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SUSANA MARTINEZ
GOVERNOR

2017 Charter School Renewal Report – Part A
Taos International School

August 25, 2017

School Name: Taos International School (TIS)

School Address: 118 Este Es, Taos, New Mexico

CEO/Principal: Nadine Vigil

Business Manager: Julian Gallegos

Authorized Grade Levels: K-8

Authorized Enrollment: 360

Mission: Taos International School (TIS) will provide K-8 students an educational program focused on inquiry-based teaching and learning, through the International Baccalaureate (IB) Primary and Middle Years Programs; the acquisition of languages including Spanish immersion and Mandarin Chinese; and the development of social, emotional, and rigorous academic skills necessary to function in our local, national, and international community.

SCHOOL SUMMARY

In 2012, the Public Education Commission (PEC) denied the initial new application for Taos International School charter. On February 13, 20112, the Secretary of Education reversed the decision of the PEC and remanded the application to the PEC to be approved with conditions. The charter for Taos International School was approved by the Public Education Commission on June 6, 2013.

The school commenced operations on July 1, 2014 school year, serving only the following grades: Kindergarten, 1, and 6. In each subsequent year, the school as added grades. In 2018, the school will serve grades K-4 and 6-8. If the school is granted renewal, in 2019, the school would serve grades K-8.

GOVERNING BODY PERFORMANCE

According to the last reporting from this school, TIS has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on TIS' Governing Board:

Name	Role	Service Start Date
Carla Romero	President	July 2015
Clifford Johnson	Vice President	March 2016
Florina Cordova	Secretary	July 2015
Lorraine Cordova	Member	August 2016
Anna Parraz-Romero	Member	June 2016

**TIS ailed to inform the PEC of governing board changes. No service start dates are available.*

The PED has received reporting that Anna Romero attended training in FY2017; PED has not received records for other governing board members of the school. TIS did not submit any training hours for FY2016. The school had five members complete the required training in FY2015.

AMENDMENTS AND AMENDMENT REQUESTS

The school submitted its renewal application on [date – to be completed by PED]. The school’s renewal application includes [number of amendment request(s) – to be completed by PED]. The request(s) seek the following: [summary of request(s) – to be completed by PED]. All amendment requests and actions are listed below.

Description	PEC Action	PEC Approval Date	Reason for denial
Expansion to the number of governing board members	Approved	6/13/14	N/A
Alteration in mission statement for clarity	Approved	6/13/14	N/A

SCHOOL’S MISSION AND MATERIAL TERMS

The School’s mission statement is as follows:

Taos International School (TIS) will provide K-8 students an educational program focused on inquiry-based teaching and learning, through the International Baccalaureate (IB) Primary and Middle Years Programs; the acquisition of languages including Spanish immersion and Mandarin Chinese; and the development of social, emotional, and rigorous academic skills necessary to function in our local, national, and international community.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

TIS will provide K-8 students an educational program focused on inquiry-based teaching and learning, the acquisition of languages, and the development of social, emotional, and rigorous academic skills necessary to function in our local, national, and international community.

- TIS' curriculum materials and instructional strategies will be aligned to the Common Core Standards.
- TIS will implement the International Baccalaureate (IB) Primary and Middle Years Programmes.
- The educational program is designed to develop proficiency in English and Spanish by the end of the eighth grade, and to begin studying a third language, Mandarin Chinese, at the beginning of fourth grade.
- Spanish proficiency will be measured not only by the student's ability to speak the language, but also by the student's ability to engage with native-like fluency in writing and reading activities.
- TIS will use a one-way language immersion approach to teach languages, starting with 90% of instruction in Spanish/10% of instruction in English beginning in Kindergarten, and shifting to 40% Spanish/60% English in the upper grades.
- Spanish proficiency will be measured not only by the student's ability to speak the language, but also by the student's ability to engage with native-like fluency in writing and reading activities, but also through assessments based on the school's core instructional materials and through standardized assessment tools, such as Woodcock Muñoz and WIDA / ACCESS, etc). Teachers will capture performance data from these assessments and use them to guide both large-group instruction and provide targeted interventions.
- Teachers will be trained in providing effective dual-language (English/Spanish) instruction in an immersion setting.

The contract identifies the following student, teacher, and parent focused terms as a material term of the charter:

Student – Focused Term(s).

- The school will meet or provide information several times to students and their parents/guardians in advisories that will help them set or adjust individualized programs, targets, short-and long-term goals, and review progress and performance.
- The school will offer one or more enrichment activities such as soccer, gymnastics, taekwondo, mariachi, and or floclórico.

Teacher – Focused Term(s).

- Teachers will be trained in the use of short cycle and other assessments, how to understand the data and use the data to drive instruction.
- Teachers will be trained in the International Baccalaureate Primary Years Programme.
- Teachers will be provided with regularly scheduled collaborative planning time in order to build the TIS Program of Inquiry and all elements of the Primary Years Programme.

Parent – Focused Term(s).

- Parents have the opportunity to participate in the site-based management structure of the school through the School Advisory Committee (SAC).

ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11]. The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years [§22-2E-4 (E) NMSA 1978].

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework [§22-8B-9.1 NMSA 1978].

In the New Mexico school grading system, elementary and middle school grades consist of 6 indicators and high schools consist of 8 indicators, resulting in an overall score for the final grade. Each indicator of a school's grade is assigned points. The points for each indicator are summed to assign a grade. The maximum number of points from all components added together is 100 for each school. The total number of points received by each school determines the school's overall grade. In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

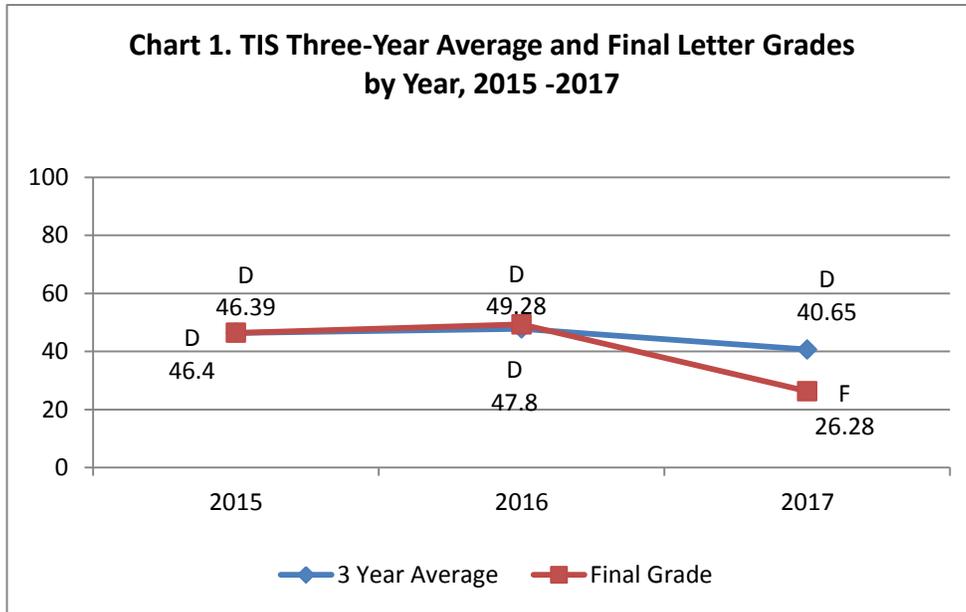
The following information provides a snapshot of the school's academic performance over the last three years. The analysis in this section will discuss the school's performance over time in each indicator in the letter grade report.

TIS's 2017 School Grade. On the 2017 School Grading Report Card, TIS earned a total of 26.28 of the total, including 4.38 bonus points. Overall, TIS earned an F grade, with F grades in current standing, school improvement, and improvement of lowest-performing students. The school earned a D for improvement of the lowest-performing students. Over 16% of the total points factored into TIS's overall grade come from bonus points, not points earned on academic performance. The school earned D grades in 2015 and 2016.

According to the 2017 School Grading Report, TIS ranks very lower across five indicators when compared to 134 similar schools in the state (see p. 4 of the 2017 School Grading Report).

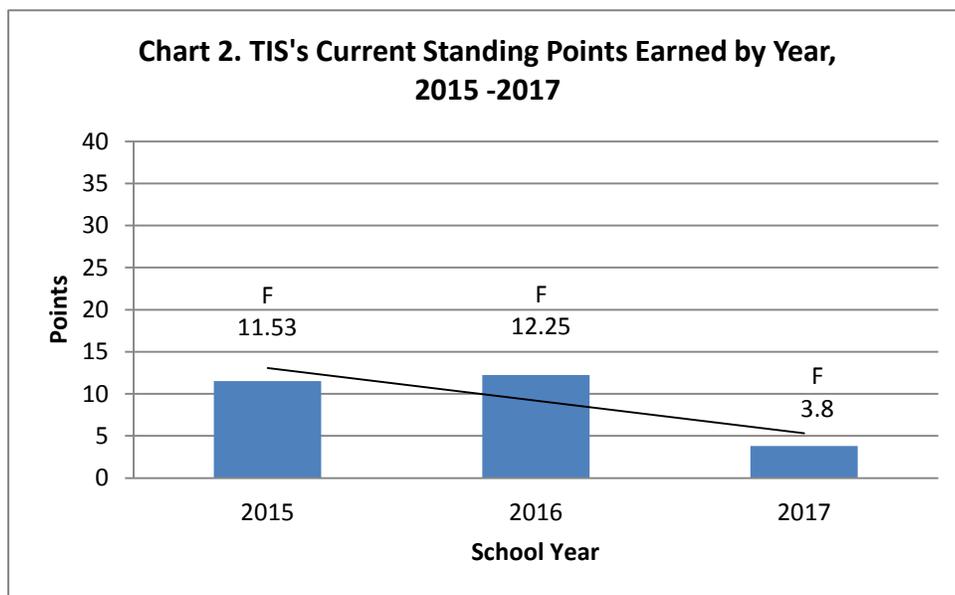
Chart 1, below, illustrates TIS's three-year average grade and its overall school grade from 2015 through 2017. TIS has maintained a D average, not having achieved more than 50 out of the 100 possible, and in 2017, dropped over 21 points from the previous year earning an F grade. While the school's the three-year average grade (blue line) is a D, the final grade (red line) has significantly dropped to an F grade.

TIS's academic performance, as measured by the school grading report cards, demonstrates a trend of very low academic proficiency in reading and math (students are not performing on grade level) and a lack of growth (students at this school are not improving as expected).



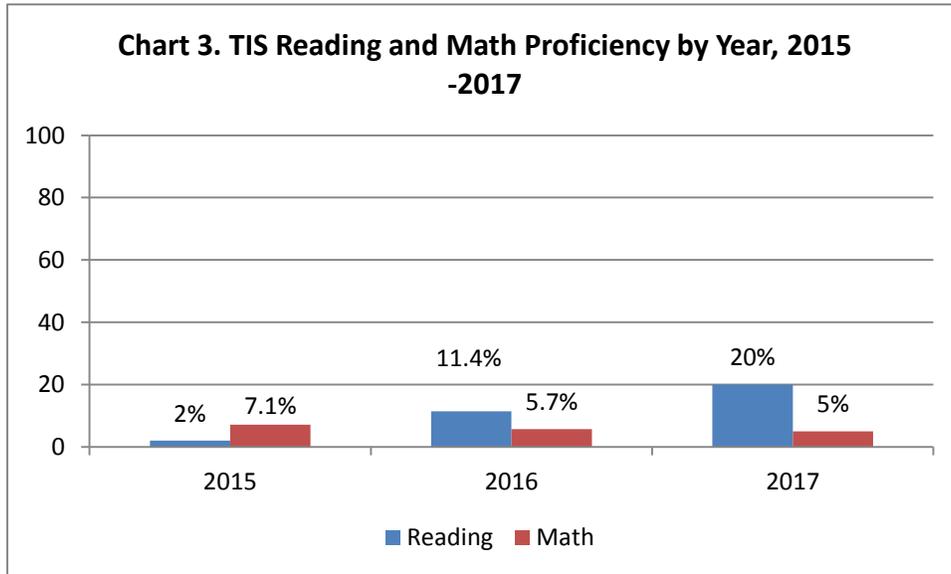
Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. Over the past 3 years the weighting between these two components has changed. In 2015, the comparative performance was most highly weighted. In 2016, the two components were equally weighted. In 2017, the grade level proficiency is most highly weighted.

In 2017, the school earned only 3.80 points out of 40 possible points in this category, far behind the statewide average (established in 2012) of 21.3 points.

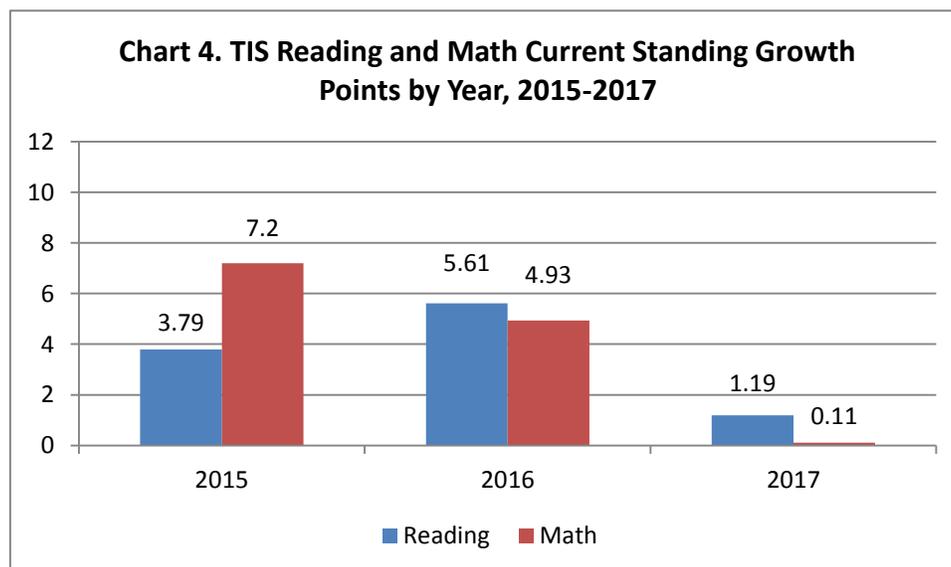


The school's low grade in current standing is a result of two factors, both the school's poor comparative proficiency rates to students and schools across the state in math and reading and the poor comparative growth of the school's students to their academic peers across the state.

In 2017, the state reported 28.6% of students were proficient in reading and 19.7% of students were proficient in math. Yet, the school's 2017 report card indicates that 20% of students were proficient in reading and less than 5% of TIS's students were proficient in math. In 2016, 11.4% TIS's students were proficient in reading and 5.7% were proficient in math. While reading proficiency has increased over the last three years, it remains very low. Chart 3, below, illustrates the low academic proficiency.



In addition, in 2017 the school could have earned up to 5 points for comparative growth of the school's students to their academic peers across the state in both math and in reading, for a total of 10 points in Current Standing that are based on growth measures. The school earned 1.19 points in reading and 0.11 point in math. These values down from 2016, when the school could have earned 7.5 points in each; it earned 5.61 points in reading and 4.93 points in math. The school's performance continues to decline over time and continues to performance well below expected.



School Growth. The school growth (Value-Added Modeling) compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 5, below, illustrates that TIS earned less than one point (0.75) out of 10 possible points in the area of School Growth and steady decline over the last three years. This score is far below the 5.8 average points earned statewide in 2012 when School Grading was initiated.

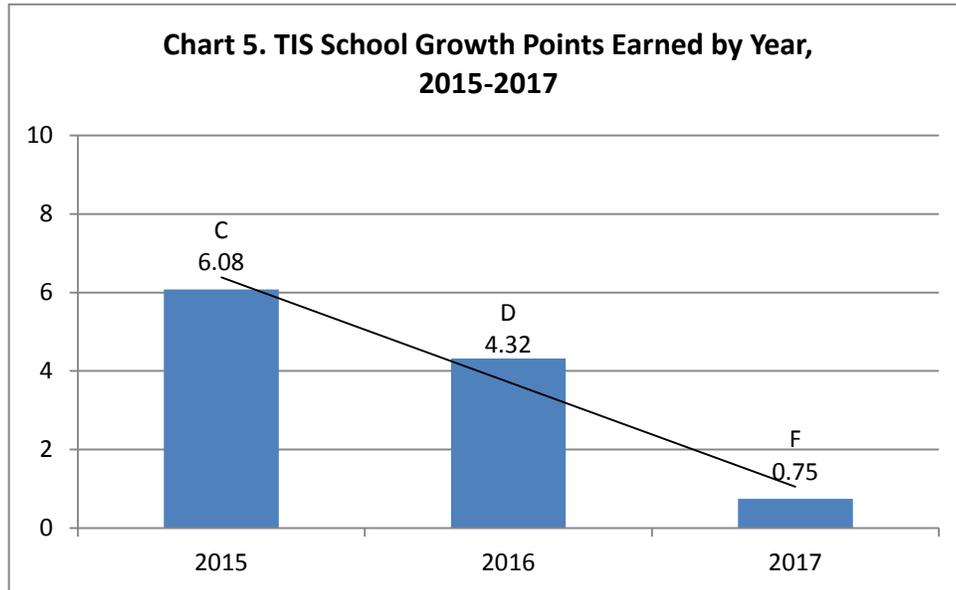
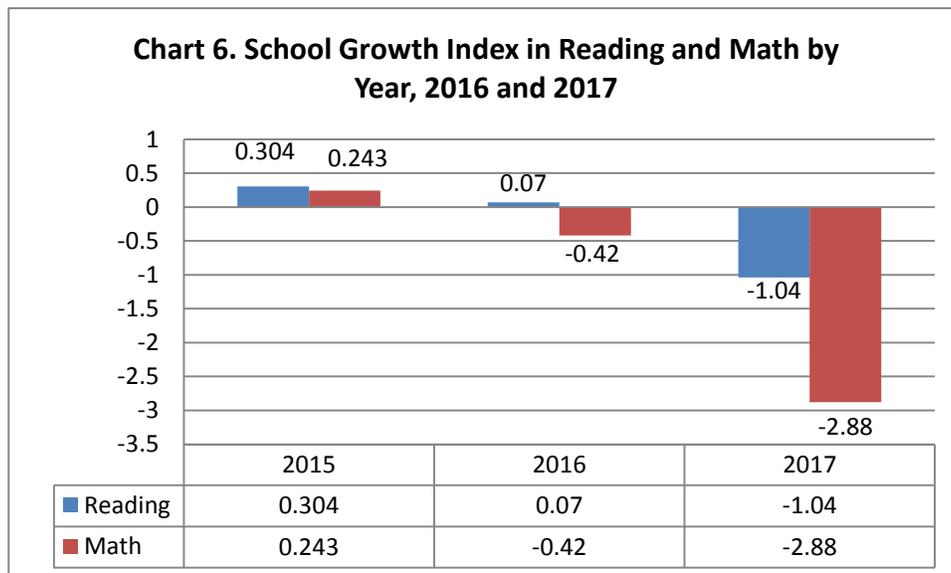
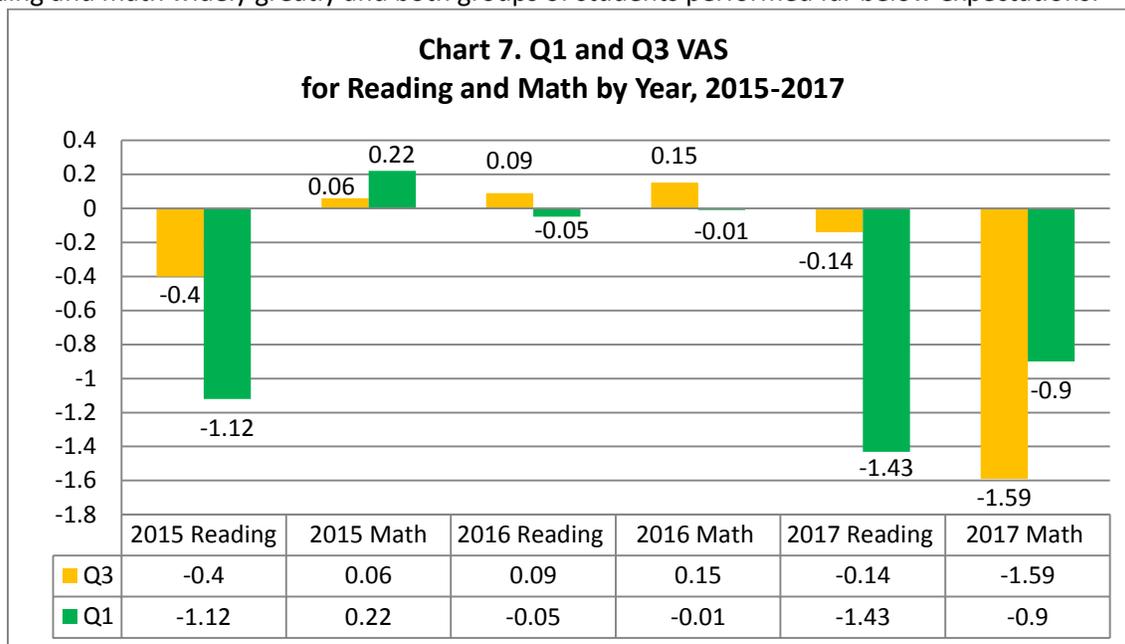


Chart 6, below, illustrates school growth terms of a growth index in reading and math for 2015, 2016, and 2017. In 2015, TIS students were slightly above zero, indicating slightly better performance than expected. How in the last two years, TIS's growth in reading and math were negative. In 2017, TIS earned less than one point (0.75) out of the 10 possible points for school growth (0.74 points for reading and 0.01 points for math). In 2017, the results for math are alarming. TIS is moving in the wrong direction since students are performing very poorly compared to other schools with the *same* size, mobility, and prior student performance. The school's performance continues to be much lower than expected.



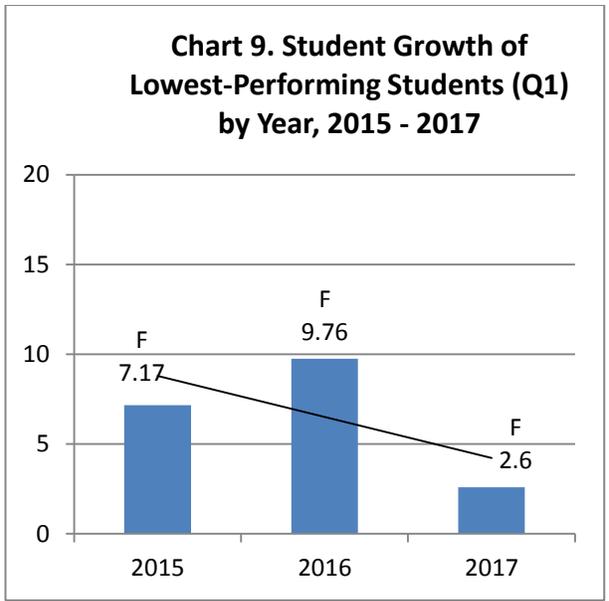
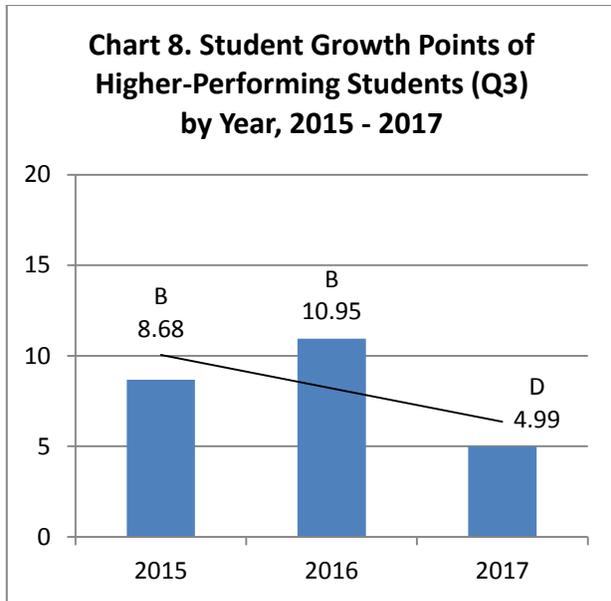
Student Growth. Student growth is measured in three indicators: school growth (discussed previously), growth of the highest-performing 75% of students (students in the first three quartiles, or Q3), and the growth of the lowest-performing 25% of students (students in the last quartile, or Q1). Each of these indicators evaluates the school’s impact on the change in students’ performance in comparison to their peers over time. Peers are identified based prior achievement and student mobility.

Chart 7, below, illustrates student growth for the higher-performing (Q3) students and the lowest-performing (Q1) students. The Value Added Scores (VAS) shows that the school’s students performed below expectations, the 2017 results are a slight improvement over the previous year. While in 2016, both groups of students improved and were near zero, meaning that the groups were performing closer to expectations based on their academic histories. However, in 2017, gaps between Q3 and Q1 for both reading and math widely greatly and both groups of students performed far below expectations.



Growth of Higher-performing (Q3) and Lowest-performing Student Groups (Q1). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).

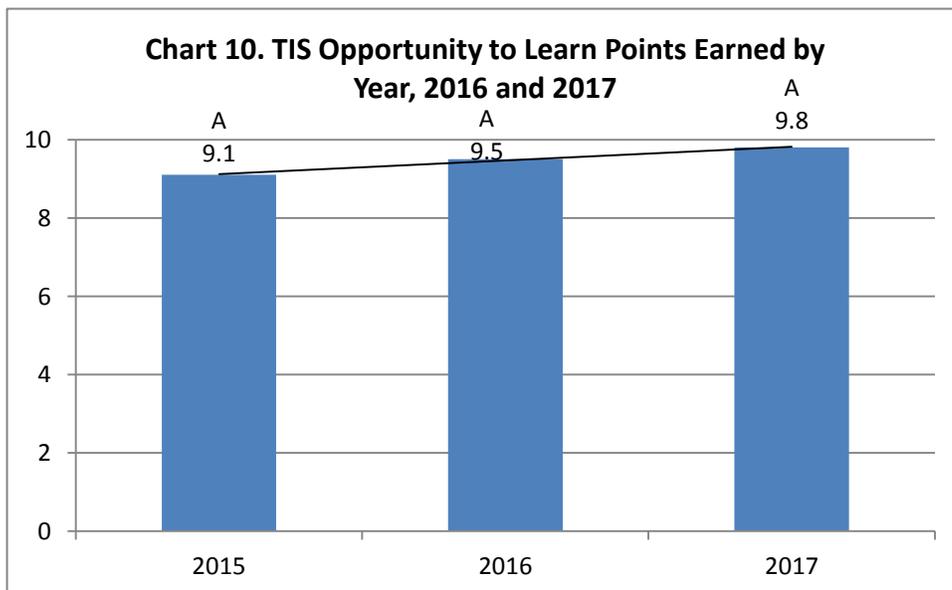
In 2015-2016, the school earned 10.95 out of 20 possible points in the Student Growth of Higher-Performing Students (Q3) category. The school surpassed the statewide average 7.2 points earned in this category. In 2016-2017, the school earned a total of 4.99 points. See Chart 8, below. In the 2015-2016 school year, TIS earned 9.76 out of 20 possible points in the Student Growth of Lowest-Performing Students (Q1) category whereas the statewide average points earned is 15.3 points. In the 2016-2017 school year, TIS only earned a total of 2.60 points out 20 points possible. See Chart 9, below.



Opportunity to Learn. Opportunity to learn is a measure that evaluates the quality of the learning environment. This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). Elementary schools can earn 10 total points (5 for attendance, 5 for the survey). The target for attendance is 95%. Schools with average rates less than 95% are given partial credit, and schools with greater than 95% can earn more than the maximum allotted points.

The parent and student surveys consist of 10 questions (scored on a scale of 0-5) about practices known to promote successful learning. The target score of 45 yields 100% of the five total points possible. Schools that average higher than 45 on the total score can earn slightly higher than five points.

The state’s average attendance rate is 94% and the attendance rate at TIS is consistent with that rate. . As a result of the school’s high attendance rate, the school earned 4.96 out of 5 for points possible for attendance in elementary and middle schools. The school earned an average of 43.19 out of the 45 points possible for the surveys and 4.80 points out of 5 for the student surveys. The school earned a total of 9.76 points out the possible 10 points in the Opportunity to Learn indicator, surpassing the statewide average of 6.0 points.

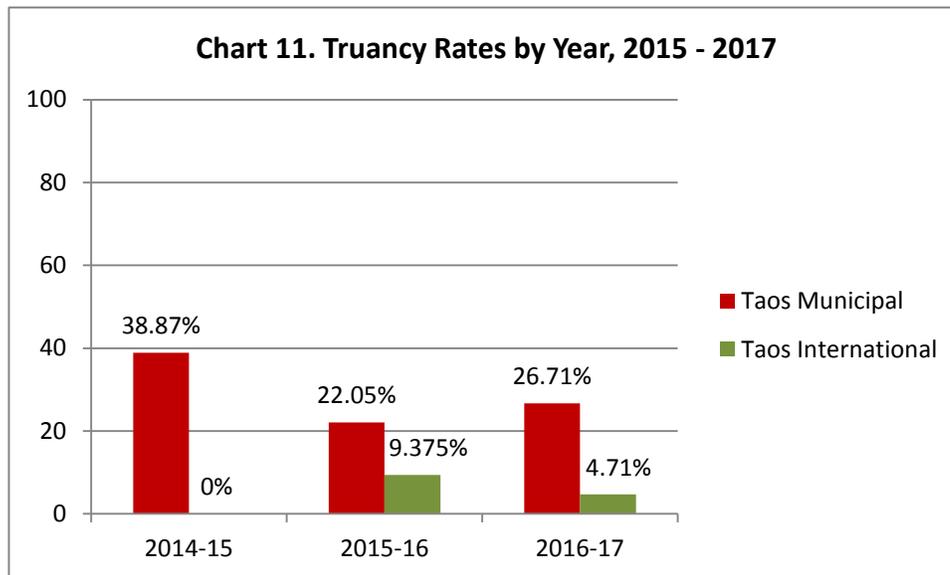


Achievement Gaps in Proficiency and Growth between Student Subgroups. Due to the very low numbers of students within the subgroups and new guidelines for sharing information in ways that protect student privacy, subgroup analysis on academic proficiency is not provided for this school.

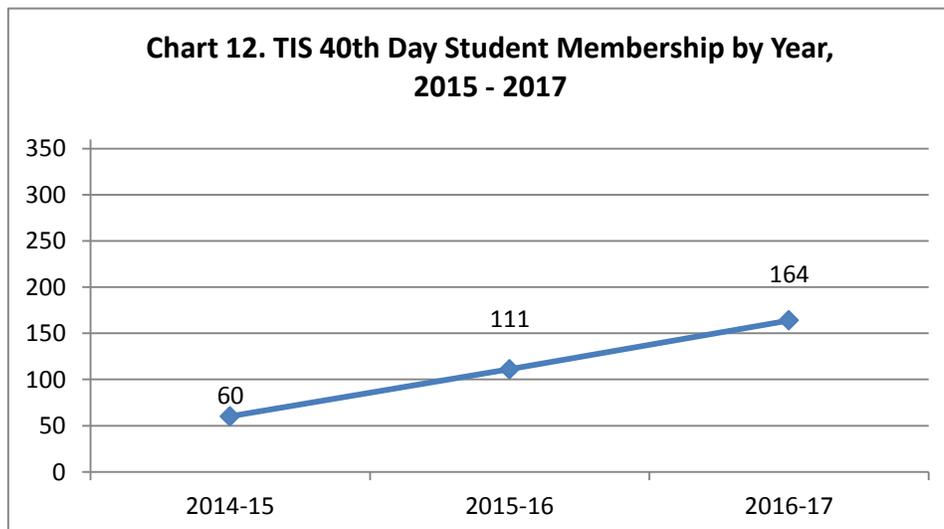
STUDENT ATTENDANCE AND ENROLLMENT

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy. The table below reflects the school’s habitual truancy rate compared to the local district, Taos Municipal Schools’ truancy rate, which was nearly 40% in 2015 and was about 27% in 2017. In comparison, TIS’s habitual truancy rate has ranged between 0 and approximately 9% in the last three years.

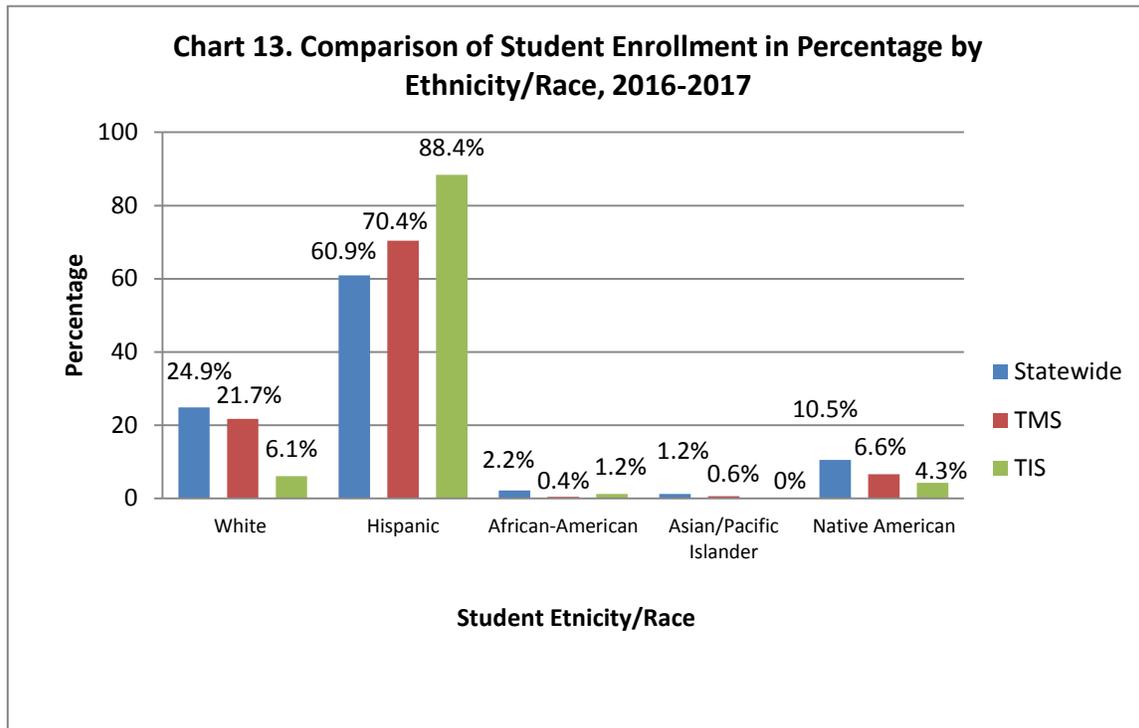


Student Membership (Enrollment). The chart below demonstrates the 40th day membership for each of the years in operation during their current contract term. The school’s enrollment has increased by approximately 50 students per year since 2015. As of 2017, the school has not reached its enrollment cap of 360. The student enrollment indicates the school operates at about 55% of its full capacity.

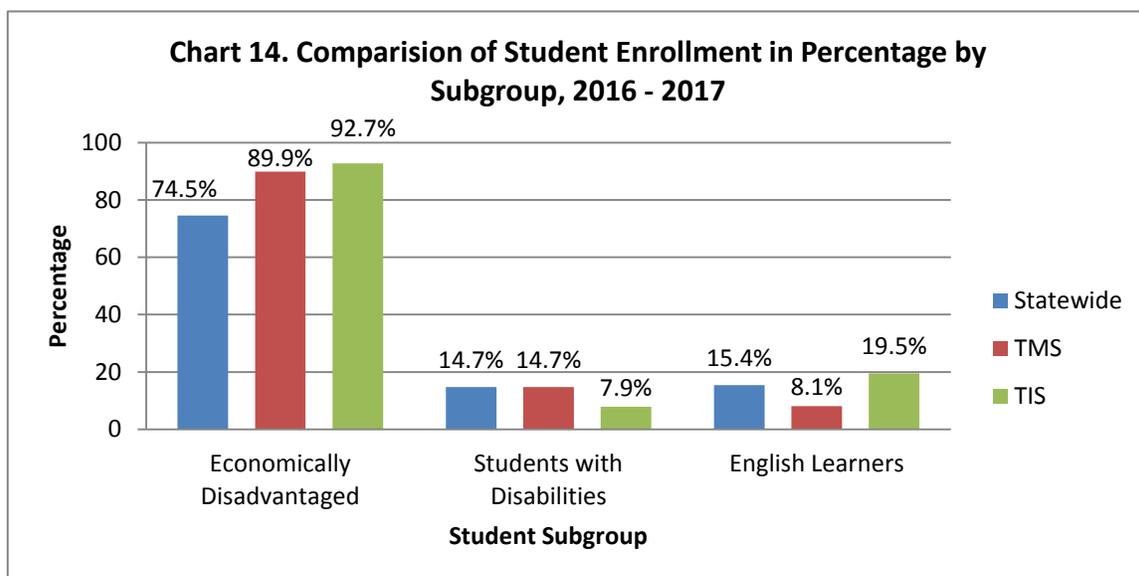


Note: Chart 12 may be updated with 2017-2018 data later this fall after the 40th day student membership data submitted through the Student Teacher Accountability Reporting System (STARS) is certified. The 40th day reporting window occurs annually from mid to late October.

Enrollment by Race/Ethnicity. TIS student demographic data illustrates that it serves a high Hispanic population when compared to the surrounding district. The discrepancies in the subgroup enrollment at this school are significant as the school has a greater than 10% difference in the school's Caucasian and Hispanic populations as compared to the local district and statewide percentages.



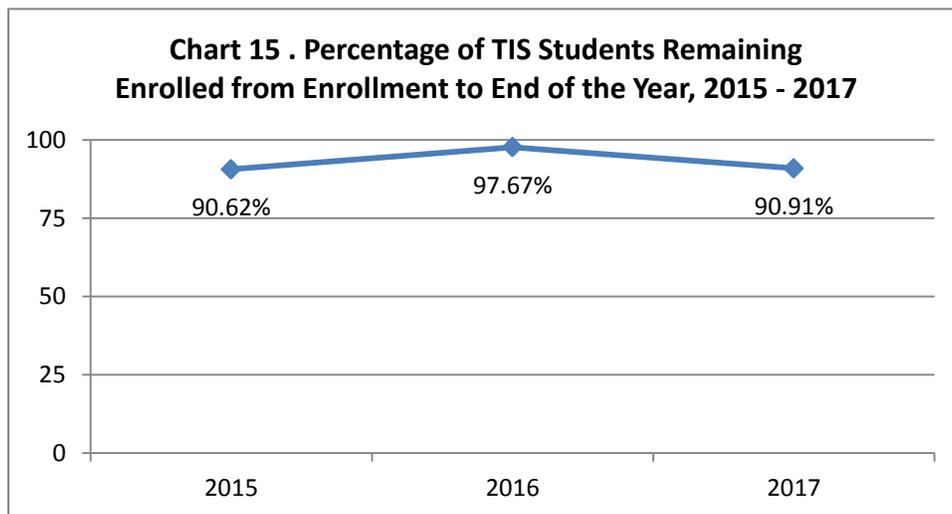
Enrollment by Subgroup. The school also has a higher population of English Language Learners and significantly higher population of economically disadvantaged students. The school serves half the percentage of students with disabilities when compared to the local district and statewide percentages.



Retention and Recurring Enrollment. In its Performance Frameworks, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

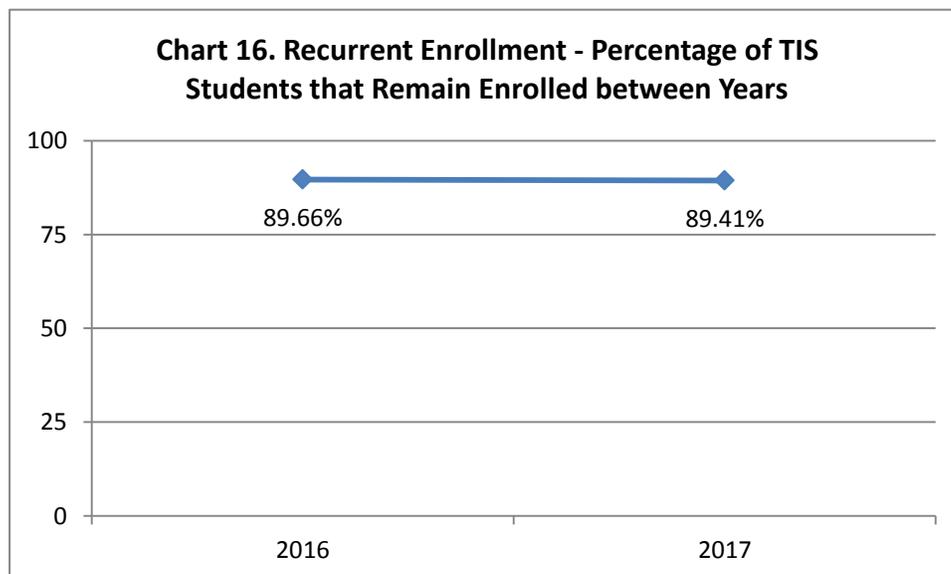
Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

Chart 15, below, illustrates student enrollment data demonstrates that 9.38% of students enrolled in 2014-2015 withdrew before the end of the school year. Withdrawals decreased in 2015-2016 to 2.33% and increased to 9.09% in the 2016-2017 school year.



To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

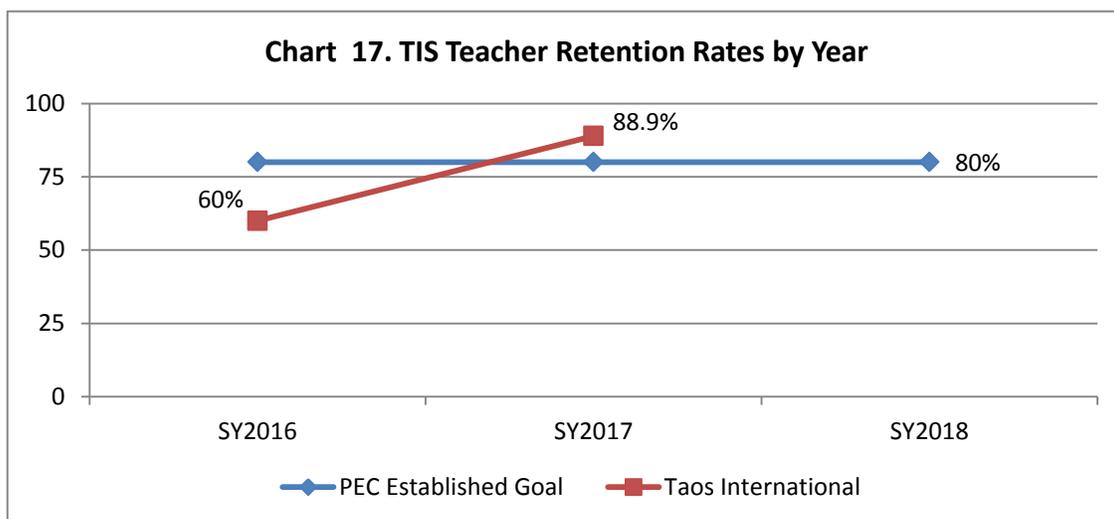
Chart 16, below, illustrates recurrent enrollment at TIS. Student enrollment data for TIS indicates that 89.66% of the students that completed the school year in 2014-2015 returned to TIS in 2015-2016. Eighty-nine percent of the students that completed the 2015-2016 school year returned to TIS in 2016-2017.



Thus, TIS has met the PEC recurrent enrollment target of 85% during its contract term because 89% of students that remained enrolled from one school year into the next (recurring enrollment between years).

Teacher Retention Rate. The table below demonstrates teacher retention. The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance contract and framework serve as criteria. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-16 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

Chart 17, below, demonstrates the school’s teacher retention rate over the last three school years.



The school’s teacher retention rate was 60% between the 2015 and 2016 school year and 87.5% between the 2016 and 2017 school year. TIS attained the expected teacher retention rates of at least 80% in 2017.

AUDIT PERORMANCE

In the **FY2016 audit**, Taos International received **three findings of non-compliance** related to internal control structure and payment for services, payroll, and retiree health care contributions.

- FY2016 – Internal Control Structure and Payment for Services (Noncompliance):** The School reimbursed an employee \$39 for meals and once instance of overnight travel. Additionally, it was noted that employees were not required to provide support for mileage traveled such as the odometer readings or NMDOT map mileage. Further, 2.42.2.11(D)(1-2) NMAC requires that mileage must be reimbursed at the rate set pursuant to the mileage chart of the official state map published by the state highway and transportation department or for actual mileage with beginning and ending odometer readings certified as true and correct by the traveler. The school was not in compliance 2.42.2.9(B)(2) NMAC which pursuant to the Per Diem and Mileage Act, 10-8-4(K)(2) NMSA 1978, limits per diem to a maximum of \$30.00 for in-state travel for a 24-hour period. The school was not in compliance with the state statue and regulation since it overpaid employees for meals and did not obtain the appropriate certification of miles traveled as a result of not having internal controls in place to ensure meal reimbursements were and mileage reimbursements were being certified and paid in accordance with the state statutes.

- **FY2016 – Internal Control Structure and Payroll (Noncompliance):** During the review of 25 payroll disbursements the auditor noted two instances where employees had their pretax health benefits deducted post tax and that in one instance the employee’s health benefits were withheld at the incorrect rate based on income. Per 6.20.2.11 NMAC, the school district must conduct independent checks on performance and proper valuation of recorded amounts and that management reviews reports that summarize the details of account balances and user review of computer-generated reports. The school is not in compliance with requirements set forth in 6.20.2.11 NMAC due the fact that internal controls were not in place to ensure that employees had necessary deductions withheld at the proper amounts and other deductions were withheld as pretax deduction. The auditor noted that system parameters surrounding pre-tax payroll deductions should be reviewed to ensure all deductions are processed in accordance with IRS guidelines and employees’ insurance rates are compared to the employees’ salary for correct withholding amounts.
- **FY2016 – Internal Control Structure and Retiree Health Care Contributions (Noncompliance):** During the test of the 12 months of Retiree Health Care contributions, the auditor noted three instances when an employee and the school did not contribute to the RHC when the employee was contributing to the ERB. As a condition of employment, each participating employee of an employer that chooses to become a participating employer must contribute from the participating employee’s salary per 10-7C-15 NSMA 1978. Additionally, 6.20.2.11 NMAC requires that the internal control structure demonstrate that the school district identifies applicable laws, regulation, and that procedures are designed to provide reasonable assurance that the school district complies with those laws and regulations. Since internal control were not in place to ensure that employees were contributing to RHC when they were contributing to ERB caused the school to not be in in compliance with the requirements of 10-7C-15 NMSA or 6.20.2.11 NMAC. The school should implement procedures to ensure all employees are contributing to both the RHC and ERB.

In the **FY2015 audit**, the school received **four findings of non-compliance** related to internal control structure and payment for services, internal control structure and payroll, timely deposits, and ERB remittance.

- **FY2015 – Internal Controls and Payment for Services (Noncompliance):** The school used the Internal Revenue Service (IRS) standard rate for mileage reimbursements. Per 2.42.2.11(B)(1) NMAC, public officers and employees of state agencies must be reimbursed at 80% of the IRS standard mileage rate. The school is not in compliance with the Per Diem and Mileage Act and is overpaying employees for travel on behalf of the school because it did not have internal controls in place to ensure mileage reimbursements were paid in accordance with the New Mexico Per Diem and Mileage Act.
- **FY2015 – Internal Control Structure and Payroll (Noncompliance):** During the review of 26 payroll disbursements, it was noted that there were 8 instances where background checks were not completed in a timely manner and one instance when a background check could not be provided for review. For one employee, the school was unable to provide evidence why Retiree Health Care (RHC) withholdings and contributions should not have been made. State regulation per 6.20.2.18 NMAC pursuant to 22-10.3.3 NMSA 1978 requires various employee records and documentation be maintained and available for inspection. Further, schools must establish policies and procedures for requiring background checks for applicants who have been offered employment with unsupervised access to students in schools. The school is not in compliance with the requirements in 6.20.2.18 NMAC or 22-10-3.3 NMSA 1978 because internal controls were not in place to ensure that employees had background checks in a timely manner, and that necessary deductions are withheld properly for one employee. The auditor noted that time cards should be reviewed and compared to the hours entered into the payroll system to ensure accuracy and that system parameters surrounding pretax payroll deductions should be reviewed to ensure adherence with IRS guidelines. Further, the school should ensure that all employees have a complete background check on file before their first day of work.
- **FY2015 – Timely Deposits (Noncompliance):** For one of 11 cash receipts tested, the auditor noted that funds were not deposited within the 24-hour timeframe required by 6.20.2 NMAC. The school

was not in compliance with state regulation and exposed itself to possible misappropriation of assets because the school did not follow its internal controls.

- ***FY2015 – ERB Remittance (Noncompliance)***: The auditor review 12 months of ERB remittances and noted that two were made several days late. Based on the instructions for preparing the ERB Form 100, electronic reports, consisting of salaries and contributions and demographic information, must be sent by the 15th of the month following the month covered by the report. The ERB Form 100 must be faxed the same day that the contributions are electronically submitted. The school did not remit the contributions payment in a timely fashion were subject to a penalty. The school must ensure coordination with the ERB office to ensure payments are correct and submitted in a timely manner.

ORGANIZATIONAL PERFORMANCE

Please note: the analysis of the school’s organizational performance on **the FY2017** Performance Framework will be updated after final reporting from the school is submitted by September 1, 2017.

In the **FY2016** Performance Framework, the school’s organizational performance was rated “Meets Standard” in all areas.

School Specific Requirements. The School’s Performance Framework included the following school specific requirements. The school has not reported on these requirements. PED will review evidence during the site visit and the school should report on these in the renewal application.

6.a. Is the school administering the [Woodcock Muñoz Levels of Cognitive Language Proficiency (CALP)] assessment in a consistent manner as described above?

- Taos International School will administer the CALP within each of the two testing windows at each grade level so that at least 95% of the TIS student population who begin the school year enrolled at TIS are assessed two times during the school year.

6.b. Is the school working to implement the International Baccalaureate Bilingual Primary Years Programme (PYP)?

- Taos International School will implement the International Baccalaureate (IB) Primary Years Programme (PYP) in a Spanish Language Immersion learning environment in grades K, 1, and 6.
- In order to obtain IB authorization to offer the Primary Years Programme and provide it in a Spanish language immersion learning environment, Taos International School will do the following in 2014-15:
 - In the first year of operation, all TIS teachers will be trained in the IB Primary Years Program at level 1;
 - In the first year of operation and prior to the unit being taught, TIS will build its Programme of Inquiry by developing 3 units of inquiry per grade level (K, 1, and 6) or 9 units in total, covering the required trans-disciplinary themes: Who We Are, Where We Are in Place and Time, and How We Express Ourselves. These units will be developed, taught, and assessed using IB unit planners and incorporating all of the IB Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk Takers, Balanced, Reflective;
 - In the first year of operation, TIS will develop and implement its IB Essential Agreements;

- In its first year of operation, TIS will initiate its application with the IB Organization as a school in the “Consideration Phase/Request for Candidacy”.
 - In first year of operation, TIS will integrate the IB Learner Profile Attributes into the total school environment.
- By the conclusion of the first year of operation, TIS will have its first year of implementing the IB PYP and the Spanish Language Immersion Program externally reviewed and assessed by experienced IB PYP practitioners and by experienced administrators of successful Spanish language Immersion Programs, resulting in a written report to the TIS head administrator and governing council and a plan of action in response.