

**New Mexico Public Education Commission  
and  
Public Education Department  
Options for Parents: Charter Schools Division  
*2017-18 State Charter Renewal Application Kit***

*Updated July 2017*



**Effective Options  
for New Mexico's  
Families  
Charter Schools**





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Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD provides staff support to the PEC and will review your renewal application, conduct the renewal site visits, and make a recommendation for renewal, non-renewal, or a conditional renewal on behalf of the Public Education Department. The PEC makes the final decision regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendation to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2017**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2018**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with the district on the forms and process that they require.

The enclosed renewal application is divided into six parts: **Part A: Your School's Summary Data Report and Current Charter Contract; Part B: Progress Report, Part C: Financial Statement; Part D: Petitions of Support; Part E: Description of the Charter School Facilities; and Part F: Amendment Requests.** These sections address

the requirements of NMSA 1978 § 22-8B-12(J) and are intended to provide the PEC the information necessary to determine if the school's past performance supports renewal of the charter. NMSA 1978 § 22-8B-12(K) provides that a charter may be not renewed if the chartering authority determined the school (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract; (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract; (3) failed to meet generally accepted standards of fiscal management; or (4) violated any provision of law from which the charter school was not specifically exempted.

**Part A** is provided by the CSD and PED for the school in the summer before Renewal, updated after the newest data is released, and then is provided as Part A to the School's Renewal Application when the PEC receives it in October. The School is asked to verify the information in Part A. The school should also use the information in the contract to report on academic performance goals and other contractual requirements.

**Part B** offers a School the opportunity to provide information regarding their academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter. This Part of the Application is divided into three sections: Section 1 – Academic Performance, Section 2 – Financial Compliance, and Section 3 – Organizational, Contractual and Governance Responsibilities.

In **Section 1 – Academic Performance**, the school reports on its academic performance during the term of the contract, including achieving the goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

**Subsection a** - A school that has not maintained a C or better letter grade in each of the last four years should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward maintaining a C or higher letter grade. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have maintained a C or better letter grade in each of the last four years will not complete this Section.

**Subsection b** - All schools will report on their performance in relation to school specific charter goals found in the negotiated performance framework. Performance reports related to school specific goals should be supported by raw data (masked to protect PII), provided in an appendix. The school should report on the performance in each of the last four years. Schools that have **not** met their school specific goals in each of the four years should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have met their goals in each of the years of the contract term **will not** provide a narrative.

In Section 2 – Financial Compliance, the school reports on its financial compliance during the term of the contract, including all findings identified in external audits completed and released during the term of the contract, and the requirements of the Financial Performance Framework.

**Subsection a** – For each year in which the school had findings identified in the external audit, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

**Subsection b** – For each year in which the school **did not meet** the standards of the Financial Performance Framework, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the ratings on the framework in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

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

In Section 3 – Contractual, Organizational and Governance Responsibilities, the school reports on its organizational, contractual and governance responsibilities during the term of the contract, including achieving the objectives, state standards of excellence and a and other terms of the charter contract.

**Subsection a** - Each school will provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms). The narrative will be verified during the site visit. If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school must provide a narrative to explain the improvement actions

the school made during the term of the contract in order to meet those charter objectives. All schools must provide a narrative for this section of the application.

**Subsection b** – Each school will identify any organizational compliance findings from the Organizational Performance Framework over the term of the contract and provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the site visit. If the school has received any OCR complaints or formal special education complaints, the school should identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

**Subsection c** – Each school will identify how they have met governance responsibilities during the term of the contract. Specifically, the school will identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members. The school will identify the amount of time any vacancies were open. The school will also identify any board members that did not complete required training hours in any of the years of the contract term. If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the site visit. All schools must provide a narrative for this section of the application.

**Part C** offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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. The department has created a form for the report that is incorporated as part of the application. All schools must provide a response for this section of the application.

**Part D** offers a School the opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school. These petitions must be completed in the school year in which the applicant is applying for renewal. The school should identify the date on which the petition was completed and the number of eligible signors on that date. Original signatures must be provided in the application. All schools must provide a response for this section of the application.

**Part E** requires the school to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the NMCI from PSFA, and a copy of any lease documents. All schools must provide a response for this section of the application.

**Part F** allows the school to identify any amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests.

Upon receipt of the completed application, the CSD will review the application, verify data, and conduct a site visit to verify information provided in the application. Afterwards, the CSD will write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. The School will have a chance to respond to the analysis provided. After CSD receives the School's response, it will evaluate all information available and make a recommendation for a renewal, conditional renewal, or non-renewal.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that a charter may be not renewed by the chartering authority if the chartering authority determines that the charter school:

- committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- failed to meet generally accepted standards of fiscal management;
- violated any provision of law from which the charter school was not specifically exempted.

Please contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us), with any questions regarding the state charter renewal application kit.

Instructions: 2017 State Charter Renewal Application Process and Review Stages .....	7
State Charter Renewal Application Evaluation Standards .....	9
Glossary of Terms .....	10
2017 State Charter Renewal Application Process .....	12
Part A—School’s Summary Data Report and Current Charter Contract .....	13
Part B—Progress Report .....	14
1. Academic Performance .....	16
a. Department's Standards of Excellence – A-F Letter Grades .....	16
b. School Specific Charter Goals .....	20
2. Financial Compliance .....	23
a. Audit .....	23
b. Financial Performance Framework .....	24
c. Board of Finance .....	25
3. Contractual, Organizational, and Governance Responsibilities .....	26
a. Charter Material Terms .....	26
b. Organizational Performance Framework .....	28
c. Governance Responsibilities .....	29
Part C—Financial Statement .....	31
Part D—Petitions of Support .....	32
1. Petition of Support from Employees .....	33
2. Petition of Support from Households .....	34
Part E—Description of the Charter School Facilities and Assurances .....	35
1. Facility .....	36
Part F—Amendment Requests .....	37

## Instructions: 2017 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing the 2017 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to <a href="mailto:charter.schools@state.nm.us">charter.schools@state.nm.us</a> .
<b>Deadlines and Manner of Submission</b>	<p>2017 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact <a href="mailto:charter.schools@state.nm.us">charter.schools@state.nm.us</a></p> <p>Files must be submitted via your account on the WEB EPPS no later than 11:59 p.m. (mountain time) Tuesday, October 3, 2017.</p> <p>Note: Submission prior to October 3rd, 2017 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
<b>Technical Assistance Workshops (June – September 2017)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2017. The first training will take place June 7, 2017 and will be an all-day. Details regarding this training and future trainings are available at: <a href="http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html">http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html</a> .
<b>Renewal Application Review Period (October 3–November 6)</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit and evaluate compliance with academic, organizational, contractual, financial, and governance requirements.
<b>CSD Preliminary Renewal Analysis (November 6)</b>	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in relation to the statutory reasons for non-renewal.
<b>Response to Preliminary Renewal Analysis (November 20)</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.



<b>PED Recommendation (December 4)**</b>	The PED will send a recommendation to the PEC to approve, approve with conditions, or deny the renewal application on <b>Monday, December 4, 2017</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 14-15)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December, 14-15, 2017</b> .

## State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the PED staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the PED will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the PED's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

**Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?**

The school's performance contract defines the terms under which it proposes to operate and the performance framework defines the measurable goals that the school agreed to meet. The PED will analyze the evidence presented in the application from the school, during the renewal site visit, and from the monitoring conducted during the term of the contract to determine if the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter. For applicants that were previously authorized by the district.

**Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?**

The PED will analyze and evaluate student achievement data on required state tests and on other measures set forth in the contract. The school must report data for school specific goals both throughout the term of the contract and as part of the renewal application. The school's own analysis and supporting data will both be considered.

**Has the school failed to meet generally accepted standards of fiscal management?**

The PED will rely on documentary evidence based on the annual independent financial audits and reports from the School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

**Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?**

The PED will rely on documentary evidence gathered by the PED or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations. Evidence will also be evaluated during the site visit and from monitoring reports throughout the term of the contract.

## Glossary of Terms

**Amended Charter School Act:** In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

**Assessment:** A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

**Current Charter:** The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

**Material Term:** The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

**Material Violation:** A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

**New Mexico Condition Index (NMCI):** The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

**Performance Contract:** (§22-8B-9 NMSA) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

**Performance Frameworks:** [§22-8B-9.1 NMSA] The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

**PSFA:** Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

## 2017 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—School’s Summary Data Report and Current Charter Contract (provided by the CSD)**

**Part B—Progress Report**

**Part C—Financial Statement\***

**Part D – Petitions of Support\***

**Part E – Description of the Charter School Facilities\***

**Part F – Amendment Requests**

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



## **Part A—School's Summary Data Report and Current Charter Contract**

(CSD will provide pulling from information provided during the charter term.)



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

<b>Meets the Standards</b>	1. In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence.
<b>Demonstrates Substantial Progress</b>	<p>2. The narrative describes specific adult (teachers, leaders, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; and</p> <p>3. The narrative identifies specific evidence the site visit team should review to understand the improvement actions taken. An evaluation of this evidence supports the implementation of reported improvement actions; and</p> <p>4. The narrative identifies sustained, measurable successes resulting from the improvement actions over the contract term. An evaluation of all data and evidence supports the reported successes.</p>
<b>Approaching Progress</b>	<p>5. The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.</p> <p style="text-align: center;">AND</p> <p>6. The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or</p> <p>7. The narrative fails to identify evidence the site visit team should review to understand the improvement actions taken. Or an evaluation of this evidence does not fully support the implementation of reported improvement actions; or</p> <p>8. The narrative identifies measurable successes resulting from the improvement actions over the contract term, but the successes are inconsistent and not maintained over time. Or an evaluation of the data and evidence does not fully support the reported successes.</p>
<b>Failing to Demonstrate Progress</b>	<p>9. The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.</p> <p style="text-align: center;">AND</p> <p>10. The narrative is focused on describing circumstances that connected to the poor performance or excuses for the poor performance, but either does not describe improvement actions or describes minimal improvement actions; or</p> <p>11. The narrative does not identify any evidence the site visit team should review to understand improvement actions. Or there is no evidence for the site visit team to review to support the implementation of improvement actions; or</p> <p>12. The narrative fails to identify any measurable successes over the contract term, or the data demonstrates performance that has continued to decline or remained at an unacceptable level, or evaluation of the data and evidence directly contradicts reported successes.</p>



## 1. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

**For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.**

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.**

***School response:***

*Taos International School (TIS) opened in 2014 with grades, kindergarten 1<sup>st</sup>, 6<sup>th</sup> and grades. The school up to now has included K- 8<sup>th</sup> grades in an intensive academic, dual language, and International Bachelorette environment. Although TIS has earned a Final Letter Grade of “D” in 2015 and a high “D” in 2016, it is evident that improvement has occurred during the past two years, based on the school points. In 2015, TIS had 11.53 points and in 2016, 12.25 points, only 1.4 points from a “C” grade on the 2016 Report Card. TIS has made improvement from 2015 to 2016. (Please see Appendix Titled TIS Report Card Comparison 2015-2016). Based on this data, TIS academic growth has continued. The 2017 Report Card was just released and does show an improvement in total possible points, from 12.25 in 2016 to 26.28 in 2017, unfortunately the grade was calculated as an “F.” (Please see Appendix Titled TIS Report Card 2017). On the sections in the data to calculate student proficiency levels, the Value-Added Model (VAM) showed a negative growth in reading despite their improvement of 9% in reading proficiency. Under Student Growth which factors in the Q1’s, (Lowest performing students) and the Q4’s (Highest performing students), it states that students performed higher than expected.*

*Based on the PARCC and All Assessment data 2015-2016 data growth increased rates in reading from 1- 15% in 6<sup>th</sup> grade and 0 -7% in 7<sup>th</sup> grade. In Math, rates increased from 7-20% in 6<sup>th</sup> grade and 0-7% in 7<sup>th</sup> grade. (Please see Appendix Titled TIS All Assessment Reading Comparison 2015-2016) and (TIS All Assessment Math Comparison 2015-2016). Upon review of 8<sup>th</sup> grade student PARCC assessment, a comparison of the 2016 class vs. the 2015 school year is presented. Students have maintained academic achievement. (Please see Appendix Titled TIS PARCC Data Comparison 8<sup>th</sup> Grade 2015 vs. 2016).*

*Based on the North-Western Evaluation Assessment (NWEA) Maps, short-cycle data, academic growth has increased in reading and math from kindergarten through 8<sup>th</sup> grades. Upon review of the I-Station data(reading) from 2016-2017, 54% of students in kindergarten achieved more than 1 year’s gain. In 1<sup>st</sup> Grade 64% of students achieved more than 1 year’s gain. In 2<sup>nd</sup> grade 55% of students achieved more than 1 year’s gain. In 3<sup>rd</sup> Grade 71% of students achieved more than 1 year’s gain. (Please see Appendix Titled TIS K-3 I-Station 2016-2017). In 6<sup>th</sup> grade 2015-2016, 45% of students achieved projected growth in Reading. (Please see Appendix Titled TIS 6<sup>th</sup> Grade Reading Map Data 2015-2016). Also 40% of 6<sup>th</sup> grade students made gains. 72% of 7<sup>th</sup> grade students made gain. 87% of 8<sup>th</sup> grade students made gain. (Please see Appendix Titled TIS Grades 6-8 Reading Map Data 2016-2017).*

*In 7<sup>th</sup> Grade 2015-2016, 31% of students achieved projected growth in reading. (Please see Appendix Titled TIS 7<sup>th</sup> Grade Reading Map Data 2015-2016).*

*In Kindergarten, 2015-2016, 73 % of students achieved academic growth in Math. (Please see Appendix titled TIS Kindergarten Math Map Data 2015-2016). In 1<sup>st</sup>-2nd grades, 2015-2016, 65% of students made projected growth in Math. (Please see Appendix Titled TIS K-3 Math 1<sup>st</sup> Map Data 2015-2016). 57% of students made projected growth in math grades k-2. (Please see Appendix titled TIS K-3 Math 2<sup>nd</sup> Map Data 2015-2016). 93% of Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup> and 7<sup>th</sup> Grade students made gain in math. (Please see Appendix Titled Grades K-8 Math Map Data 2016-*

2017). 65% of students in 6<sup>th</sup> grade achieved projected growth in Math. (Please see Appendix Titled TIS 6<sup>th</sup> Grade Math Map Data 2015-2016).

It is apparent that TIS's academic growth and improvement of the Letter Grade can be attributed to consistent utilization of our School Improvement Plan which began in March of 2017. The plan involved the entire school community as efforts were joined to work as a team to support the improvement of student achievement. The Plan included: 1. Self-Monitoring by staff which incorporated using Map, I-Station, Woodcock Munoz and NMSBA. 2. Reporting on progress was done through a Standards Based Report Card to communicate with parents, sent to parents every 5<sup>th</sup> week of the Quarter. Report Cards were sent 4 times per year. The Progress Report included: A. A skills checklist or %Grade. B. Report on class behavior. C. Appropriate use of class time. D. Completion of assignments. Recommendations for student improvement included: 1. More effort at home. 2. After school tutoring. 3. Parent teacher conference. (Please see Appendix titled TIS Improvement Plan Chart 2017). The current plan will be updated and revised to address the recent Report Card from this past school year. Revisions include: Posting Common Core Standards on the wall in classrooms, weekly meetings for teachers to discuss standards and student progress (measured through regular exams), and specific skill development in PARCC deficit areas for students. Administrator and teachers at TIS are attending New Mexico Dash Training, to develop the school's 90 Day Improvement Plan.

TIS has used several categories of strategies to improve academic performance and the Letter Grade. These are listed as follows: 1. Instructional strategies include school wide dual language immersion requiring students to study English and Spanish through a long range educational plan. This process contains clear criteria for student progress throughout all grades. 2. Instructional time has been increased through a longer school day, allowing for specific one-on-one or small group instruction in targeted areas of need. 3. Teachers have received Professional Development (PD) in English Language Learner (ELL) processes through the GLAD Program and the Sheltered Instruction Observation Protocol (SIOP). 4. Differentiated Instruction (DI) includes the use of a teacher as an instructional tool as a student intervention. 5. Student Assistance Team Intervention and Culturally Responsive Instruction has also been used. 6. Teachers have created highly diverse classrooms involving a Responsive Mind Set (RMS). This incorporates the following components: anchor activities, learning centers, learning contracts, tutoring with peers and an (IB) and reading coach, project-based learning, flexible grouping and assessment. 7. Universal Design Learning (UDL) framework has been implemented and is based on neuroscience and brain processes, used to accommodate many styles of learning. The UDL framework includes the use of student and classroom profiles, considering student strengths and weaknesses for planning units of inquiry.

8. Staff have also provided positive incentives for regular student attendance. 9. TIS has adopted teaching methods and curriculum materials with flexibility in specific areas. 10. Teachers also use Response to Intervention (RTI) strategies. RTI strategies included grouping students by ability with focus on the lowest Q1 population. Support was provided in reading, math and PARCC practice testing, using resources from I-Station. NWEA Map resources are also used.

*TIS is committed to using data to improve the classroom learning system. A six-step system is utilized. 1. Data is collected through various assessments and individual student levels are identified. 2. Goals and measures are set according to the SMART method and Annual Yearly Progress (AYP). An Individual Learning Plan (ILP) is developed for each student. Student performance data is monitored in class through I-Station on a weekly basis, using an individual student goal setting form. 3. TIS staff adopts and deploys an approach to continual improvement and collaboration among one another to help students improve learning. 4. TIS staff translates their approach into aligned action and diversifies instructional practices to promote positive outcomes for students. 5. Teachers analyze the data. 6. Improvements are made in distinct areas of need. The cycle is repeated on an on-going basis. The continuous improvement plan and the use of data will prevail as the foundation of academic support for student achievement in the new Charter Contract Years. TIS staff will continue to use ILP's for students to monitor and maintain all data, through an electronic portfolio. Student academic successes have been demonstrated through PARCC, short-cycle assessments and other measures. These documents/evidence will be available for review at the site visit which include but are not limited to: Teacher/student data, student achievement records, lesson plans, assessment tools, attendance records, and student/classroom profiles.*

## b. School Specific Charter Goals\*

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term,** provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

***School response:***

**Student Academic Performance Standard/Goal #1:**

Upon completion of the 2016-2017 school year and in subsequent years, Full Academic Year (FAY) students at Taos International School (TIS) who have attended the school for three (3) consecutive years, will be assessed using Map, short- cycle data to measure academic growth in Reading. The levels of scores that indicate proficiency are similar for Reading and Math and listed as follows: Exceeds Standard: 80% or above, Meets Standard: 70-79% or the student tests “average,” “high average or “high average,” or “high,” on winter or spring short cycle assessment. Does Not Meet Standard: 60-69% of students made at least one year’s growth in Reading or Math.

TIS has also used the NMSBA, PARCC and I-Station. For Spanish Language Reading, TIS used the Indicadores Dinamicos del Exito En La Lectura (IDEL,) Woodcock Munoz and individual teacher based assessments found in adopted core instructional materials.

TIS has met goals for Reading in different levels and grades for school years 2015-2017. TIS student academic growth has improved through this past school year. (Please see TIS All Assessment Reading Comparison 2015-2016). Based on the NWEA short-cycle, and I-Station data, academic growth has increased from Kindergarten through eighth grades. (Please see Appendix Titled TIS I-Station K-3 September 2016). (Please see Appendix Titled TIS I-Station K-2 March 2017). (Please see Appendix Titled I-Station 3<sup>rd</sup> Grade March 2017). Rates in reading have increased from 1-15% in 6<sup>th</sup> grade and 0-7% in 7<sup>th</sup> grade. (Please See Appendix Titled TIS 6<sup>th</sup> Grade Reading Map Data 2014-2015). And (Please see Appendix Titled TIS Grades 6-8 Reading Map Data 2016-2017). In 7<sup>th</sup> grade 31% of students achieved projected growth in Reading. (Please see Appendix Titled TIS 7<sup>th</sup> Grade Reading Map Data 2015-2016).

**Student Academic Performance Standard/Goal #2:**

Upon completion of the 2016-2017 school year and in subsequent years, Full Academic Year (FAY) students at Taos International School (TIS) who have attended the school for three (3) consecutive years, will be assessed using N.W.E.A. MAP, short- cycle data to measure academic growth in Math. In Kindergarten, 73% of students achieved growth in Math. (Please see TIS Appendix Titled K-3 1<sup>st</sup> Math Map Data 2015-2016). (Please see Appendix Titled K-3 2<sup>nd</sup> Math Map Data 2015-2016). In Math, rates increased from 7-20% in 6<sup>th</sup> Grade and 0-7% in 7<sup>th</sup> Grade. (Please see Appendix Titled TIS All Assessment Math Data Comparison 2015-2016). (Please see Appendix Titled Math Map Data 6<sup>th</sup> Grade 2014-2015). In 7<sup>th</sup> Grade 31% of students achieved projected growth in Math. (Please see TIS Appendix Titled TIS 7<sup>th</sup> Grade Math Map Data 2015-2016). (Please see Appendix Titled TIS Grades K-8 Math Map Data 2016-2017).

**2.a. Student Spanish Language Reading Goal:**

An Amendment was approved on April 3, 2015 to stop using the WIDA ACCESS, assessment to replace it with NWEA Map. Performance Indicator: FAY K-8<sup>th</sup> grade students will achieve and maintain a level of academic success in Reading. The same criteria as listed above will be used to demonstrate proficiency. (Please see Appendix Titled IDEL Spanish Language Reading Kindergarten Data 2014-2015).



## **2.b. Student Spanish Language Proficiency Goal:**

**FAY (K-8) students who have attended TIS and taken beginning of the year assessments will grow from one performance level to the next highest performance level in Spanish Language Proficiency as measured by the Woodcock Munoz Levels of Cognitive-Academic Language Proficiency (CALP). Woodcock Munoz CALP levels of Spanish proficiency are based on a scale of 1 through 6: 1-Negligible, 2-Very Limited, 3-Limited to Fluent, 4-Fluent, 5-Advanced, 6-Very Advanced. Exceeds Standard: 75% or more of FAY 6-8 Grade students at TIS who have taken both beginning and end of year assessments will grow in CALP scores from one performance level to the next highest in Spanish Language Proficiency. Students scoring at the Very Advanced performance level on the beginning of the year assessment will maintain that performance level on the end of year assessment. Meets Standard: 60-79%. Does Not Meet: 45-64%. Falls Far Below Standard: Less than 45%.**

**65% of students in K-5 grades, who took beginning and end of year assessments improved in Cognitive-Academic Language CALP scores, from one performance level to the next higher in Spanish Language Proficiency. (Please see Appendix Titled Woodcock Munoz Data Grades K-1<sup>st</sup> 2014-2015). (Please see Appendix Titled Woodcock Munoz Data Grades K-5 2016-2017). (Please see Appendix Titled Woodcock Munoz Data 6<sup>th</sup> Grade 2014-2015).**

**73% of students in 6<sup>th</sup>-8<sup>th</sup> grades, who took beginning and end of year assessments improved in Cognitive Academic Language CALP scores, from one performance level to the next higher in Spanish Language Proficiency. (Please see Appendix Titled Woodcock Munoz Data Grades 6<sup>th</sup>-8<sup>th</sup> 2016-2017). The Student Oral Language Observation Matrix (SOLOM) has been used to assess students' knowledge of oral language, and to track annual progress. (Please see Appendix Titled SOLOM Observation Assessment Chart).**

### **Organizational Performance Standard/School Goal #1:**

**Upon completion of the fourth school year Taos International School will be designated as a world school by the International Baccalaureate organization and will officially begin to offer the Primary Years Program (PYP). The school will also offer the Middle Years Program (MYP).**

**The TIS staff is currently achieving these goals, and have completed numerous hours of professional development towards IB certification.**

**Progress has occurred in these goals and is on-going. TIS has combined ninety percent Spanish and ten percent English immersion, dual language, in IB kindergarten, elementary PYP and middle school MYP. First grade is eighty percent Spanish and twenty percent English. Second grade is seventy percent Spanish and thirty percent English., Third grade is sixty percent Spanish and forty percent English. Fourth grade is sixty percent Spanish and forty percent English. IB has been integrated into the curriculum in all content areas. TIS is an IB candidate school, currently working towards authorization. Data/evidence can be reviewed at the site visit which may include, but not limited to: Governing Council Agendas including Administrator Reports, IB Unit Training Agendas and letter of approval to be a candidate school, and Teacher Certificates. Other evidence may include English Language Development program components and student language assessments.**

## 2. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

### a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

**For any school that has received audit findings in any annual audit during the term of the contract** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have received no audit findings in each of the annual audits during the term of the contract do NOT complete this Section.**

#### ***School response:***

***TIS has followed the Public-School Finance Act which requires the audit committee to track and report progress on the status of audit findings and make policy changes needed to address audit findings. Negative findings from independent audits for each year and how the school made improvements are listed in the Audit Report Summary. (Please see Appendix Titled TIS Audit Report Summary).***



## b. Financial Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for financial performance and sustainability.

**For any school that has received a rating below “meets standard” for one or more financial performance framework indicator during the term of the contract** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial performance and sustainability.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have received a rating of “meets standard” for all financial performance framework indicators during each year of the term of the contract do NOT complete this Section.**

***School response:***

***N/A***

### c. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

***School response:***

***N/A***

### 3. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted.

#### a. Charter Material Terms\*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

**Each school must provide a brief** narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

**If the school has made substantial changes or has not met any of the material terms of the contract** during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

***School response:***

*TIS complies and has implemented the material terms of the approved charter application as defined in the charter contract. Areas include Mission, Education Framework (inquiry-based learning), grade levels, enrollment, instructional days/hours or other terms of the charter contract.*

*Students at TIS are part of a diverse group including special education, English Language Learners and economically disadvantaged. Individual student needs have been met through the operational structure which has focused on a long range educational plan with continuous improvement management. Students are provided appropriate assessments and materials that accommodate their learner differences. Students are exposed to a variety of techniques and strategies to understand content, and multiple opportunities to participate through inquiry-based learning. Students “will acquire languages and the academic and social skills necessary to function in our local, national and international community,” as stated in the school Mission.*

*Teachers at TIS have been provided training and insight into the history and model of the program regarding the Mission, Vision and goals of the school. Professional development has been provided in English Language Learner (ELL) instruction, and International Baccalaureate certification. Teachers have been hired to provide instruction in their areas of expertise and strengths. Teachers have created highly diverse classrooms and are culturally responsive to benefit all students. They have also been trained in data driven instruction, aligned action, and the diversification of instructional practices to promote positive outcomes for students.*

*Based on the 2017 School Report Card, TIS parents believe it is a good school, with an “A” Rating under the Opportunity to Learn section. TIS has high parent involvement and participation in school activities and events. The administration and staff have an open door policy with parents and families. The Taos community of parents have embraced the vision and mission of the school. The school reputation and enrollment has grown because of its safe, positive learning environment. The administration and staff have regular communication with parents and are available to assist with emotional or social issues regarding students educational participation. Parents have also been involved in supporting their son/daughters academic achievement through the TIS School Improvement Plan. The plan utilized a Standards Based Report Card and other tools to communicate with parents.*

## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a rating below “meets standard” for one or more organizational performance framework indicator during the term of the contract** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

**Schools that have received a rating of “meets standard” for all organizational performance framework indicators during each year of the term of the contract do NOT complete this Section.**

***School response:***

***N/A***

### c. Governance Responsibilities\*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

1. the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
2. any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
3. any time when the governing body did not maintain the required committee membership;
4. the amount of time any vacancies were open;
5. any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet**, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

***School response:***

*TIS has met governance responsibilities during the term of the contract. The TIS Governing Council (GC) consists of six members (maximum of 9) and no less than five (5). The GC elects a President, Vice-President, and Secretary. Their roles are listed as follows: President-The president of the GC shall preside at all meetings and shall appoint committees with the approval of the GC. The president shall sign legal documents as required by law and other duties as given by the GC. The president is also responsible for making sure GC members uphold their commitments. The Vice-President will perform the duties of the president in the absence of the president or at the request of the president. If a vacancy occurs in the presidency, the Vice-President will act in the capacity of the president until the office has been filled. The Secretary keeps minutes of GC meetings, policies, and posts notices.*

*TIS has an Audit committee, whose purpose is to keep the GC apprised of the school finance affairs. The committee also assists in tracking and reporting progress of audit findings. TIS also has a combined Parent and School Advisory Committee. This group is responsible for providing communication to parents, and promotes participation in all school led events and activities. Each committee has a president and a secretary. If GC membership falls, a vacancy may be filled in any office for the unused portion of the term of the officer being replaced. This is also true for committees. The terms of the members of the GC and committee member participation is one year.*

*GC training is monitored and completed in a timely manner. A record of training hours/dates is kept on file at the school. GC policies and procedures, and other documents may be reviewed at the site visit.*



### **Part C—Financial Statement\***

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department)





### **Part D—Petitions of Support\***

(1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school. 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school.)

## 1. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Taos International Charter School and hereby certify that: the attached petition in support of the Taos International Charter School renewing its charter was circulated to all employees of the Taos International Charter School. There are \_\_\_\_\_ persons employed by the Taos International Charter School. The petition contains the signatures of \_\_\_\_\_ employees which represents \_\_\_\_\_ percent of the employees employed by the \_\_\_\_\_ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF \_\_\_\_\_ )

I, \_\_\_\_\_, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

\_\_\_\_\_

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_ 2017.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## 2. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Taos International Charter School and certify that: the attached petition in support of the Taos International Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of Taos International School households which represents \_\_\_\_\_ percent of the households whose children were enrolled in the Taos International Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF \_\_\_\_\_)

I, \_\_\_\_\_, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_ 2017.

\_\_\_\_\_  
Notary Public

My Commission Expires:



## **Part E—Description of the Charter School Facilities and Assurances\***

(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978)

## F. Facility\*

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website.

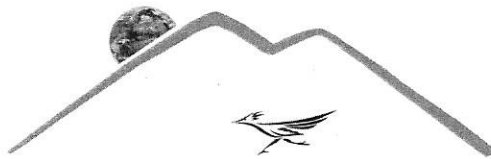
### ***School response:***

***TIS is the only school that is visible from the main highway in Taos New Mexico. It is approximately half a mile from the entrance to the main highway, making accessibility easy for students and parents. TIS has maintained an E-Occupancy certificate for the past three years. (Please see Appendix D for pertinent documents such as E-Occupancy, Facility Map diagram and PSFA letter). The current building which is 24,416 square feet is comprised of two offices, 22 classrooms, 1 office, 13 restrooms, a cafeteria, and an enclosed outdoor playground area. The current facility is appropriate for fulfilling the school vision of "students will learn to respect themselves, their community and the larger diverse world in which they live while developing the skills necessary to achieve their goals." TIS entered into a Lease Purchase Agreement with the landlord on July 1, 2014. The school follows Section 22-8B.-4.2. NMSA pertaining to charter school facility requirements.***



### **Part F—Amendment Requests**

(Submissions that meet amendment request requirements to support PEC consideration of any requested changes to the material terms of the school contract that would become effective as part of the new contract)



## TAOS INTERNATIONAL SCHOOL

### DUAL LANGUAGE K-8 STATE CHARTERED SCHOOL GOVERNING COUNCIL (GC) MEETING

**DATE:** August 14, 2017

**TIME:** 5:00 pm

**LOCATION:** Diamond Plaza 118 Este Es Rd Taos, NM 87571

#### Official Minutes

- A. Call Meeting to Order: 5:08** *Carla Romero called meeting to order.*
- B. Roll Call:**
  - Nadine Vigil, Head Administrator/Director-present*
  - Carla Romero, President-present*
  - Cliff Johnson, Vice President-present*
  - Florina Cordova, Secretary-present*
  - Anna Parraz-Romero, Member-present*
  - Lorraine Cordova, Member-present*
  - Edna Pena, Member-present*
- C. Action Proposed-** Adoption of Agenda for August 14, 2017: *(Carla Romero entertained the action proposed; Adoption of Agenda for August 14, 2017. With the amended change of Item L(5) introduction of new and returning staff, to take place at beginning of meeting. Cliff Johnson made a motion for the action proposed. Florina Cordova second motion, all in favor. Motion passed unanimously)*
- D. Action Proposed-** Approval of June 12, 2017 minutes: *(Carla Romero entertained the action proposed; Approval of the June 12, 2017 minutes. Florina Cordova made a motion for the discussion and approval of the action proposed. Cliff Johnson second motion, all in favor. Motion passed unanimously)*
- E. Public Comment:** This is an opportunity for members of the public to address the Governing Council (GC) for up to five minutes with comments or issues, whether or not they are posted on the agenda. The Chair may reduce the time for each participant to speak to ensure adequate time to conduct GC business. The GC, by law, cannot take action nor have any discussion or deliberation on any presentation made to it concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action. *None*
- F. GC Member Comment:** This is an opportunity for any GC member to make a comment. *None*
- G. Business Manager Report:** *Justine Vigil (Vigil Group) Presented several budget items; Revenue Report; Expenditure Report; Check Register; Open PO's; Bank Reconciliation; Outstanding Checks.*
- H. Public Input/Comment on FY 2017-2018 Budget:** *None*
- I. Discussion and Action Proposed: 2017-2018 Governing Body's Membership-***Nadine M. Vigil, Head Administrator/Director; Carla Romero, GC President: Nadine M. Vigil and Carla Romero gave a report on 2017-2018 Governing Council Body's Membership. A total of 6 members; It consists of GC President, GC Vice President, GC Secretary and 3 members. Ms. Romero entertained a motion for the*



discussion of the action proposed. Cliff Johnson made a motion for the discussion and approval of the action proposed. Lorraine Cordova second motion, all in favor. Motion passed unanimously)

- J. **Discussion and Action Proposed: Approval of Mission Statement Amendment:** *(Carla Romero entertained the action proposed. Cliff Johnson made a motion for the discussion and action proposed. Florina Cordova second motion, all in favor. Motion passed unanimously)*
- K. **2017 Renewal Application Presentation:** Eileen Montoya, Consultant: *(Ms. Eileen Montoya was present to discuss the process and requirements for the 2017 Renewal Application for TIS.*
- L. **2017 State Charter Renewal Site Visit Paperwork-** Nadine M. Vigil, Head Administrator/Director: *Head Administrator/Director Vigil, addressed the Governing Council the breakdown of the site visit paperwork and reports, which were being put together and prepared for the 2017 State Charter Renewal.*

#### **M. Head Administrator/Director's Report**

##### **1. Report on Enrollment:**

Kindergarten-32

1<sup>st</sup> – 33

2<sup>nd</sup> -34

3<sup>rd</sup> – 34

4<sup>th</sup> – 20

5<sup>th</sup> -17

6<sup>th</sup> -17

7<sup>th</sup> - 20

8<sup>th</sup> - 20

Total Enrollment: 227

##### **2. IB:**

During staff professional development days, staff worked on creating Programme of Inquiry IB Units.

- 3. Authorization application is on line. Ms. Roe and Nadine are starting to work on it. It is due by October 1, 2017.

##### **4. Staff Professional Development:**

July 11-Head Administrator/Director, Nadine M. Vigil attended the Observation Certification training in Albuquerque.

July 17- Head Administrator/Director, Nadine M. Vigil participated in the Observation Certification webinar.

August 2- Head Administrator/Director, Nadine M. Vigil attended 3<sup>rd</sup> Renewal Training in Albuquerque.

August 14- Head Administrator/Director, Nadine M. Vigil attended the Certification training in Santa Fe.

##### **5. GC State Statue regarding mandatory number of training hours:**

Please refer to attached document. Training hours were approved during Public Education Commission meeting held on July 19 2017.

**K3Plus** –Ms. Mary Ann Martinez reported on K3 Plus summer program. It ran from July 10-Aug. 11. A total of 58 students attended.

##### **6. 2017-2018 School Year**

###### **1. Phased in grades:**

TIS is phasing in another 3<sup>rd</sup> grade, new 4<sup>th</sup> and 5<sup>th</sup> grades.

###### **2. Introduction of new staff: See Attached.**

##### **7. Facilities:**

Francisco Cordova, Landlord, will start construction for another third grade classroom. It will be built next to the current third grade classroom.



**8. Playground**

A set of six swings is going to be installed by Exer Play. The big tires will be placed down at the playground area. San Frncis has donated playground equipment to TIS.

**N. Next GC meeting scheduled for September 11, 2017 at 5:00 pm.**

***Adjournment: (Carla Romero entertained the motion for the adjournment. Cliff Johnson made a motion for the adjournment. Anna Parraz-Romero second motion, all in favor. Adjourned at 7:46 p. m.***