's across the
20 street from the Uptown mall.

21 COMMISSIONER BERGMAN: Winrock.

22 MS. ROSKOM: Yeah. It's never been there
23 before. So the Albuquerque Marriott is very excited
24 that we're going to be doing it there.

25 COMMISSIONER BERGMAN: I would just note

1 I've been in the past, and it's actually a very good
2 conference. So for the new Commissioners,
3 particularly, I think you'd benefit from it. Unless
4 something intervenes, I'm going to be there.

5 MS. ROSKOM: Great.

6 THE CHAIR: Commissioner Ambruster?

7 COMMISSIONER ARMBRUSTER: I'm sorry that I
8 learned about this a little late, because my husband
9 and I already have plans for those days. And I
10 wondered if someone takes notes, or there's
11 summaries or anything for those of us who would have
12 liked to have attended, but can't.

13 MS. ROSKOM: This is our first year doing
14 it, and I -- Kelly and I are novices at this. So I
15 don't know the answer to that. However, I will tell
16 you that we're planning an additional -- another
17 event in the spring. And we want to make it an
18 annual event. And it's going to be geared towards
19 teacher and instruction, best practices for school
20 staff, more than governance council. So we're
21 looking at the end of March, early April.

22 That might be another opportunity, if you
23 can't make it in the fall.

24 THE CHAIR: Okay. Thank you very much.
25 Thank you for -- thank you for staying.

1 MS. ROSKOM: Thank you so much for
2 allowing me to speak with you. Thanks.

3 THE CHAIR: Anything else? No other Open
4 Forum? All right.

5 Ladies and gentlemen, we're to Item
6 No. 12, which is "Adjourn."

7 Unless we have anything else to discuss,
8 let's have a motion to adjourn.

9 COMMISSIONER GIPSON: It's too early. You
10 said noontime.

11 THE CHAIR: Okay. We'll sit quietly.

12 COMMISSIONER TOULOUSE: I move we adjourn.

13 THE CHAIR: Second?

14 COMMISSIONER POGNA: (Indicates.)

15 THE CHAIR: All in favor?

16 (Commissioners so indicate.)

17 THE CHAIR: Anyone dare to oppose?

18 (No response.)

19 THE CHAIR: Goodbye. Have a wonderful
20 October. Those of you going to the conference, have
21 a safe trip, and we'll see you in November.

22 (Proceedings adjourned at 10:43 a.m.)
23
24
25

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4
5
6
7 REPORTER'S CERTIFICATE8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
9 Court Reporter in the State of New Mexico, do hereby
10 certify that the foregoing pages constitute a true
11 transcript of proceedings had before the said
12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
13 State of New Mexico, County of Santa Fe, in the
14 matter therein stated.15 In testimony whereof, I have hereunto set my
16 hand on September 30, 2015.17
18
19 *Cynthia Chapman*20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
21 BEAN & ASSOCIATES, INC.
22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 8710224
25 Job No.: 3809L (CC)SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com



STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 300 DON GASPAR
 SANTA FE, NEW MEXICO 87501-2786
 Telephone (505) 827-5800
www.state.nm.us

HANNA SKANDERA
 SECRETARY OF EDUCATION

SUSANA MARTINEZ
 Governor

VISITORS ATTENDING PUBLIC EDUCATION MEETING

PEC Meeting September 24 & 25, 2015

Please Sign-in

Name (Print)	Representing
Marcia Brenden	LaTierra Montemeri School
Aine Garcia-Post	J. Paul Taylor Academy
Micarra Dapico	NISN
Philip Skinner	Columbus Comm. School
Guentonias	STEAM: 6 Directors Charter NACA
Tracy Cenzus	"
Joseph Martin	"
Shannon Steffes	NISN
Alari Brumer	NISN
Heidi M. Kie	NISN
Carmen Carrar	NISN
Trevor Schmitt	-
Clarence Hogue	NISN
Kristina Szepanick	NISN
Tom Greene	NISN
Natasha Cufear	NISN
J. Shon Lee	NISN
Leae Jowey	Six Directions
BLAKE HULST	SDIS
Ben Soce	6 Directors
Shannon Donna	STEAM Academy
Ryan Lee	ASL Academy
Nate Morrison	NISN
Susan Fox	Matthews Fox, PC
Sam Obenshein	CCPS
Mark Tolley	APS





STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 300 DON GASPAR
 SANTA FE, NEW MEXICO 87501-2786
 Telephone (505) 827-5800
www.state.nm.us

HANNA SKANDERA
 SECRETARY OF EDUCATION

SUSANA MARTINEZ
 Governor

VISITORS ATTENDING PUBLIC EDUCATION MEETING

PEC Meeting September 24 & 25, 2015

Please Sign-in

Name (Print)	Representing
Fiona Bailey	Desert Willow School
Emily Aversa	Desert Willow School
Alicia Omyrus	Desert Willow School
Daniel Ulibarri	NMSN
Zane Rosette	NMSN
Dr. Lee Francis II	STEAM Academy
Mackenzie Webb	The Vigil Group
Gretz Roskom	NMCES
Sean Joyce	The International School e M&S
DYLAN R LANGRISH	NMCES