

**New Mexico Public Education Commission  
Public Education Department  
Options for Parents: Charter Schools Division  
*Taos Academy*  
*2013 State Charter Renewal Application Kit***



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





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HANNA SKANDERA  
SECRETARY OF EDUCATION

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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2<sup>nd</sup> or 3<sup>rd</sup> time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, 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 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;
- 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 minimum educational standards or student performance standards identified in the charter application;

- 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 charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

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 1, 2013**, 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, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. 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>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at [tony.gerlicz@state.nm.us](mailto:tony.gerlicz@state.nm.us) or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

Hanna Skandera  
Secretary of Education  
Public Education Department

***Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.***

## Instructions: 2013 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing your customized version of the 2013 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 Tony Gerlicz at <a href="mailto:tony.gerlicz@state.nm.us">tony.gerlicz@state.nm.us</a> or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a>.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p><b>Note:</b> Submission prior to October 1<sup>st</sup>, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the <b>Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school’s folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</b> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
<b>Technical Assistance Workshops (April – September 2013)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</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.
<b>CSD Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Renewal Analysis (November 14–December 2)**</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
<b>CSD Director’s Recommendation (December 6)**</b>	The CSD will send a recommendation to the PEC to approve or deny the renewal application on <b>Friday, December 6, 2013</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 12–13)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 12–13, 2013</b> .
<b>Contract Negotiations (December, 2013–March, 2014)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

## State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit, the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD'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 charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

**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 CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

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

The CSD will rely on documentary evidence based on the reports from the PED's 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 CSD will rely on documentary evidence gathered by the CSD 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, including, but not limited to, submitting items to its chartering authority in a timely manner.



## Glossary of Terms

**Amended Charter School Act (SB446):** 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.).

**Contract Negotiation Process:** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

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

**Goals/Indicators:** Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

**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 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.

**Mission-Specific Indicator(s):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

**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) *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* 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.

**Performance Frameworks:** [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* 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; and,
- (9) governing body performance

**Performance Contract Worksheet (“Worksheet”):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

**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.

**Self-Report:** Self study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

## 2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application**

**Part B—Renewal Site Visit Protocol**

**Part C—CSD Analysis and Recommendation**

**Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)**

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 (April–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 Part A.



## Charter School Pre-populated Data

Name Of School: <b>Taos Academy</b>	School District: <b>Taos</b>
Mailing Address of School: <b>110 Paseo del Canon W, Taos, NM 87571</b>	Physical Address of School <b>110 Paseo del Canon W, Taos, NM 87571</b>
Phone Number Of School: <b>(575) 751-3109</b>	Name and Email Of Head Administrator: <b>Traci Filiss, Educational Director/Principal</b> <b>Email: tfiliss@taosacademy.org</b>
School's Initial Opening Date: <b>2009</b>	Name and Email Of The Governing Body Chair/President: <b>Bill MacDonald, Gov Board President</b> <b>Email: bmacdonald@taosacademy.org</b>
Grade Levels Served: <b>5-12</b>	Current Enrollment Cap: <b>200</b>

### Current School Mission:

The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century.

Our vision is to be a model 21st-century learning community developing strong leaders who have the academic and social skills necessary to succeed in the modern world.

### Current Enrollment And Demographic Information

(2012–2013 120 day count)

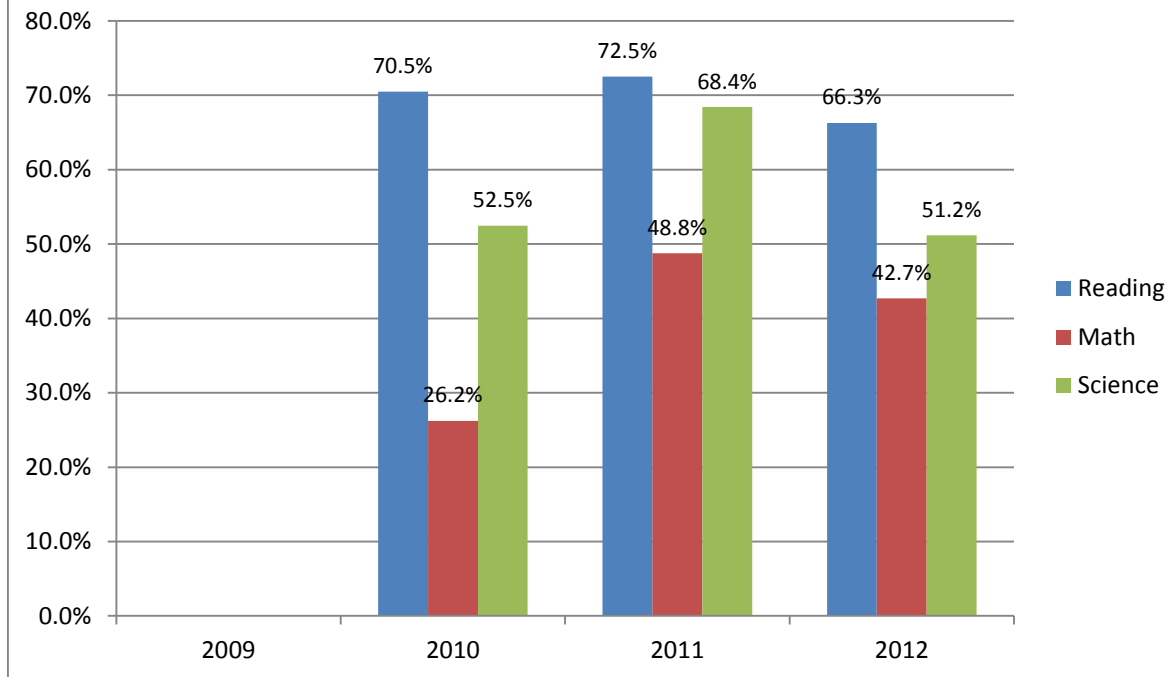
Enrollment		Percent
Total Enrollment: <b>171</b>		
Gender		
# Male: <b>89</b>		<b>52%</b>

# Female: 82	48%
Ethnicity/Race	
# White: 92	54%
# Hispanic: 60	35%
# African American: 8	5%
# Asian: 2	1%
#Native American: 9	5%
Special Populations	
# Economically Disadvantaged: 114	67%
# Students With IEPs: 12	7%
# English Language Learners: 0	0%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 171	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 171	100%

### School Proficiencies

	2009	2010	2011	2012
Reading		70.5%	72.5%	66.3%
Math		26.2%	48.8%	42.7%
Science		52.5%	68.4%	51.2%

### Taos Academy Charter Proficiencies



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

**School Report Card Snapshot (source: School Grading Report 2011-2012)**

Final Grade: <b>B</b> Total Points: <b>68.6</b>	Current Standing: <b>B</b> Points: <b>16.6</b> Possible Points: <b>30</b>	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): <b>F</b> Points: <b>3.2</b> Possible Points: <b>15</b>	Growth of Q1 (lower performers): <b>B</b> Points: <b>11.1</b> Possible Points: <b>15</b>	Opportunity to Learn: <b>B</b> Points: <b>6.7</b> Possible Points: <b>8</b>
Graduation: <b>B</b> Points: <b>15.2</b> Possible Points: <b>17</b>	College & Career Readiness: <b>A</b> Points: <b>14</b> Possible Points: <b>15</b>	Bonus Points: <b>1.8</b> Possible Points: <b>5</b> Reasons: <b>for sports and activities</b>
Reading Proficiency: <b>62.6%</b> State Reading Goal: <b>52.3%</b>	Math Proficiency: <b>44.3%</b> State Math Goal: <b>45.0%</b>	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of “C” at the average for all schools statewide. For example, a school that achieves a “C” in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the “A” or “B” level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school’s performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

**\* The profile of these indicators should be considered individually as well as a whole.**



**Part A—Self-Report on Progress**  
(A Report on the Current Charter Term)

## Part A—Self Study/Report on Progress

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## Part A—Self Study/Report on Progress

### I. Report on Progress—Charter School Self Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

#### A. Academic Performance/Education Plan

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 minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

#### 1. NMSBA School Summary—All Students

*Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above: NMSBA*

Taos Academy has high participation rates for all student academic performance indicators for the past four years such as the NMSBA results reported. While the preceeding graph, Figure 1, and the following graphs (Figures 2,3 and 4) show a yearly snapshot of the percent of students that achieved proficiency in each content area, students fall into only two categories (proficient or not) which may obscure significant improvements. For a closer look at student growth, see the School Grading Report discussion and Figure 5, the School's Three Year Study of the MAP results Figures 6,7,8,and 9, numbers of completed dual credit courses, and scholarships awarded to this year's graduating seniors, all of which provide a more rounded view of achievement.

What is not immediately apparent in the NMSBA scores or other such standardized measures is the innovative nature of the blended instructional model provided at Taos Academy Charter School. The Academy opened with an approach using the newest technologies--hardware and software. The "advisors"(teachers/instructors) are highly trained in the role of guide to student outcomes. Student performance data, daily feedback, retention numbers etc. led to the evolution of the current "blended" approach--instructional technologies and face-to-face teaching. Using technology, as well as teacher led instruction requires a high level of expertise from the instructional staff. Professional development for updating to the latest advances is a constant as is the upgrading of all technology tools. Another uniqueness at Taos Academy is the creation of

## Part A—Self Study/Report on Progress

leadership classes in which students yearly study "Emotional Intelligence" factors with personal continuous reflection. A service learning project is also expected from each individual in the entire student body.

Standardized tests do not tell us what students have learned or know or when the student learned it or from whom. These "snapshots" of a student body's one-day performance are augmented with a myriad of other performance measures. As a technology-based school, Taos Academy students are regularly assessed as they proceed at their individual pace through instructional modules. Each student has an Individual Learning Plan with set expectations for attendance, instructional content to be covered and at what performance level. In their technology Sony STEM labs, creation of a finished product is required to proceed.

The School Proficiencies on the NMSBA indicate that students at Taos Academy Charter School are performing higher than the state set scale score in reading for the past four years. Taos Academy students also out perform state set scale scores in math over the past four years; however, Math proficiencies remain generally flat. Additional support sessions and tutoring have been added to support performance toward higher math scores. While students are generally successful, yearly increases in NMSBA scores have not been achieved.

NMSBA Science Subtests have been administered to Taos Academy students yearly. While Science has not been a required, or reported score, nor a factor in school grading, students at Taos Academy have consistently scored higher than state averages. That trend has been generally maintained: 2011-68.4; 2012-51.2; 2013-56.1.

Writing proficiencies have also been reported for the past four years, although the nature of the subtest and the requirements for which students are administered the subtest have changed over the course of the past four years. An academic goal in writing is reported later in this document.

Taos Academy proficiencies for the four years of the school's existence provide evidence of the academic achievement of the student body. Yearly gap analysis between the school set goals in reading and math, the PED set AMO or the scale score and the proficiencies reached by Taos Academy students, indicate significant movement to close the gaps identified. In each of its four years, Taos Academy has used data such as the NMSBA scores to identify areas to modify in either approach i.e., blended learning, or curriculum, i.e., additional software to address deficiencies. Academically, Taos Academy students are successful.

With changes in the testing requirements, the subtests to be administered, and at what grades certain NMSBA assessments are given, Taos Academy teachers and students have successfully met the challenges during the existence of the school. Initial goals and achievement data have been maintained and reported in the yearly self-analyses receiving feedback from the Charter School Division. As the school's enrollment has increased yearly, so has the diversity and needs of the student body. Even with the unexpected mobility and increasing academic needs of the students registering, Taos Academy is proving its benefit to the Taos community. These yearly changes have led to the blended instructional/technology approach that has evolved to provide every student, every academic opportunity possible. Taos Academy Charter School is continuing to meet mission and focus goals set for student academic performance.

See further examination of NMSBA results in Figures 2, 3, and 4 below.

### School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

## Part A—Self Study/Report on Progress

### Final Grade

Grade: <b>A</b>	Total Points: <b>79.6</b>	
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy has increased their awarded grade from the last report card, a B, to this year's grade, an A. (From 68 - 79 points.) The school community is very proud of the hard work done by staff and students to achieve the higher grade. See School Reporting Trends Figure 5 charted and discussed below.</b>		

### Current Standing

Grade: <b>B</b>	Points: <b>16.6</b>	Possible Points: <b>30</b>
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy students outperformed the statewide average for meeting targets at all their grade levels. Student Success Labs were added specifically to support students of all grade levels in achieving academic proficiencies. This is an area of continuous improvement efforts.</b>		

### School Growth

Grade: <b>C</b>	Points: <b>5.8</b>	Possible Points:
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy students mirrored the states growth in terms of grade level performance over the past three years. While the students are exceeding state averages, with no increase in performance over the previous year, the grade and points did not increase. Students are maintaining their academic success. Flat test scores, even those at a level higher than the state average, do not result in growth points. Support for all students will continue to be strengthened believing improvement can occur for all proficiency levels.</b>		

### Q3 (Highest Performing 75%) Growth

Grade: <b>A</b>	Points: <b>10</b>	Possible Points: <b>10</b>
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy students outperformed the state student growth rate for the highest 75% by MORE THAN DOUBLE the state rate. In fact the students at Taos Academy in the highest 75%, achieved the state's perfect score of 10. These students are among the state's highest achieving students.</b>		

### Q1 (Lowest Performing 25%) Growth

Grade: <b>B</b>	Points: <b>9.3</b>	Possible Points: <b>10</b>
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy students in the lowest 25% of students outperformed the state's lowest performing student expected growth rate achieving a grade of B, almost an A in terms of points awarded. Lowest performing students are finding success at Taos Academy. This is an indication that the school is working hard to meet the needs of all students registered.</b>		

### Opportunity to Learn

Grade: <b>A</b>	Points: <b>6.6</b>	Possible Points: <b>8</b>
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy continues to foster an environment that facilitates learning. Teachers /Advisors are using recognized instructional methods as well as innovative technological methods and students want to come to school. The student survey indicated few areas of concern. Students have access to a variety of learning approaches to fit their learning style and needs at all grade levels at Taos Academy Charter School.</b>		

### Graduation—as applicable

Grade: <b>B</b>	Points: <b>13.6</b>	Possible Points: <b>17</b>
Provide a statement of progress and additional information regarding the above data: <b>Taos Academy "on time," cohort graduation was lowed when two of the students left the school and did not graduate. One, a pregnant student, left school</b>		

## Part A—Self Study/Report on Progress

to remain at home awaiting her child. A second student moved out of state with the intention of attending high school where his family moved. While Taos received a B in this category, each of the remaining 23 graduating students was awarded a scholarship for continuing in post secondary work at the collegiate level.

### College and Career Readiness—as applicable

Grade: <b>A</b>	Points: <b>14.7</b>	Possible Points: <b>15</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> Taos Academy received nearly all the points awarded for preparing its students for what lies ahead after high school. Taos Academy sees this category as a critical element in meeting their mission, vision, and innovative approaches to preparing 21<sup>st</sup> Century learners with 21<sup>st</sup> Century skills. This will always be a critical category for Taos Academy as it is a result of meeting the school's mission.</p> <p>Taos Academy has three dual credit programs for high school students. Eligible students can take college courses and receive both high school and college credit. Dual credit classes give students the opportunity to take college classes while receiving the continued support of high school advisors. Dual credit offerings are expanded in a discussion under another focus area later in this document.</p> <p>Believing that preparation includes assessments used in determining higher education attendance, Taos Academy provides a range of opportunities:  The ACT exam is offered yearly. In 2012-2013, 90.4 % of the school's designated cohort took the opportunity to participate in ACT testing.  The SAT was also given in 2012-13, 10.6% of the cohort taking that opportunity.  The PSAT was taken in 2012-2013 by 6.7% of the cohort.  Advanced Placement classes were attended by 2.7% of the students.  Career Technical Education classes saw 78.4% cohort participation.</p>		

### Bonus Points

Points: <b>3.0</b>	Possible Points: <b>5</b>	Reason:
<p><i>Provide a statement of progress and additional information regarding the above data:</i>  <b>Additional Comments concerning the School Grading Report:</b></p> <p>Taos Academy received a B grade or 73.7 points as an average of the two (2) years. As a new school, Taos Academy was not officially graded in 2011 although a report card was awarded. The initial grade given the school was a B. Establishing the school and achieving high initial grades is a matter of pride for the school community. Those high marks have continued for the following two years as reported below. Three year report card trends include:</p> <ul style="list-style-type: none"> <li>- An increase in points and the grade for the growth of the highest performing students.</li> <li>- An increased grade in opportunity to learn although points remained similar.</li> <li>- An increase in points and a grade of A in college and career readiness.</li> <li>- There was a double the points increase that was awarded in the Bonus Points category for involving students and parents, reducing truancy, and promoting extra curricular activities.</li> </ul> <p>These results will be used to determine goals for the charter renewal.</p> <p>See Figure 5. below.</p>		

## Part A—Self Study/Report on Progress

### SUPPORTING NMSBA SUMMARY CHARTS

Figure 2. NMSBA Reading

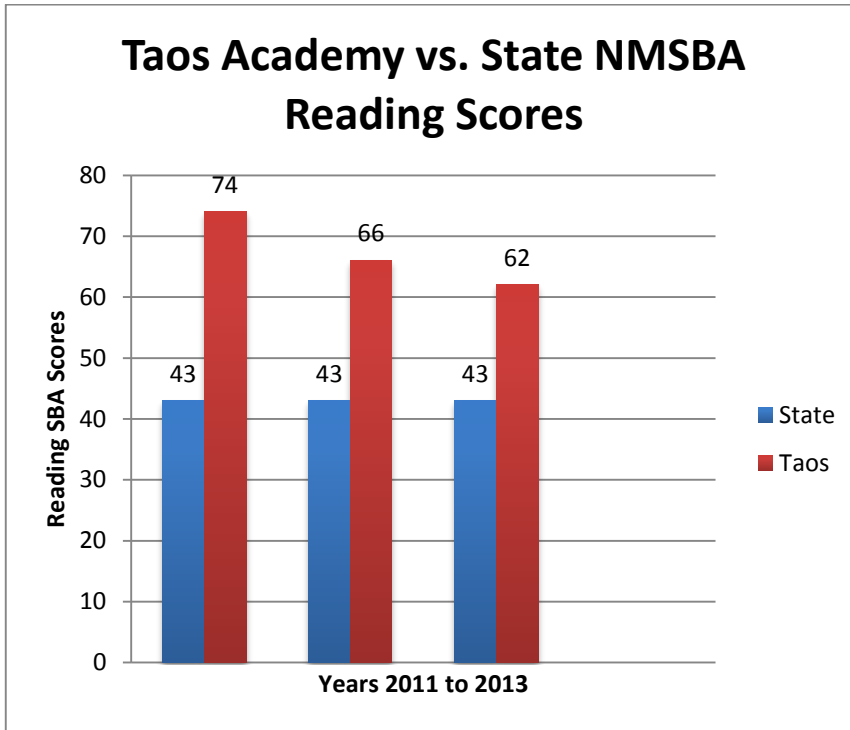
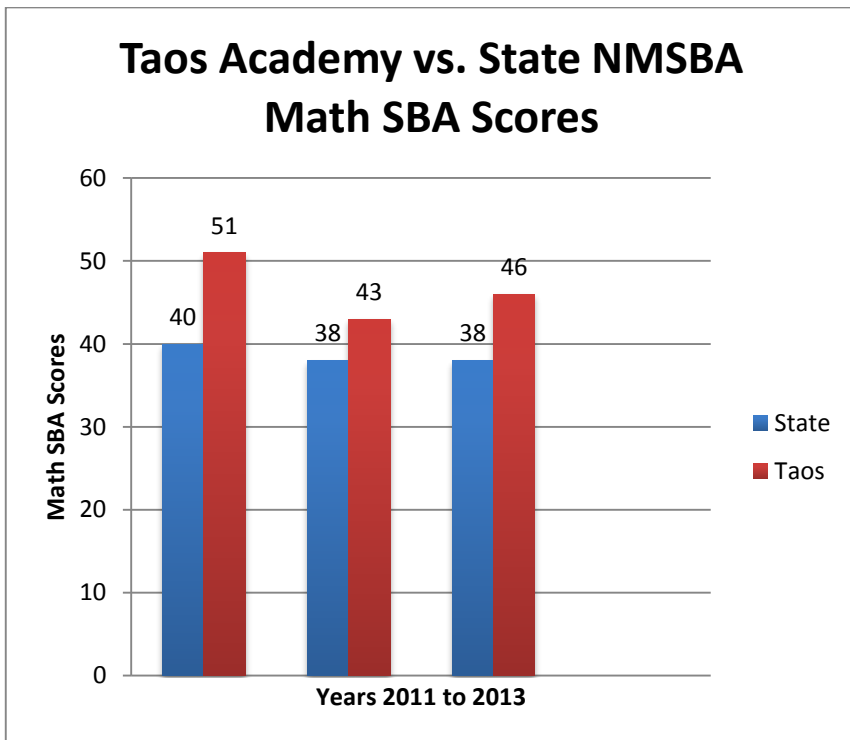


Figure 3. NMSBA Math



## Part A—Self Study/Report on Progress

### NMSBA Comments:

Taos Academy registered all grades (5-12) for the entire period of the original charter, excluding 12<sup>th</sup> grade in the first year. Students have been added yearly and enrollment increased accordingly reaching the charter cap of 200 in 2013. Data have been averaged and reported each year representing a different grade configuration and higher enrollment numbers. As seniors have graduated and enrollment has increased, the student population has more than a quarter new students each year. Gap analysis by grade and further by individual student is reviewed yearly for adjustments to each student's Individual Learning Plan or modifications to the instructional approach or even the student's schedule. Traditionally, students have performed better in instructional module testing and MAP testing than they have on the NMSBA. Instructional staff is addressing these differences. PARCC testing and alignment of curricular modules to the CCSS and testing are ahead.

Students report that it takes sometimes two years to “get it” at Taos Academy referring to the 21<sup>st</sup> Century environment, the “flipped” classroom, the expectations for being self-motivated, high expectations for achievement, and the leadership component. Parents are apt to not “get it” for a period of time as well. Some students and their parents cannot handle this approach and do transfer to traditional local schools increasing the mobility numbers.

By grade percent averages have not been figured for the 2012-13 test results. Teachers will be using those results in modifying all student ILPs throughout the fall semester.

**Figure 4. NMSBA Percentages**

NMSBA Average Proficiency Scores in Percentages 2009-2013												
Grade Level	School Year 09–10			School Year 10–11			School Year 11–12			School Year 12–13		
	Reading	AMO	Math	Reading	AMO	Math	Reading	AMO	Math	Reading	AMO	Math
5	NA	64		NA	75		NA	75		In development		
* NA – not enough students to report		52	NA		52	NA		66	NA			
6	62	64		56	75		68	75				
		52	23		66	37		66	59			
7	74	64		64	75		67	75				
		52	33		66	32		66	52			
8	68	64		85	75		62	75				
		52	27		66	70		66	29			
10	NA			NA			44	75				
*NA, Testing not reported			NA			NA		66	50			
11	NA			81	75		64	75				
			NA		66	50		66	36			
<b>Average TOTAL Percent Proficient</b>	<b>72</b>		<b>26</b>	<b>73</b>		<b>51</b>	<b>63</b>		<b>45</b>	<b>62</b>		<b>46</b>



## Part A—Self Study/Report on Progress

**Figure 5. School Grading Report Trends**

**Taos Academy Charter School**

	<b>2010-2011</b>	<b>2012</b>	<b>2013</b>
<b>Current Standing</b>	B 17.9	B 16.6	B 16.6
<b>School Growth</b>	---	---	C 5.8
<b>Growth Highest</b>	B 13.0	F 3.2	A 10.0
<b>Growth Lowest</b>	B 10.9	B 11.1	B 9.3
<b>Opportunity to Learn</b>	A 9.6	B 6.7	A 6.6
<b>Graduation</b>	D 11.6	B 15.2	B 13.6
<b>College Career Readiness</b>	B 10.1	A 14.0	A 14.7
<b>Bonus</b>	----	- 1.8	- 3.0
<b>Grade &amp; Total Points</b>	<b>B 73.0</b>	<b>B 68.6</b>	<b>A 79.6</b>

**3 year average B 73.7**

## Part A—Self Study/Report on Progress

### 2. Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

#### **Student Academic Performance Standard #1**

**FOCUS #1. Students at Taos Academy will achieve and maintain a level of academic success.**

Goal #1 – 100% of Taos Academy students in grades 5-12 will make at least a Grade Level Equivalency (GLE) gain of 1 year in reading.

Goal #2 – 100% of students in grades 5-12 will make at least a Grade Level Equivalency (GLE) gain of 1 year in math.

Goal #3 – 80% of Taos Academy students will score proficient or higher on the NMSBA Writing sub-test.

Goal #4 -By June of each year starting in 2011, Taos Academy will exceed a graduation rate of 75% as measured by enrollments at the 40<sup>th</sup> and 180<sup>th</sup> day of each year.

#### **MEASURES USED**

Taos Academy uses the following measures to determine growth on the goals listed under Performance Standard #1:

Goal 1, Goal 2, NWEA MAP scores by grade + a Content Mastery Score by grade (Grade Level Equivalence-growth) compiled by the school’s data coordinator.

Goal 3, NMSBA Writing scores for the past years

Goal 4, Graduation rate 40<sup>th</sup> vs. 180<sup>th</sup> day senior enrollment

## Part A—Self Study/Report on Progress

### Goals 1, and 2 Grade Level Equivalency

Using the NWEA MAP scores and a content mastery score based on attendance percentage, Taos Academy figures the Grade Level Equivalency (GLE) for each student and each grade for each year of the current charter. Expectations for each student are set and found in every student's Individual Learning Plan. Content mastery is set at 70% on all core content courses at the student's learning level. Detailed study indicates some students and some grade levels achieve more than the set goal of 1 year of growth achieving a 1.01 GLE in reading and a 1.03 in math in one year.

Attendance is reported under Focus Area # 2 in this document.

YEAR	Percent Making GLE 1 Year Math	Percent Making GLE 1 Year Reading
2009-2010	95	94
2010-2011	96	99
2011-2012	95	100
2012-2013	94	94

Since the school's inception, Taos Academy has not been able to provide the support for all students (100%) to reach 100% Grade Level Equivalency growth. This will be an area of focus for setting goals for the charter renewal.

### Spring 2013 RAW MAP Scores By Grade

Grade	School Score Reading	School Score Math
5	100	83
6	98	80
7	91	92
8	85	95
9	79	95
10	100	100
11	95	95

NWEA MAP scores continue to indicate Taos academy students scoring at or above expected averages as indicated in the chart above

**Figures 6. 7. 8. and 9.** below detail a study of MAP grades over a three year time period. Each indicates student percentages on the NWEA MAP testing.

## Part A—Self Study/Report on Progress

A multi-year study of MAP results for all students attending two or three years was conducted yielding the following:

**Figure 6. Middle School Growth in MAP Scores**

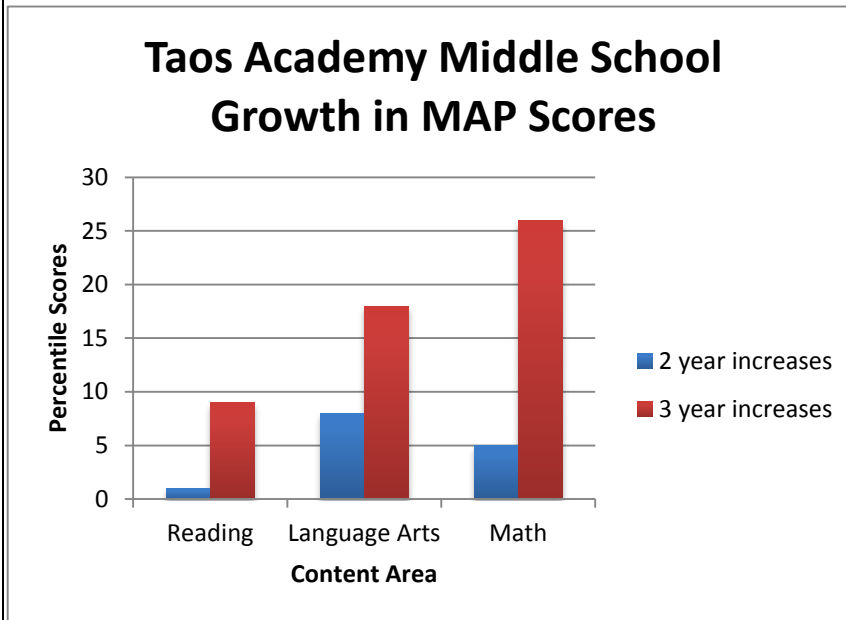


Figure 7. High School MAP Scores

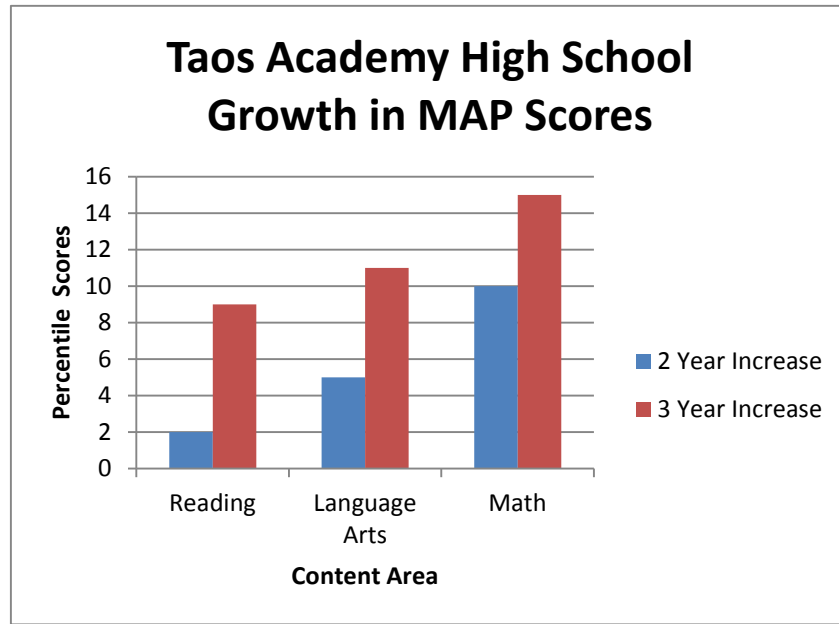
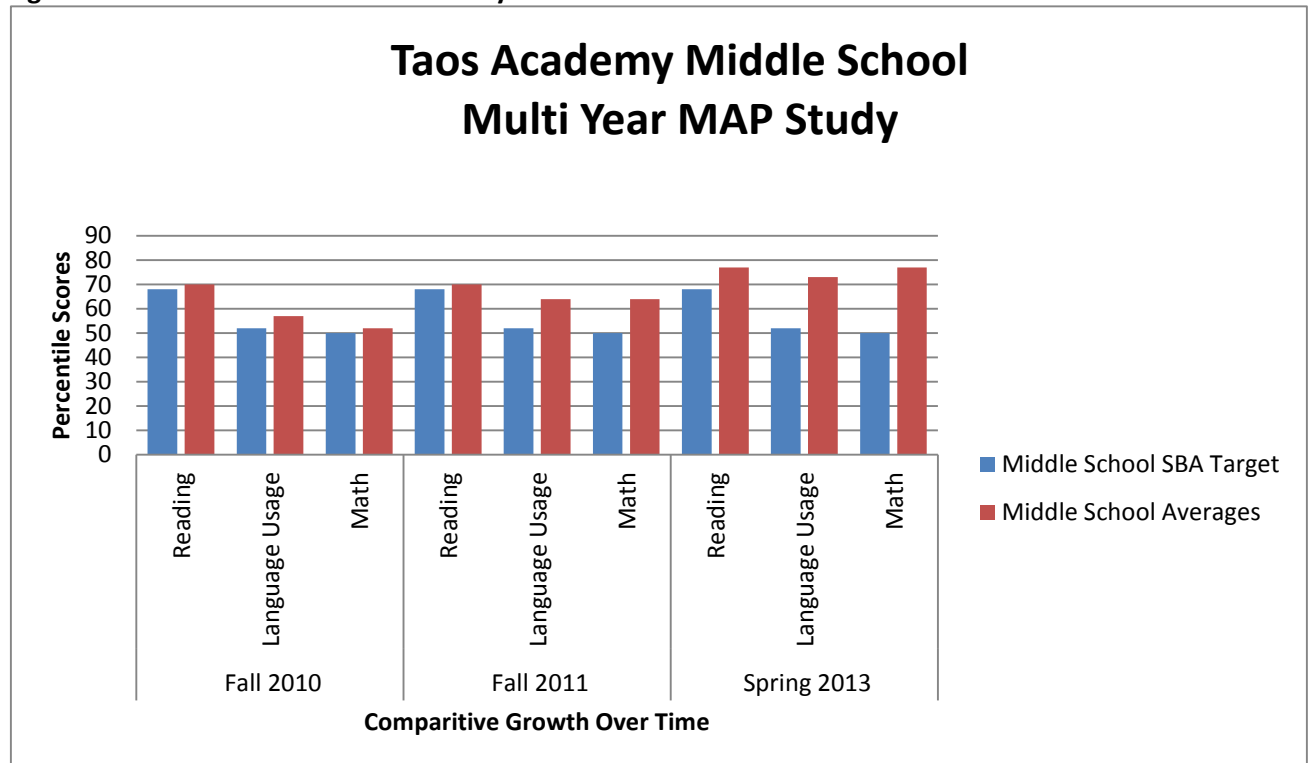
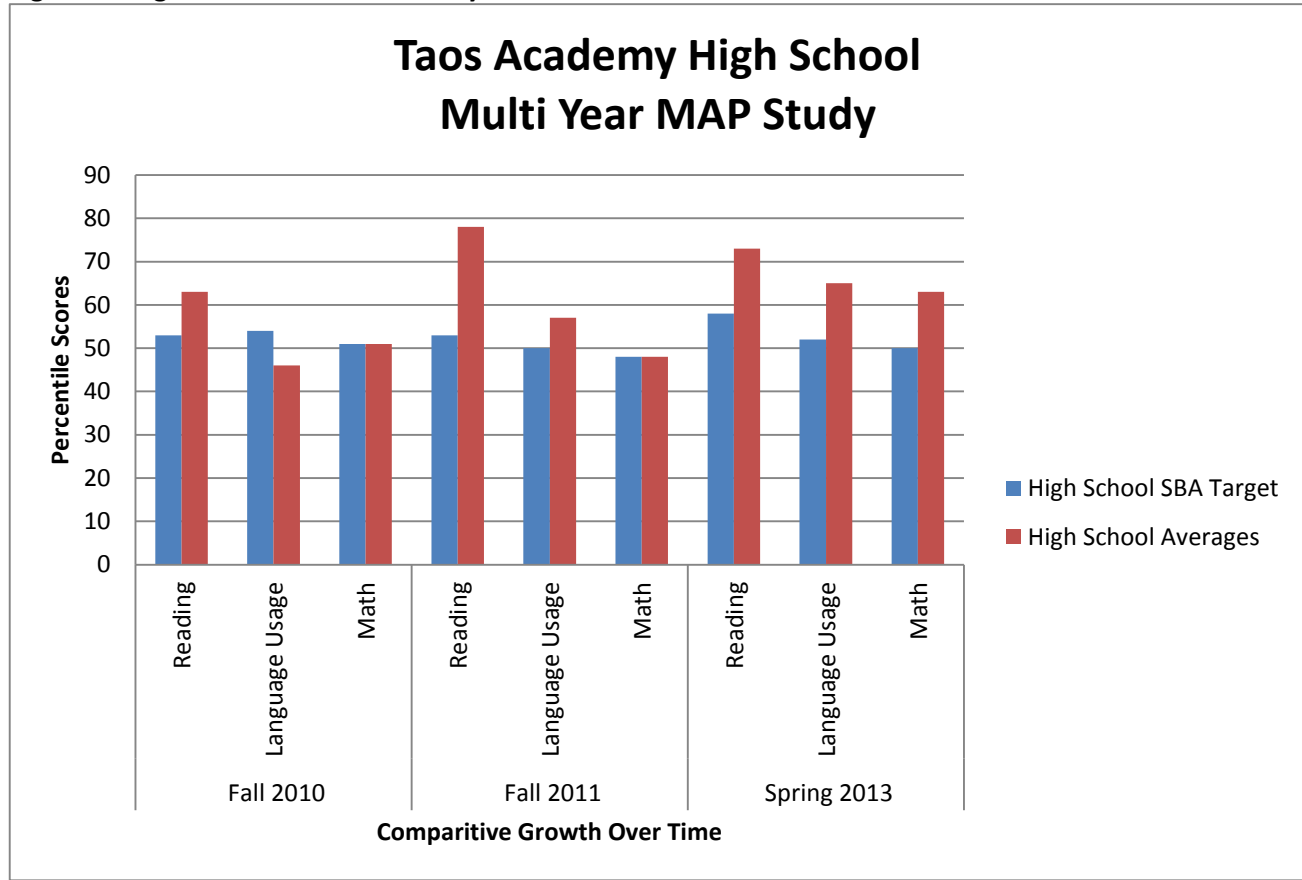


Figure 8. Middle School Multi Year Study



**Figure 9. High School Multi Year Study**



Evidence indicates, the longer a student remains at Taos Academy, increases in NWEA MAP scores result. Academic achievement is an expectation. Students report it takes two years to “get it” and then to take the opportunities to learn and perform in this 21<sup>st</sup> century environment. Strengthening the orientation and support for the transition into the community/business-like environment and accompanying expectations is now a focus. Building “team” and leadership are measured under other goals and focus areas.

### Goal 3\_SBA Writing Subtest

All students taking the SBA yearly over the past four years have completed the Writing subtest. Taos Academy set expectations for proficiency in this performance area.

NOTE: The writing subset of the Standards Based Assessment developed and administered by the Public Education Department of New Mexico, is no longer used.



## Part A—Self Study/Report on Progress

**Goal 3** 75% of Taos Academy students will score proficient or higher on the NMSBA Writing sub-test.

Taos Academy has set an SBA goal based on the expected yearly school results. This goal was set and addressed as the staff grew in their understanding of their student needs.

### Writing Subtest Results by Year

YEAR	School Goal Proficient	Percentage Proficient	State Percentage Proficient
2009 - 10	75	71	
2010 - 11	75	86	
2011 – 12 – 8 <sup>th</sup> Grade	75	48	67
2012 – 13 – 8 <sup>th</sup> Grade	75	69	63

As a result of the above trends, advisors/instructors at Taos Academy are continuing to stress writing with all instructional content. The writing instruction focuses on reading, math and testing vocabulary. This NMSBA subtest was not administered to all grades in every year as the PED modified the NMSBA requirements.

**Goal 4** Graduation rate as measured by 40<sup>th</sup> and 180<sup>th</sup> days

Taos Academy did not have a graduating class until 2011 and the cohort class was designated as 2012. Registration and attendance recorded for the seniors (12<sup>th</sup> graders) at Taos Academy Charter School indicate that there were two (2) fewer seniors on the 180<sup>th</sup> day than were enrolled on the 40<sup>th</sup> day of this past year (2012-2013). The loss of two students during their senior year lowered the graduation rate anticipated. However, the school goal of a 75% graduation rate was surpassed as it was the year before.

### Graduation

YEAR	Number 40 – Number 180	School Goal	State Assigned Percentage (based on cohort group)
2009	NA	75%	NA
2010	NA	75%	NA
2011	6 of 7	75% goal met	NA
2012	16 of 16	75% goal met	96.4
2013	23 of 25	75% goal met	95.7

*Provide a statement of progress and additional information regarding the above data:*

Taos Academy continues to work toward all students reaching proficiency on NMSBA Reading and Math testing, Science and Writing, as well as short cycle testing. Targeting skills in enrichment classes in Reading and Math is filling instructional deficiencies in content knowledge. These deficiencies directly affect performance on testing. As part of enrichment classes, students also develop writing skills to improve their writing ability. This is occurring at all grade levels. An increase in face-to-face instruction has also occurred over time to address this Focus Area and goals.

Taos Academy feels certain a review of the student achievement evidence from identified assessments provided above and in the evidence presented in all data provided, shows movement toward achievement of all stated goals under each of the Focus Areas and each performance standard identified in the original charter. Taos Academy is a successful charter school.

## Part A—Self Study/Report on Progress

### 2. Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

#### Other Student Performance Standard

##### **FOCUS #2 Students at Taos Academy will demonstrate strong leadership skills.**

Goal #1 – Students will have 95% attendance to schedule academic and enrichment times as individualized plan indicates measured by attendance records.

Goal #2 – 100% of Taos Academy students will document at least two web-based tele-immersion sessions annually.

Goal #3 – 100% of Taos Academy students will complete one service-learning project annually.

Goal #4 – 100% of Taos Academy students will earn credit or successfully complete one foreign language class per year.

#### Measure(s) Used:

Goal 1, Average daily attendance is calculated by grade, and by year, as presented in the chart below. Average attendance at academic or enrichment times as indicated in individualized learning plans coincide with attendance. With the attendance rate reported by the school, which is higher than the district's and state's reported percentage, students complete their academic and enrichment schedules. All students must adhere to an individual schedule that fulfills exposure to academics and enrichment activities offered to them. Students must keep a 70% average to attain attendance requirements.

Goal 2, Attendance at scheduled academic and enrichment sessions via web-based tele-emersion sessions.

Goal 3, Completion of ONE service learning project per student per year as evidence by listed project completion by student and by grade. Service learning projects have been defined as 9 weeks or 40 hours of service. Service learning projects reported include service to local organizations, student advisory projects, fund-raising activities, animal care awareness, business class activities, and many others as listed.

Goal 4, Successful completion (or .05 credit earned) by each student in one foreign language class per year as evidenced by completion records.

**Goal 1** Students will have 95% attendance to schedule academic and enrichment times as individualized plan indicates measured by attendance records. (ALSO USED FOR Grade Level Equivalency GLE Figures)

#### **Reported Attendance Numbers by Grade by Year 2009-2013**

Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
5	8	6	3	6
6	14	16	20	19
7	15	20	22	28
8	22	20	20	23
9	14	14	16	23
10	11	17	18	16
11	2	14	22	31
12	NA	8	16	25
TOTAL Number	86	115	137	171

## Part A—Self Study/Report on Progress

STATE Reported Attendance Rate	-NA-	97	96	95
	School Goal – 95% met	School Goal – 95% met	School Goal – 95% met	School Goal – 95%

**Goal 2** – 100% of Taos Academy students will document at least two web-based tele-immersion sessions annually.

### TELE-EMERSION SESSIONS ( 21<sup>st</sup> Century Communication Skills)

Year	Event	Student Attendance ( All Nine Weeks)	Session # 1	Session # 2
2009-2010	Tele-emersion	100%	25 hours of Emotional Quotient	25 hours of iSafe internet safety training
2010-2011	Tele-emersion	100%	36 hours each nine weeks for 4 nine weeks = 144 hours in communication training – Emotional Quotient and self-reflection work.	36 hours each nine weeks for 4 nine weeks = 144 hours in sessions web-based internet safety, advanced commuting skills, web design, digital presentations, collaborative projects
2011-2012	Tele-emersion	100%	36 hours each nine weeks for 4 nine weeks = 144 hours in communication training – Emotional Quotient and self-reflection work.	36 hours each nine weeks for 4 nine weeks = 144 hours in sessions web-based internet safety, advanced commuting skills, web design, digital presentations, collaborative projects
2012-2013	Tele-emersion	100%	36 hours each nine weeks for 4 nine weeks = 144 hours in communication training – Emotional Quotient and self-reflection work.	36 hours each nine weeks for 4 nine weeks = 144 hours in sessions web-based internet safety, advanced commuting skills, web design, digital presentations, collaborative projects

## Part A—Self Study/Report on Progress

**Goal 3** 100% of Taos Academy students will complete one service-learning project annually.  
**Goal 3 Logs By Level and Year**

### Taos Academy Leadership Projects MIDDLE SCHOOL

**2009-2010**

Project Name	Description - Middle School	Students
Gazebo	students built shade structure w/ parent help	5
TCA Awareness	students wrote an article to support Taos Community Auditorium (they were too young to volunteer at the non-profit auditorium)	4
Stray Hearts	walk dogs at animal shelter	5
Yearbook	take pictures and design Taos Academy's yearbook	10
Student advisory	develop structure for advisory group	5
Valentine's appreciation	students gave every student in school a card and candy	5
Resilience	students had two failed projects and presented to student body about not giving up	4
Carnival	community event design and operated by students to raise money for leadership projects	6
Outdoor Ed Equipment	students held a bake sale and purchased balls, compasses, goals	4
Recycle and Reuse	students started a recycle/reuse program at Taos Academy	4
Solar Tree Fountain	Student built a fountain and used an existing solar tree sculpture to run the fountain pump	4
Kickball Tournament	students created a tournament to increase school spirit	2
Fall Dance	students designed and produced a Fall Dance to increase and improve student relationships	4
Care of Animals	students researched animal abuse and created a presentation to raise awareness of the problem and created a brochure about how to care for animals	2
Art and Music classes	Student asked artists to volunteer to teach an art class and a music class	2
<b>TOTAL</b>		<b>66</b>

**2010-2011**

Project Name	Description - Middle School	Students
TA Promo	students created a promotional video the school used for three years	4
Stray Hearts	students raised \$350 for the local animal shelter	4
Field Trip	to the Great Sand Dunes National Park	6
Science Fair	students planned science fair for Taos Academy	5
Dog Walking	students wrote a business plan for dog walking business, 75% proceeds to Stray Hearts, 25% used for "Pizza for Pets", selling pizza at lunch to raise money for animal shelter	4
Cookies for Community	students baked and delivered cookies to fire fighters and police in Taos and Red River	3
Graffiti	students researched and created a presentation about the pros and cons of graffiti/started a graffiti task force to clean up graffiti in town	5
Science Lab	Students had a bake sale to raise money for science lab equipment	3
<b>TOTAL</b>		<b>34</b>

## Part A—Self Study/Report on Progress

2011-2012		
Project Name	Description - Middle School	Students
New greenhouse	constructed raised beds, filled with soil, studied soil composition and composting, seed selection	10
Peace Laureates	studied a peace laureate, created a presentation or movie about their life, inspirations, accomplishments, goals, how to contribute to the laureate's cause	15
Perm culture	students studied perm culture techniques, drew designs for the courtyard, presented to student body to culminate in one master plan	12
Worm farm	students researched perm culture, created and maintained a worm farm to be used for healthy soil in the greenhouse	4
Yearbook	take pictures and design Taos Academy's yearbook	5
Total		69
2012-2013		
Project Name	Description - Middle School	Students
Tierra Lucero Farm	students volunteered to plant, weed, water, harvest at the farm	25
Walk-a-thon	students participated in a marathon for charity	4
Yearbook	take pictures and design Taos Academy's yearbook	10
Leader study	students studied a leader of their choice, created a presentation or movie about the leader's life, inspirations, accomplishments, goals, and how to contribute to the leader's cause	12
School Incentive Program	students started a store where TA students could redeem points for prizes	4
School Lunch	student wrote a business plan and started a school lunch program	10
GROW program	Growing Renewable Options for the World- harvesting fresh produce from the greenhouse and learning nutrition, cooking healthy recipes	20
water feature	students built a water feature in the courtyard as part of the perm culture master design plan	2
		2
Vegetable garden	students planted a vegetable garden outside the greenhouse	2
Three Sisters	building as part of the perm culture master plan design	2
	students planted a "three sisters" garden on the Southside of the portable	2
	building as part of the perm culture master plan design	2
Empty Bowls Project	students volunteered to serve food at local food bank and to work during their annual fundraising event "Empty Bowls"	5
		5
Field Trip	students planned a field trip to Great Sand Dunes National Park	5
Animal Cruelty	students created a presentation to give outside the local natural foods store	5
	and collected \$375 for the local animal shelter	5
Rancher/Farmer forum	students prepared and presented about Taos Academy's agriculture program. GROW at TCEDC (Taos County Economic Development Corp's)	5
	annual Rancher/Farmer forum	5
		5
Total		78

## Part A—Self Study/Report on Progress

**2010-2011**

<b>Project Name</b>	<b>Description - Middle School and High School</b>	<b>Students</b>
Shine the Light	grant from State Farm Good Neighbors- students studied about domestic violence, created a traveling art show, including fused glass painting, sculptures, and a survey to find the effects of the art show Show opened at town hall, went to public library and local banks	23 MS  22 HS
Yearbook	take pictures and design Taos Academy's yearbook	5 MS/5 HS
Student Advisory	Student groups created 3 projects each- revised systems for participation	4 MS/3 HS

### Taos Academy Leadership Projects

**HIGH SCHOOL**

**2009-2010**

<b>Project Name</b>	<b>Description - High School</b>	<b>Students</b>
Holiday Feast	students gathered donations of food from the school community and made a holiday feast for students, teachers, and parents	3
Greenhouse renovation	students got plant donations from Blackstone Ranch and re-planted existing greenhouse that was full of dead plants	2
Irrigation	students designed and installed an irrigation system in greenhouse	2
Angel Tree Project	students collected toys for children who are victims of domestic violence for Community Against Violence	3
Yes Men	students held a debate- -coal vs. alternative energies	2
Haiti Earthquake Relief	students collected donations by doing presentations about the effects of the earthquake in Haiti--sent \$425 to Red Cross	2
Adopt a whale	students gave presentations about the plight of endangered whales then collected money to adopt a whale	2
Off Campus lunch	students revised Taos Academy's policy, presented to staff and governing council to change the school policy	3
Walking	students revised Taos Academy's policy, presented to staff and developed an alternative plan to walking time	2
Dodge ball tournament	students invited teachers and business groups to participate in a dodge ball tournament with students to bring the community together	2
Trash Pick up	students helped a church community pick up trash in their neighborhood	2
Green Dragon Nursery	students wrote a business plan, grew vegetable plants in the greenhouse, sold starts to the community	3
TOTAL		28

**2010-2011**

<b>Project Name</b>	<b>Description - High School</b>	<b>Students</b>
Raffle	students obtained prizes for a raffle to raise money to renovate a school facility	3
Homeless Shelter	students collected goods for local homeless shelter	4
Speech and Debate	students started a speech and debate team	3
Music for the Elderly	students put on a music show at the local retirement home	4
Greenhouse beautification	students cleaned greenhouse, planted flowers, painted a mural	6
Child Abuse	students collected goods from businesses to make gift baskets that they raffled. They collected \$850 for Taos Youth Hartline, a non-profit that	



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	aids children who have been abused/presentation to raise awareness	4
African Aid	students collected food and medical supplies for a school in Nairobi where students are displaced due to civil war	6
Total		26

### 2011-2012

Project Name	Description - High School	Students
TA TV	students created 3 segments, reporting on Taos Academy news	5
Music Policy	students revised policy, surveyed parents and students, presented to staff	4
Water Aid	students held a bake sale to earn money for clean water in Africa	4
Student Advisory	holiday decorations and snacks, spirit week, greenhouse maintenance	4
Poetry Slam	students designed and implemented a poetry slam at a local coffee house, including all schools in Taos County	5
March Against Violence	Students studied domestic violence in our community and organized a march in the community, distributing student made brochures describing the problem and giving resources	6
Donations for Teen Moms	students studied the problem of teen moms in the community, interviewed midwives and hospital program (First Steps) to find out what goods are needed, gathered donations, made gift baskets, delivered baskets to programs for teen moms.	5
Graffiti	student revived the graffiti task force, when there was no need, students created signage for the school	4
GSA	students sold cupcakes and donated \$350 to the local chapter of the gay/straight alliance	4
Laptops for Liberia	students refurbished old laptops and sent them to a school in Africa	4
Hunting Quota	students wrote to local and state politicians to advocate for a change in the local hunting quotas	3
Liberian Education Trust	students held a yard sale to earn money for this non-profit	3
College Link	Junior and senior students with a 2.5 GPA attend university classes	26
Total		60

### 2012-2013

Project Name	Description - High School	Students
Straw bale bench	students designed, estimated cost, purchased materials, and built a straw bale bench in the courtyard as part of the perm culture master design	6
forest service trees	students obtained a permit from the forest service and dug up trees in the national forest and transplanted them in the courtyard as part of the perm culture master plan	4
gardening supplies to Africa	students had a bake sale to buy gardening supplies for our sister school in Africa (in Nairobi, where children have been displaced) They wanted a more sustainable solution to the students' problem of not enough to eat	6
Anti-bullying campaign	student designed a presentation about the effects of bullying, including presenting at Taos Academy and 2 other local middle schools	5
Depression/Suicide	students gathered prayer flags made by students from 4 local schools, sewed and strung them. Then they designed and implemented a community-wide event, advertising it in the local paper and on radio, to celebrate youth and	6

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	bring awareness to the community about teen depression and suicide	
Gang Violence	students volunteered as mentors with local at-risk youth	4
Taos Academy Journalism	students wrote bi-monthly article about Taos Academy for the local newspaper	4
Math lesson	students designed and video-taped a math lesson, delivered it to middle school students, followed up with outside activities to illustrate the geometry concept	3
Native Plant Walking Trail	students designed and implemented a walking trail, planting native plants along the way for students to learn as they walk	5
Mentoring Children	students participated in a Dr. Suess event at the local Taos Youth and Family Center, raising money to buy books for UNM's child care center and for our sister school in Africa. They read to the children at UNM when they delivered the books	4
Child Abuse	students interviewed local organizations (CYFD and Taos Youth Hartline), creating a presentation for the community about abuse and including the local organizations in their presentation	4
College Link	Junior and senior students with a 2.5 GPA attend university classes	43
TOTAL		93

### Service Learning Project Completion

YEAR	Middle School Totals	High School Totals	School Totals
2009-2010	66	28	94
2010-2011	34	26	60
2010-2011	both	both	114
2011-2012	69	77	146
2012-2013	78	93	171

Overall, Taos Academy students show growth in Leadership skills. Through the above data, we can say that 100% of Taos Academy students were exposed to over 100 hours of leadership training and participated in over 100 hours of personal growth in this area PER YEAR.

Projects listed and number of students involved above indicates Taos Academy Charter School is meeting the service learning project goal stated in their charter.

**Goal 4** All students will successfully complete one foreign language credit/course per year.

YEAR	TARGET GOAL Attendance verified	SUCCESSFUL COMPLETION
2009-2010	100%	82%
2010-2011	100%	100%
2011-2012	100%	100%
2012-2013	100%	100%

A change in attendance requirements in 2010-2011 accounts for the goal attainment that year. The school also began offering foreign language through the “Global Classroom” instructional modules approach which increased student success.

Implementing of the Student Success Lab on non-scheduled school days to help students stay current with core coursework on-line as directed by the student’s Individual Learning Plan was used to address this goal as well.

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### 3. Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

#### Other Organizational Performance Standard

##### **FOCUS #3 Taos Academy will partner with parents and community to insure student success**

Goal #1 100% of Taos Academy families will attend at least one school activity.

Goal #2 Taos Academy will create memoranda of understanding (MOU) with two new community organizations for collaboration with community services each year for the next four years for a total of eight new community partners by 2013.

Measure(s) Used:

Goal 1, Sign-in logs from school activities—parent nights, student presentations, etc.

Goal 2, Existing and newly added MOU's with community partners, collaborative community alternative programming (STEM Institute).

#### **Goal 1** Family Attendance at school activities

##### **Family Attendance Logs**

<b>Year</b>	<b>Goal – Percentage Attendance</b>	<b>Percentage Taos Family Attendance</b>
2009-2010	100	72
2010-2011	100	98
2011-2012	100	100
2012-2013	100	100

Logs are kept and all participants sign-in at all school events. Logs are then totaled by event and month for the totals and percentages. From year one to year two of record keeping, Taos Academy gained 26% in parent participation through increased communication efforts using multiple methods. By year three, Taos Academy had achieved 100% parent participation which continued for 2012-2013. With continued communication efforts 100% will continue to be achieved.

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### **Goal 2** MOU collaborators (Reaching the eight partner goal by 2013)

Intel

ISEA 2012

Tierra Lucero Farm

FIT Taos

Taos Community Foundation

Food Corps

Farm to Table

Taos County Economic Development Corporation

Taos Community of the Arts (TCA)

Lowes

\*Note – MOUs also exist with academic partners:

University of New Mexico-Taos

New Mexico Highlands University

Central New Mexico Community College

### **STEM Institute**

Alternative Community Programming has been developed collaboratively with academic partners for not only students at Taos Academy but other community students. All content of each of the courses offered is matched to Science Technology Engineering and Math standards. All instructors (from local post-secondary institutions) must meet teacher standards identified for conducting any of the STEM courses. Courses and instructors must also qualify for dual credit standards identified by the post-secondary institution. Students may qualify for dual credit under the qualifications identified under Focus Area #4 below. Courses may include Mixed Media Arts, Adventure Film Making, Music, and other high interest topics.

*Provide a statement of progress and additional information regarding the above data:*

**Parents:** Taos Academy believes in parents as a part of the learning community and as such is also offering parents opportunities to learn and participate in their student's education. Monthly events are scheduled for students and families. Increasingly, parents and students are taking responsibility for content and logistics of parent offerings.

**STEM Institute:** Although just beginning, Taos Academy is eager to host additional alternative community programming. Brining other community students and post-secondary instructors to the campus increases awareness of the mission of the school and its place in the Taos community.

**Partnerships:** Taos Academy continues to pursue partners who through productive work together, find and create resources aimed at educating every student to meet rigorous content standards and supporting every educator to achieve high performance through CONTINUOUS professional learning. These partnership MOUs are evolving as both sides figure out how to bring value as well as support to this 21<sup>st</sup> Century Learning Community—Taos Academy.

### **Other Organizational Performance Standard**

**FOCUS #4 Taos Academy students will be contributing members of society.**

**Goal #1** 80% of Taos Academy students will transition into college, technical school or the workplace.

Measure(s) Used:

Goal 1, Dual credit programs offered, transition records, counselor follow-up, scholarship awards records, staff training records.

## Part A—Self Study/Report on Progress

### **Taos Academy Dual Credit Programs**

Taos Academy has three dual credit programs for high school students. Eligible students can take college courses and receive both high school and college credit. Taos Academy currently has Memorandums of Understanding (MOU) with University of New Mexico – Taos (UNM – Taos), New Mexico Highlands University (NMHU) and Central New Mexico Community College (CNM). Students receive 3 college credits and 0.5 high school credit for each class. [(Senate Bill SB943 (2007) and Senate Bill SB31 (2008) allow high school students to attend New Mexico colleges and earn both high school credit and college credit for eligible dual credit courses.)) These dual credit classes give students the opportunity to take college classes while receiving the continued support of high school advisors. The three dual credit programs are:

#### **College Link**

College Link is a dual credit program where eligible junior and senior students take college classes and Taos Academy high school classes. College Link students go to UNM – Taos campus to attend their college class and they attend Taos Academy for their high school classes. This program allows a student more freedom and encourages self reliance and self motivation. A student could potentially earn an Associate’s Degree upon graduation from high school. College Link students are expected to meet the challenge and rigor to do well in these college classes. Taos Academy expects students to not only pass their classes but earn high grades. Taos Academy students are expected to adhere to the rules and policies of both Taos Academy and the college they are attending.

***Student Eligibility for College Link*** *To participate in College Link, students must be a junior or senior with a GPA of 2.5 or higher, and receive the approval of their Taos Academy advisor and counselor. If a student has a GPA between 2.0 – 2.4 there will be an interview process for acceptance into the program. Students need a 2.5 GPA or above to enroll in core classes. Students with a 2.0 – 2.4 may take elective credit classes.*

#### **Friday Dual Credit program**

UNM – Taos offers a unique program of Friday college classes designed for high school students only. The Friday instructors are college professors who enjoy working with high school students. These classes offer an opportunity for high school students to try college classes with other high school students from the Taos Community. They are more closely supervised and monitored than they would be if they had enrolled in a course held on campus. Taos Academy 10<sup>th</sup> graders are encouraged to start with Friday Dual Credit classes before entering the College Link program in the 11<sup>th</sup> and 12<sup>th</sup> grades. The Friday dual credit class selection may include classes in Green Building, Culinary Arts, Drawing, and Deviant Behavior.

#### **STEM Dual Credit program**

Science, Technology, Engineering and Math (STEM) classes are dual credit elective classes that are taught at Taos Academy for Taos Academy students. The instructors are all approved through UNM – Taos to teach college level courses. These classes offer dual credit if the student has a GPA of 2.0 or above. All students receive high school credit upon the successful completion of the course. These courses include Mixed Media Arts, Adventure Film Making, and Music Application.

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### Taos Academy Dual Credit Program 2010-2013

#### Increase in Participation

YEAR	# of students participating	# of college classes taken	# of college credits earned (3 per class)	# of HS credits earned (1 per class)
2010-2011	21	51	153	51
2011-2012	30	89	267	89
2012-2013	28	107	321	107

Taos academy is providing its students assistance in finding financial support to pursue a college education where they would never have had that opportunity before.

#### 2013 Graduating Class Colleges and Scholarships

1. Wiley E. Abt – University of New Mexico, Presidential Scholarship
2. Bailey J. Corry - Ft. Lewis College, People's Bank Scholarship and Family Practice Scholarship
3. Elliott J. Dobbs – New Mexico Highlands University
4. Sophia M. Dudrow – University of New Mexico, UNM Bridge to Success Scholarship
5. Matthew J. Gonzalez – University of New Mexico, UNM Bridge to Success Scholarship
6. Claire S. Jordy – Dickinson College, The Dickenson Grant
7. Jacquelyn S. Klonoski – New Mexico State University
8. Arthur Isa Lee – Academy of Art University, San Francisco
9. Gabriella A. Lovato-Dale – Santa Fe University of Art and Design, Chairman's Four Year Scholarship
10. Dania G. Loya – University of New Mexico, UNM Bridge to Success Scholarship
11. Jose L. Magallanes – University of New Mexico
12. Timothy M. Martinson – University of Denver, Daniel's Fund Scholarship
13. Francisco E. Martinez – University of New Mexico
14. MariaElena Martinez - Eastern New Mexico State, Bridge Scholarship
15. Brenden N. Miera – Central New Mexico Community College
16. Jennica J. Montoya – University of New Mexico
17. Vanessa M. Rivera – University of New Mexico
18. Tyler S. Romero – University of New Mexico
19. Andre P. Santistevan – University of New Mexico
20. Savannah S. Summers - Rocky Mountain College of Art and Design
21. Samuel D. Vasquez – New Mexico State University, Regent's Scholarship
22. Rachael B. Young – University of New Mexico, UNM Bridge to Success Scholarship
23. Bridger M. Whitacre – Ft. Lewis College

#### Staff Certification and Training

Taos Academy uses well qualified full and part-time staff some holding more than one certification. Among them are the following New Mexico Public Education Department licensure and certificate designations:

1. 1 3B
2. 9 Level 3
3. 13 Level 2
3. 4. Level 1
5. 1 P1

## Part A—Self Study/Report on Progress

### Taos Academy Professional Development

**2009:**

EQ – Emotional Quotient Communication Trainings  
E2020 online curriculum  
Creative Learning Systems  
First Aid training  
Technology Tools  
PowerSchool University  
STARS Data Conference  
NM Charter school conference  
Spring Budget  
Wellness training  
ISTE  
NMISTE

**2010:**

EQ – Emotional Quotient Communication Trainings  
E2020 online curriculum  
INACOL  
ISTE  
NMISTE  
Creative Learning Systems  
First Aid training  
Technology Tools  
PowerSchool University  
STARS Data Conference  
Charter school conference each year  
Spring Budget  
Wellness training

**2011:**

EQ – Emotional Quotient Communication Trainings  
E2020 online curriculum  
Creative Learning Systems  
First Aid training  
Technology Tools  
PowerSchool University  
STARS Data Conference  
Charter school conference each year  
Spring Budget  
Wellness training

**2012:**

Harry Wong Conference  
EQ-Emotional Quotient Comm. Training  
E2020 online curriculum  
Creative Learning Systems  
First Aid Training  
Technology Tools  
PowerSchool University  
STARS Data Conference  
NM Charter school conference  
Spring Budget  
Common Core  
INACOL  
Education 360  
Ko's Journey (NSC conference)  
Wellness training  
CRISS training  
Middle School Math conference

## Part A—Self Study/Report on Progress

### 4. Performance Self Study/Analysis-Key Questions

**Directions:** The following questions are to help you reflect on the whole of your school as you review the plethora of information and the analyses above. You have dissected the parts and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

- A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

Taos Academy identifies the following three academic priorities for the next renewal term.

1. Increase Math proficiency in all grade levels. This will become a goal for the next charter term. Although Taos Academy students have shown continued growth year to year in Math, we have a way to go to meet proficiency goals in this area. For this reason Taos Academy will continue to support this as an academic goal in the new charter term.
2. Increase Reading proficiency in all grade levels. This will become a goal for the next charter term. Taos Academy students have shown growth in this area. However, proficiency levels could be better. For this reason Taos Academy will continue to support reading as part of our academic goals in the new charter term.
3. Increase the number of students eligible to participate in the dual credit "College Link" program (Taos Academy's early college high school). This will become a goal for the next charter term. To participate in Taos Academy's College Link program, students must achieve and maintain a 2.5 GPA, allowing them to participate in dual credit classes.

- B. What main strategies will be implemented to address these priorities?

Taos Academy operates under a collaborative culture involving the instructional staff, students, parents, and community partners. The following main strategies will continue to be implemented to address the above priorities.

1. Taos Academy will use data gathered from short cycle assessments and classroom observations to target areas of concern in both math and reading.
2. Taos Academy will develop individualized learning plans for each student to better target and support learning needs in core content areas.
3. Taos Academy will continue to offer skill based small group direct instruction for math and reading to ensure continual growth in targeted areas.
4. Taos Academy will enhance literacy skills by expanding reading opportunities of appropriate texts, implementing speech and debate, and continuing instruction in research and study skills.
5. Taos Academy students will take the ACT and/or SAT exams beginning in junior year to start the focus on college readiness.
6. Taos Academy will offer honors credit, credit recovery, individualized tutoring, longer school hours, summer school, and personalized attention for student success.
7. Taos Academy will provide alternative higher education options will be provided to high school students; e.g., internship credit, STEM dual credit, "Friday" program at UNM, and certificate programs offered in various fields.
8. Taos Academy will continue to develop, support, and target areas of concern with active communication between teachers, students and parents on a weekly basis.
9. Taos Academy staff will continue to encourage parent involvement through participation in school events and clubs. Taos Academy operates under a collaborative culture involving the instructional staff, students, parents, and community partners.



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- C. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

The Taos Academy leadership team is made up of the Administrator, Curriculum Coordinator, Technology Coordinator, and 21Century Teacher. All members of this team have been with Taos Academy from the beginning of the charter. Due to the commitment and stability of this team along with the dedication and input from other staff members, yearly assessment of educational systems and structures has developed into a model for continual progress targeting student achievement.

Systems put into place over the course of this charter include:

- Data collected on lack of “time on task” outside of school prompted the leadership team to implement the SSL (Student Success Lab). This change allows students to come into the tutoring lab on non-scheduled times to have access to online content in a quiet learning environment. This also allows advisors to require SSL when students drop below a grade threshold to better support immediate interventions.
- Achievement data and student/parent surveys have been used to drive the implementation of the enrichment classes. To better support student academic success Taos Academy implemented face to face instruction targeting mathematics and English/language arts skills. These classes target students’ at the skill base level using short cycle assessment data to target specific holes in prior knowledge as well as content extension. These classes offer projects and discussions to enrich the online curriculum.
- Assessing enrollment/credit data for Taos Academy students prompted the leadership team to implement a variety of options for students to be academically successful at Taos Academy. Options such as flexible scheduling, credit recovery individualized tutoring, longer school hours, summer school, and honors are just a few ways Taos Academy has changed to target personalized attention for student success.
- Student/parent satisfaction data prompted the leadership team to add more optional programming on nonscheduled school days. This program is called the STEM Institute (science, technology, engineering and mathematics). These classes are offered to students as an optional extension of the regular programming. All classes meet STEM standards and can be taken for credit including dual credit. The classes are aligned to career pathways to support student growth towards college and career readiness.
- Another student/parent survey request as well as enrollment data was used to develop the 5th & 6th bridge program to better support the lower grades in a smoother transition from contained classroom instruction to a new style of learning, online. This program started this year.
- Although started in the beginning of Taos Academy, weekly parent/ school progress communication proves to be a key to the success of a Taos Academy student. Parents receive weekly updates on their child’s progress with online courses as well as the courses taught live on campus.

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- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

All students at Taos Academy have Individual Learning Plans with accompanying academic, behavior, and community expectations. All expectations have identified indicators for growth. Taos Academy has shown success with students who have special needs. At Taos Academy we look at every child individually developing an individualized learning plan for each student regardless of disability or circumstance. Again, although we have room to grow in academic achievement our targeted interventions, flexibility in scheduling, and focus on individualized needs is proving to be shrinking the achievement gap traditionally experienced by students in the areas of SPED/ELL and poverty.

Taos Academy will meet the needs of SPED/ELL and students in high poverty by continuing to support implemented strategies such as scaffolding the learning environment, encouraging peer collaboration, developing individualized curriculum with appropriate modifications, scheduling one-on-one instruction with content tutors, offering flexible scheduling, guiding towards career and college pathway options, and organizing outreach training programs to support parents.

- E. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card and school short-cycle assessment data. How is the school's head administrator held accountable for school performance?

The Director of Taos Academy is an instructional leader and therefore the point person for school performance measures. All assessments including NWEA, SCA, NMSBA, EoC, HSGA, content testing, and other teacher developed assessment techniques help Taos Academy school community to plan ahead and develop interventions for weaknesses as well as strengthen areas in academic performance. This data as well as other indicators for the schools grade are gathered and reported throughout the year from the Director to the Governing Council. Quarterly, the Director reports on all school performance data and strategies for improvement. The Director also initiates student/parent satisfaction surveys to gather data from those key groups. This data is also shared with the Governing Council, strategies are discussed and improvements are implemented as needed.

Thus far, Taos Academy has had a strong track record for a first round charter and the Governing Council has supported the proposals for additional changes in programming and focus. The Director and the Governing Council respect the professional educators who work daily with Taos Academy students. Taos Academy staff, faculty, students and parents are given a chance to review the Director for accountability. The Governing Council assesses the Director with help from these groups as well as their own assessment of continual improvement in performance data.

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### B. Financial 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 generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

#### 1. Financial Performance Assurances

*With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

#### 2. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

#### 3. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

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### Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			
1 (09–10)	1 2	Control Deficiency over reconciliation Compliance over expended funds	Implementing controls to insure future compliance.
2 (10–11)	10-22-CS 10-28-CS 09-16-CS 9-18-CS 9-26-CS	RHC 7 ERB reconciliation Compliance mileage reimbursements Purchase order issued after invoice Compliance over expended funds Reimbursement of volunteer	Policies and procedures to insure timely reporting, compliance with state law, state Procurement Code, BARS submission and tracking, appropriate training.
3 (11–12)	FS 11-04 FS 11-05 FS 11-06 FS 12-02 FS 12-03 FS 12-01	xRECEIVED 7/2013 Federal reimbursement back to government Purchase Order (billing before purchase order) Procurement Budgetary Conditions Late Fees Fixed Assets	6/30/2012 Govt. refunded \$368.00 Ongoing, training Ongoing, tracking Ongoing, false information Ongoing, procedural Ongoing, inventory
4 (12–13)	Not Available	The 2012-13 audit was conducted September 17-18 <sup>th</sup> 2013.	

Identify any changes made to fiscal management practices as a result of audit findings. Taos Academy financial procedures continue to be tightened to comply with state procedures and compliance requirements. There is always room for improvement, but the few findings per year indicate fiscal management is a priority at Taos Academy Charter School.

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### C. Organizational 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...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 at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

#### 1. Material Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

#### 2. Organizational Performance Assurances

*With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

Please respond to each of the statements below regarding organizational performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

##### A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,

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Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

*For any "no" answers please provide an explanation.*

### B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
  - 1) ☒ **Yes** ☐ **No** All required School Policies
  - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
  - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
  - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
  - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
  - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
  - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
  - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
  - 9) ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- b. ☒ **Yes** ☐ **No** Is the school holding management accountable?
  - 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
  - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

*For any "no" answers please provide an explanation.*

### C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*For any "no" answers please provide an explanation.*

### D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.

## Part A—Self Study/Report on Progress

- c. ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
- d. ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
- e. ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
- f. ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
- g. ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- h. ☒ **Yes** ☐ **No** The school's curriculum is aligned to Common Core Standards.

*For any "no" answers please provide an explanation.*

### E. School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☐ **Yes** ☒ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

*For any "no" answers please provide an explanation. Taos Academy does not provide transportation or food services.*

### F. Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

*For any "no" answers please provide an explanation.*

## Part A—Self Study/Report on Progress

### 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.

I am the head administrator of the TAOS ACADEMY Charter School and hereby certify that: the attached petition in support of the TAOS ACADEMY Charter School renewing its charter was circulated to all employees of the TAOS ACADEMY Charter School. There are xx persons employed by the TAOS ACADEMY Charter School. The petition contains the signatures of xx employees which represents \_\_\_\_\_ percent of the employees employed by the TAOS ACADEMY 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 \_\_\_\_\_ 2013.

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

My Commission Expires:



## Part A—Self Study/Report on Progress

### 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.

I am the head administrator of the TAOS ACADEMY Charter School and certify that: the attached petition in support of the TAOS ACADEMY Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of \_\_\_\_\_ households which represents \_\_\_\_\_ percent of the households whose children were enrolled in the TAOS ACADEMY 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 \_\_\_\_\_ 2013.

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

My Commission Expires:

## Part A—Self Study/Report on Progress

### 3. 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.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your 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.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

### 4. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

*Amendments:*

### 5. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

*State the term of renewal requested if less than five years.*

### 6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section:

Karin Moulton  
Same address and contact information for Taos Academy Charter School  
110 Paseo Del Conon West  
Taos, NM 87571  
575-751-3109

# of Students on Waiting List (# and date):

GRADE	WAITING
5	7
6	7
7	3
8	16
9	2
10	4
11	4
12	3
TOTAL	46

As certified by Vicki L. Robbins, Registrar 9/9/13

## Part A—Self Study/Report on Progress

### OTHER INFORMATION

Link to Student created videos: Taos Academy Film Youtube Channel with a playlist  
<https://www.youtube.com/playlist?list=PLngXdz1dmNA6voarBtSXODComRMSOSrOn>

#### Additional Documents Available

1. Up-to-Date Governing Council ByLaws
2. Self-study Report to CSD 2009-2010 (On file with CSD)
3. Self-study Report to CSD 1010-1011 (On file with CSD)
4. Response from CSD to 2010-2011 Self-study Report (On file with CSD)
5. Self-study Report to CSD 2011-2012 submitted 6/3/2013 (On file with CSD)
6. School and Family Support Bureau approvals of all school plans and required policies
7. PSFA Facilities Review
8. Options for Parents: Charter School Division approvals of all school plans and required policies
9. Comprehensive Financial Audits for the years of the school's existence

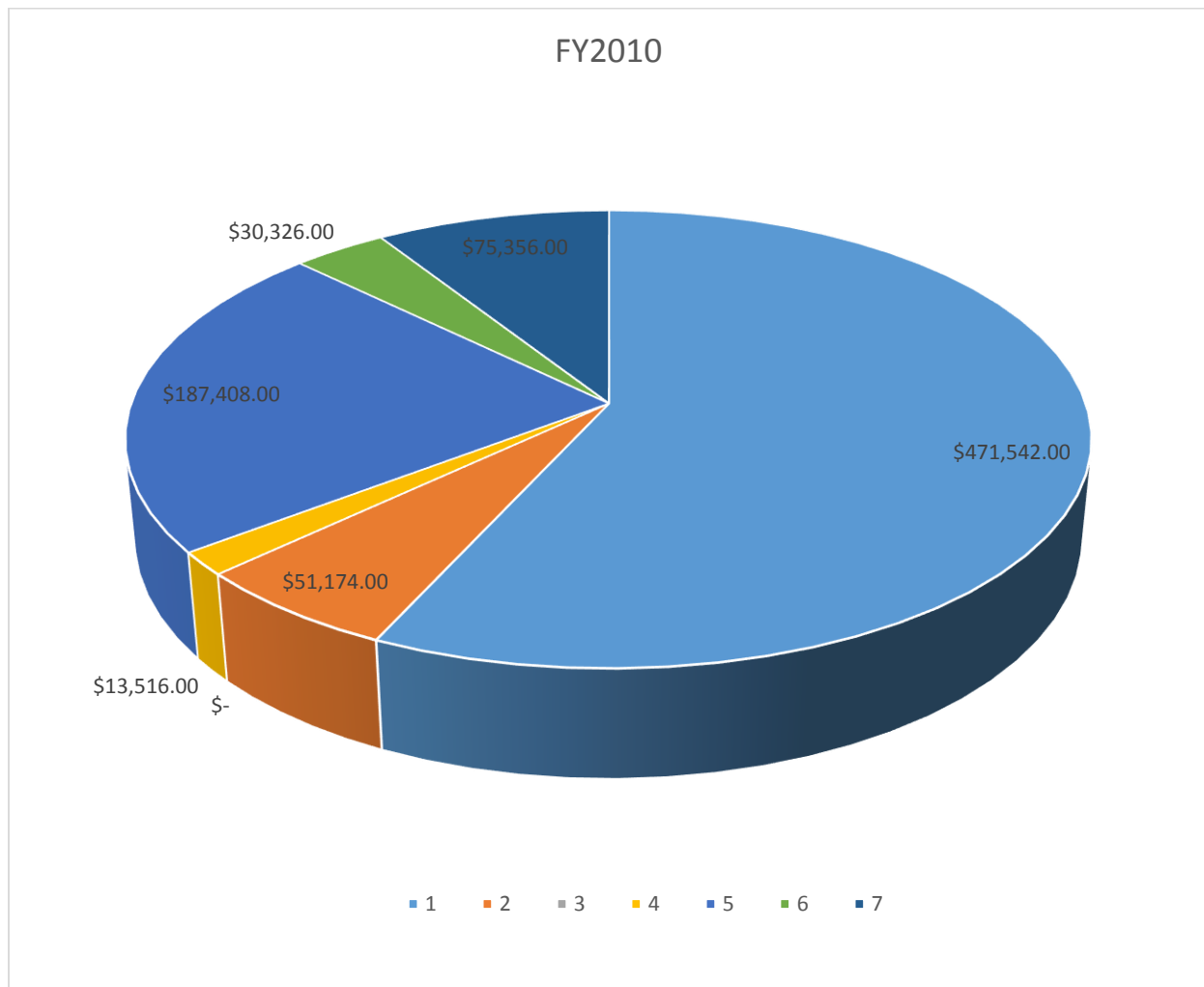
## Part A—Self Study/Report on Progress

### II. Checklist

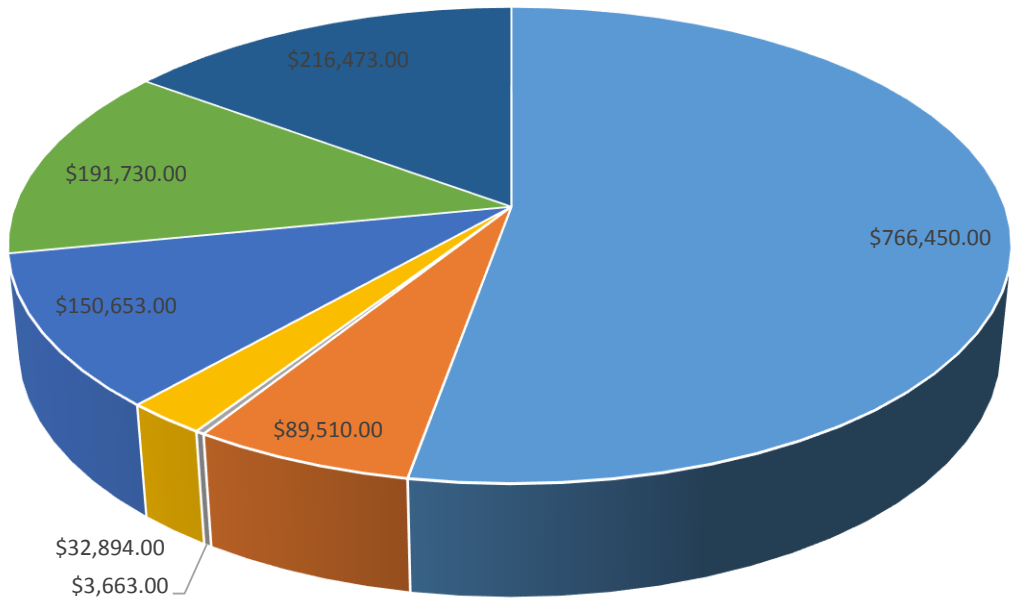
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>

The following charts consist of amount budget within Operational - The following legend applies to all charts:

- 1 – 1000 – Direct Instruction
- 2 – 2100 – Support Services – Students
- 3 – 2200 – Support Services – Instruction
- 4 – 2300 – Support Services – General Administration
- 5 – 2500 – Central Services
- 6 – 2600 – Operation and Maintenance of Plant
- 7 – 2900 – Tax Liability

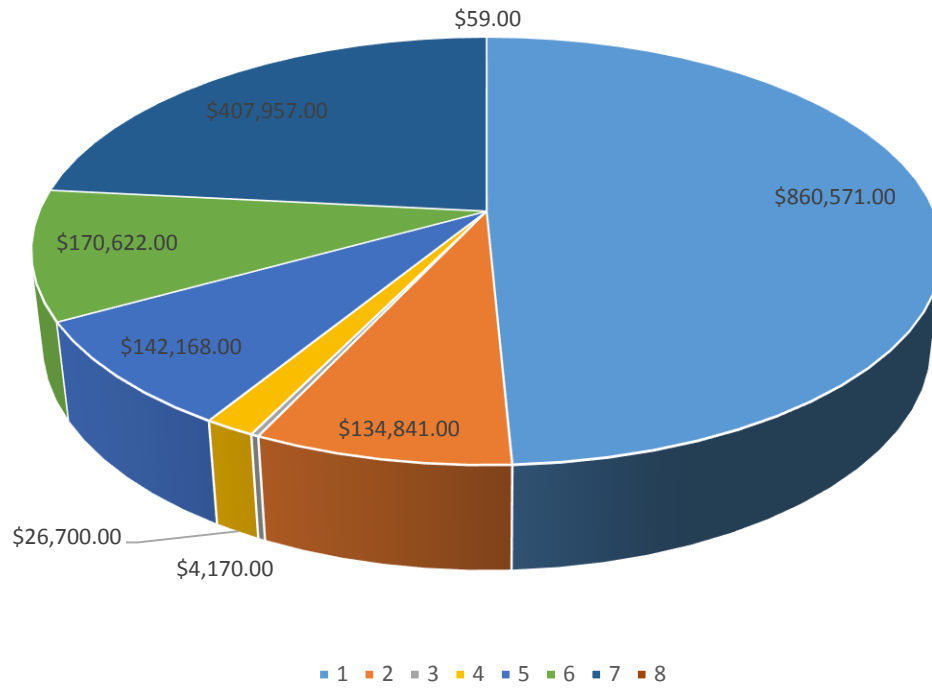


FY2011

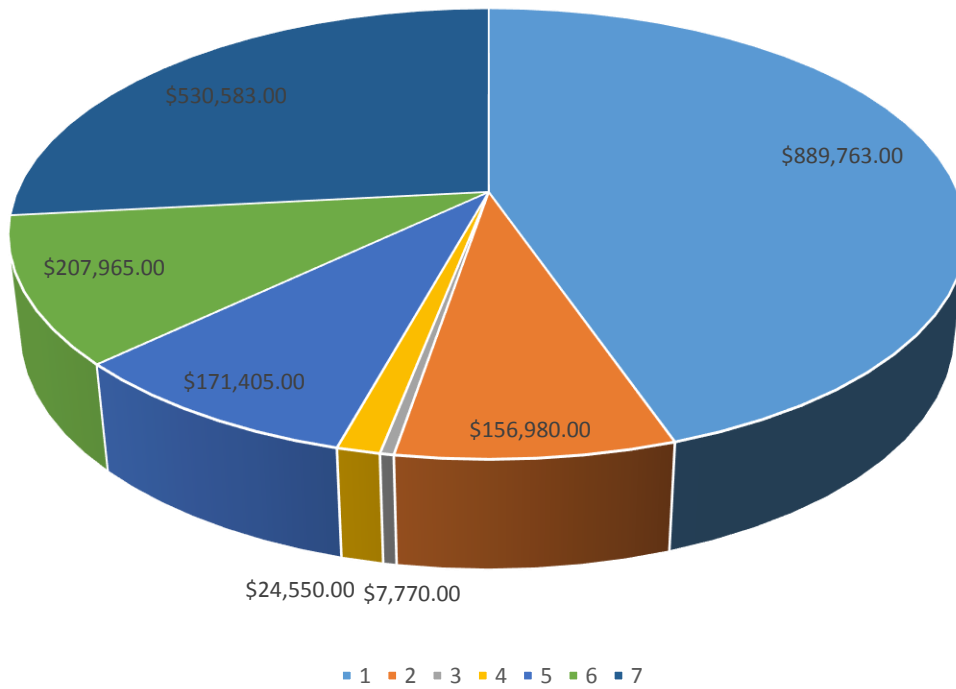


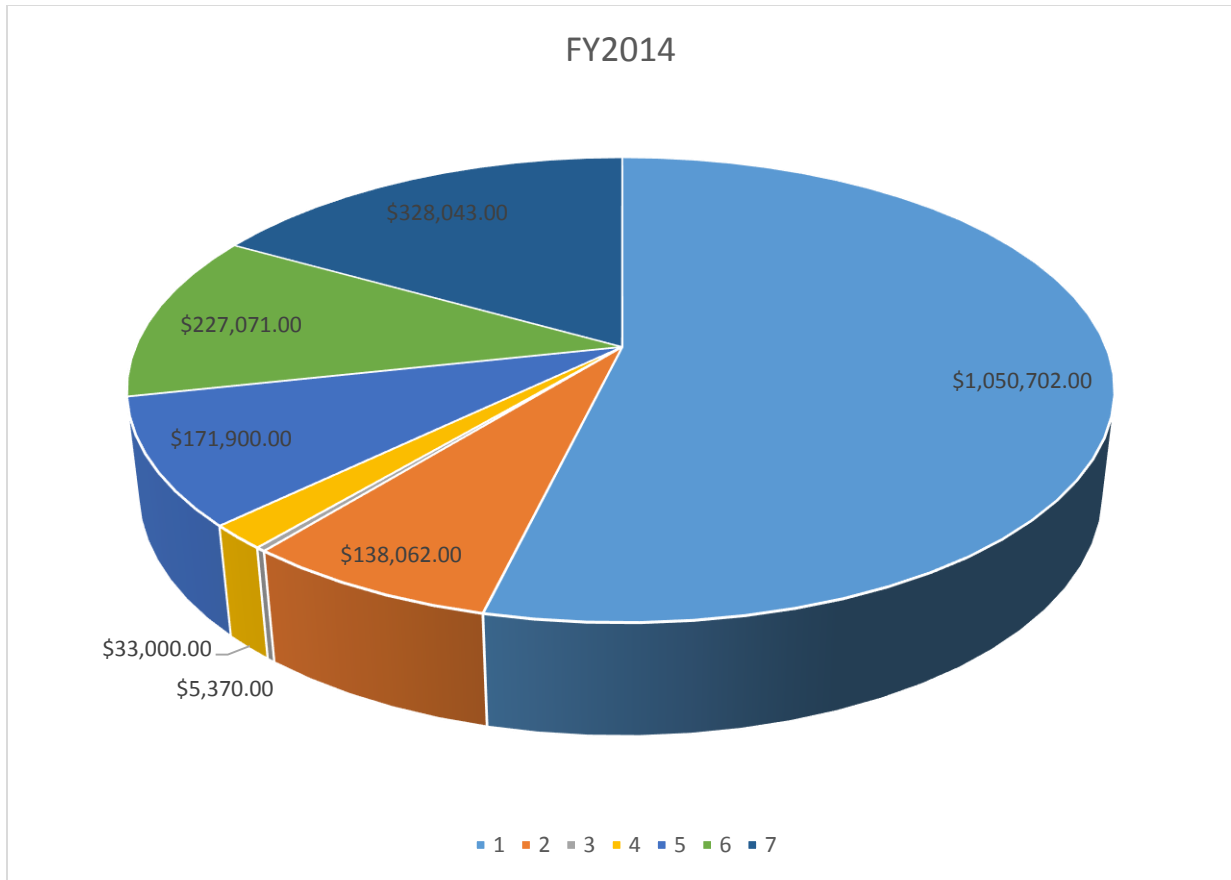
■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7

FY 2012

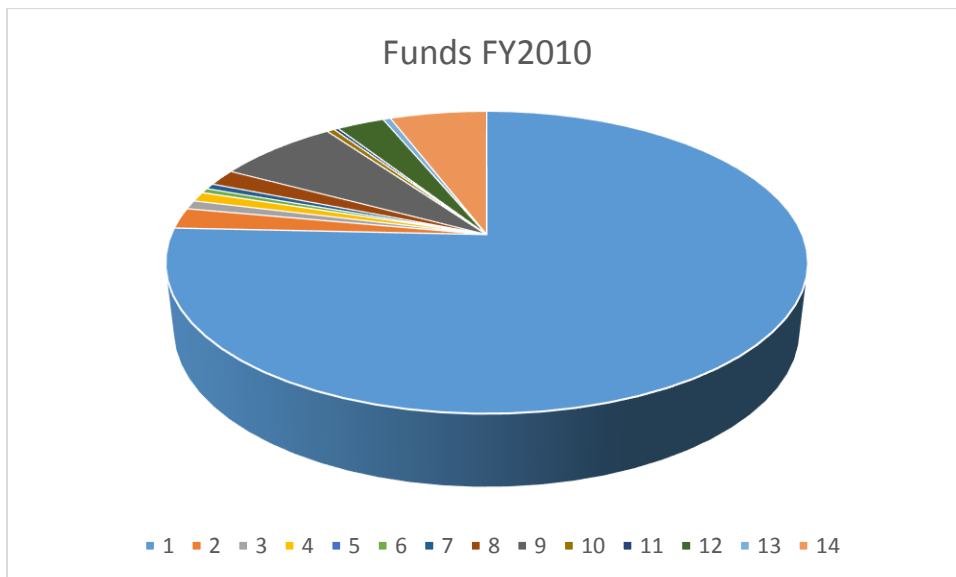


FY2013





The following Charts consists of Funds that the yearly budget consisted of:



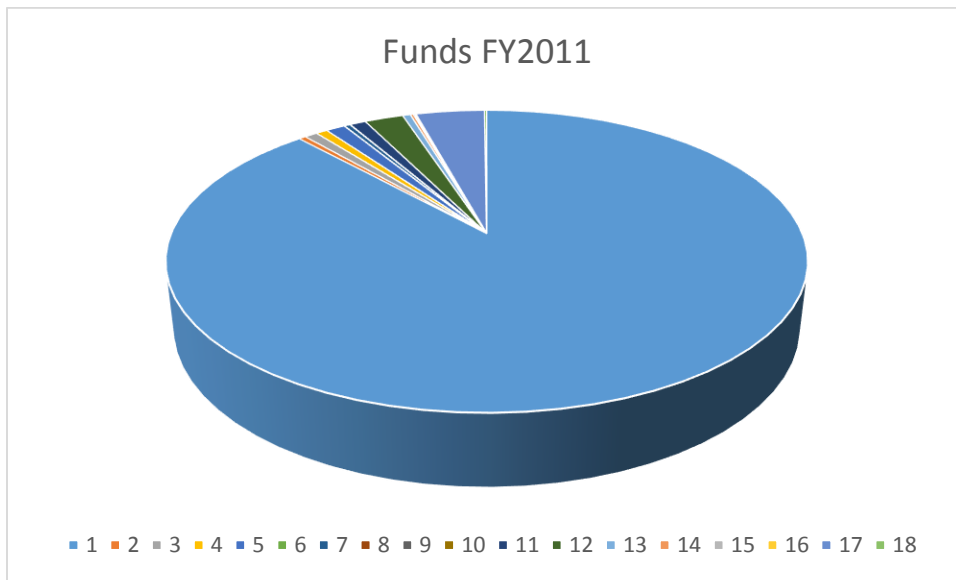
1 – Operational Budget

2 – Instructional Materials

3 – Title I

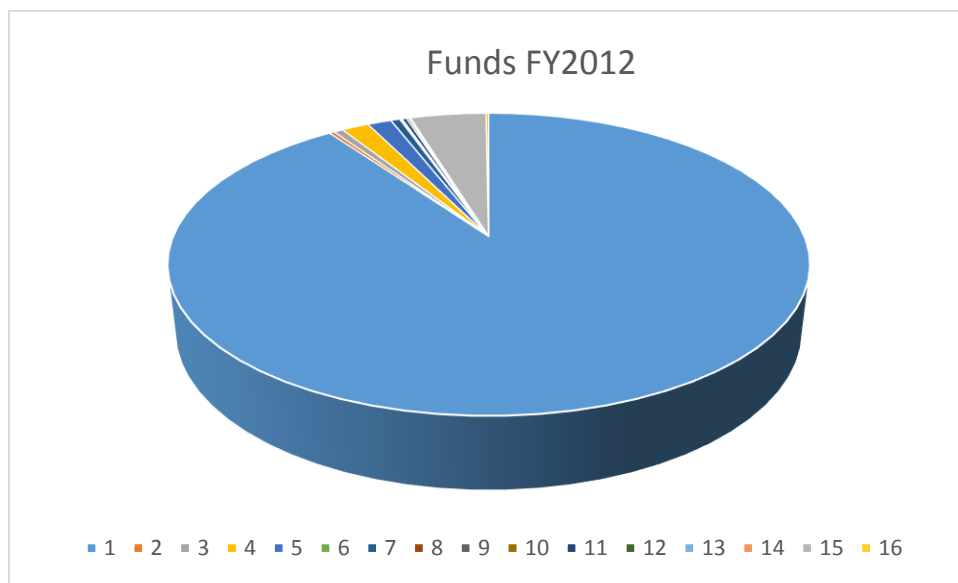


- 4 – IDEA – B
- 5 – IDEA – B Risk
- 6 – Title II
- 7 – Title I Stimulus
- 8 – IDEA – B Stimulus
- 9 – Federal Stimulus
- 10 – Dual Credit
- 11 – GO Bond
- 12 – State Charter Planning
- 13 – Rural Rivitalization
- 14 – Lease Assistance



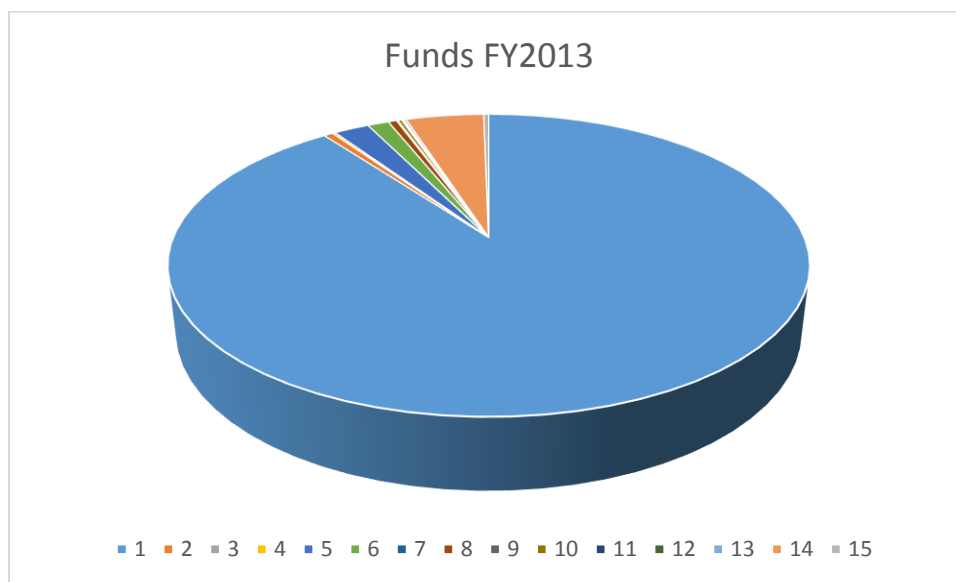
- 1 – Operational Budget
- 2 – Instructional Materials
- 3 – Activity Account
- 4 – Title I
- 5 – IDEA – B
- 6 – IDEA – B Risk
- 7 – Title II
- 8 – Safe and Drug Free Schools

- 9 – Title I Stimulus
- 10 – IDEA – B Stimulus
- 11 – Federal Stimulus
- 12 – Education Job Fund
- 13 – Dual Credit
- 14 – GO Bond
- 15 – Technology for Education
- 16 – Private Grant
- 17 – Lease Assistance
- 18 – Capital Improvements SB-9



- 1 – Operational Budget
- 2 – Instructional Materials
- 3 – Food Service
- 4 – Title I
- 5 – IDEA – B
- 6 – IDEA – B Risk
- 7 – Title II
- 8 – Title XIX Medicaid

- 9 – Education Job Fund
- 10 – LANL Foundation
- 11 – Intel Foundation
- 12 – Dual Credit
- 13 – GO Bond
- 14 – Technology for Education
- 15 – Lease Assistance
- 16 – Capital Improvements SB-9



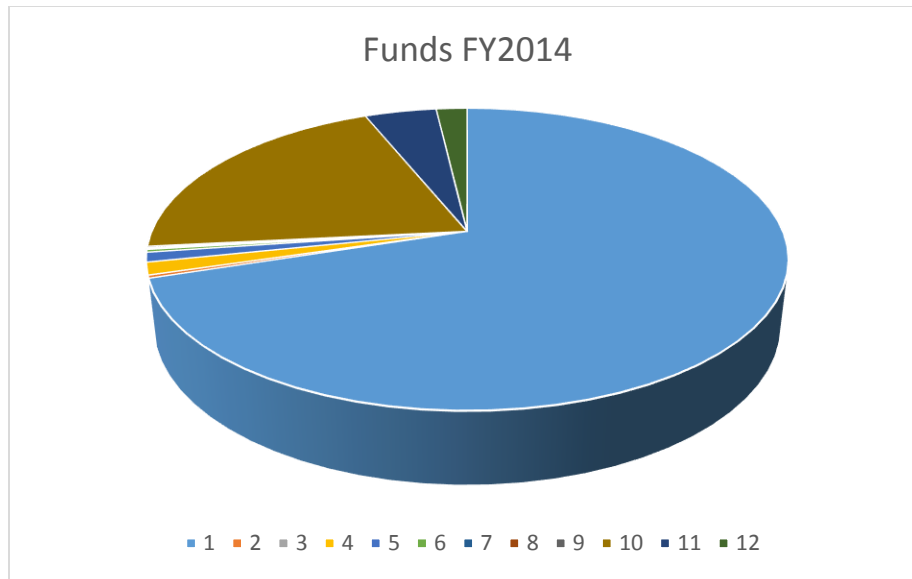
- 1 – Operational Budget
- 2 – Instructional Materials
- 3 – Food Service
- 4 – Activity Account
- 5 – Title I
- 6 – IDEA – B
- 7 – IDEA – B Risk
- 8 – Title II
- 9 – Title XIX Medicaid
- 10 – Intel Foundation
- 11 – Dual Credit

12 – GO Bond

13 – Private Grant

14 – Lease Assistance

15 – Capital Improvements SB-9



1 – Operational Budget

2 – Instructional Materials

3 – Food Service

4 – Title I

5 – IDEA – B

6 – Title II

7 – Go Bond

8 – Go Bond 2012

9 – Private Grant

10 – Bond Building

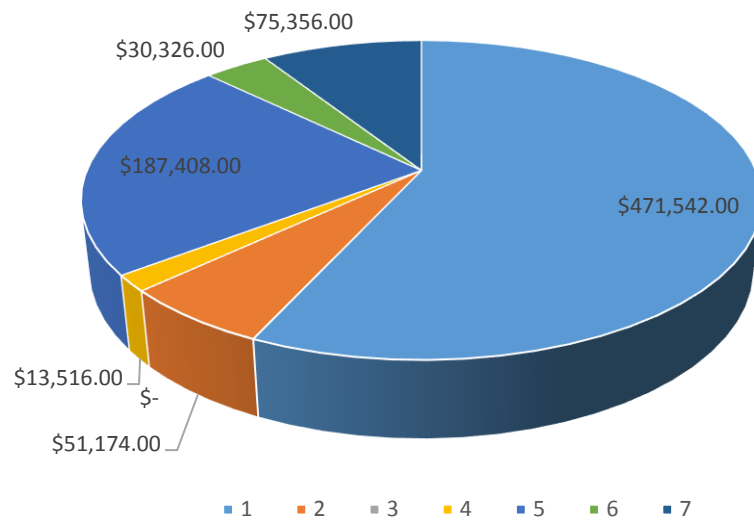
11 – Lease Assistance

12 – Capital Improvements SB-9

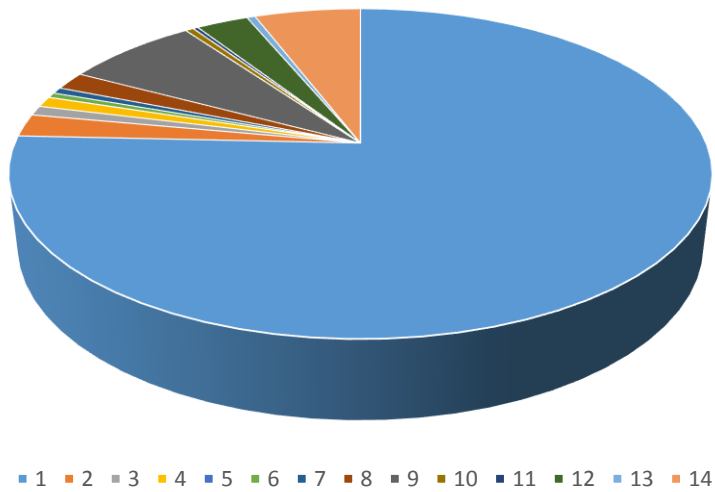
2009 - 2010 Budget

11000 Operational Budget	\$	829,322.00	
1000 Direct Instruction	\$	471,542.00	471542
2100 Support Services - Students	\$	51,174.00	51174
2200 Support Services - Instruction	\$	-	
2300 Support Services - General Adm	\$	13,516.00	13516
2400 Support Services - School Adm	\$	187,408.00	187408
2500 Central Services	\$	30,326.00	30326
2600 Operation and Maintenance of Pl	\$	75,356.00	\$ 75,356.00
11000 Operational Budget	\$	829,322.00	
14000 Instructional Materials	\$	24,178.00	829322
24101 Title I	\$	10,331.00	
24106 IDEA-B	\$	11,238.00	
24120 IDEA-B Risk	\$	188.00	
24154 Title II	\$	5,482.00	
24201 Title I Stimulus	\$	6,619.00	
24206 IDEA B - Stimulus	\$	19,431.00	
25250 Federal Stimulus	\$	80,242.00	
27103 Dual Credit	\$	5,000.00	
27105 GO Bond	\$	3,000.00	
27112 State Charter Planning	\$	31,456.00	
27503 Rural Revitalization	\$	5,000.00	
31200 Lease Assistance	\$	63,775.00	
	\$	1,095,262.00	

### FY2010



### Funds FY2010



## Part A—Self Study/Report on Progress

### 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.

I am the head administrator of the TAOS ACADEMY Charter School and hereby certify that: the attached petition in support of the TAOS ACADEMY Charter School renewing its charter was circulated to all employees of the TAOS ACADEMY Charter School. There are 20 persons employed by the TAOS ACADEMY Charter School. The petition contains the signatures of 20 employees which represents 100 percent of the employees employed by the TAOS ACADEMY Charter School.

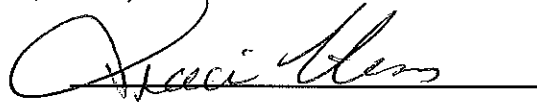
STATE OF NEW MEXICO)

ss.


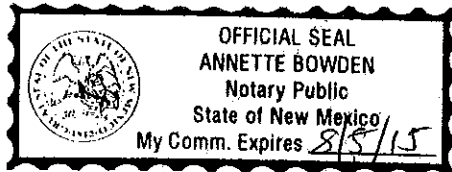
COUNTY OF Taos)

I, Traci Filiss, 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 25 day of Sept 2013.

  
Notary Public

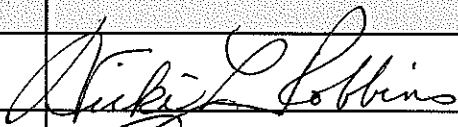
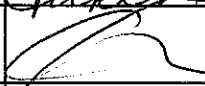
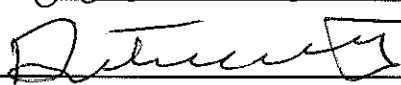
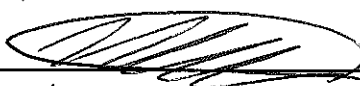

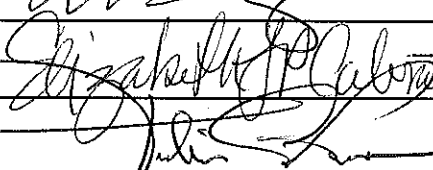
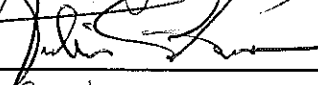
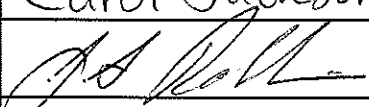

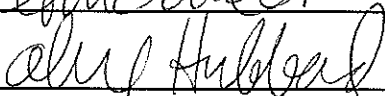

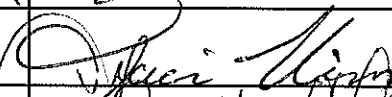
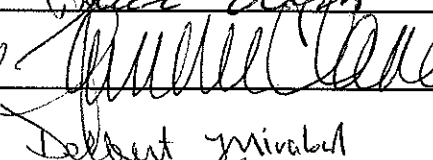
My Commission Expires:

August 5, 2015

## TAOS ACADEMY CHARTER SCHOOL

## STAFF PETITION

We the undersigned, support Taos Academy in its second renewal on October 1, 2013.

Name (Print)	Signature
Vicki Robbins	
Cobey Senescu	
Karin Moulton	Karin Moulton
GAILA DUNSON	Gaila Dunson
Collin E. Miller	Collin E. Miller
Dimitri Calvert	
Michael Curry	
Michael Bradley	
Elizabeth J. Calvert	
Sulinn Cisneros	
Carol Jackson	Carol Jackson
	J.S. ROBBINS
Lisa A. Joseph	Lisa A. Joseph
Anne-Marie Emanuelli	
Alex Hubbard	
Hillary McPartlon	
Traci Filiss	
Jammi Clancy	
Delbert Mirabal	Delbert Mirabal

Elizabeth S. LeBlanc

E.



**TAOS ACADEMY CHARTER SCHOOL**

## STAFF PETITION

We the undersigned, support Taos Academy in its second renewal on October 1, 2013.

[illegible]

## Part A—Self Study/Report on Progress

### 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.

I am the head administrator of the TAOS ACADEMY Charter School and certify that: the attached petition in support of the TAOS ACADEMY Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 145 households which represents 91 percent of the households whose children were enrolled in the TAOS ACADEMY Charter School.

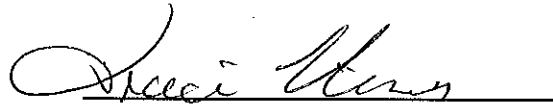
STATE OF NEW MEXICO)

ss.


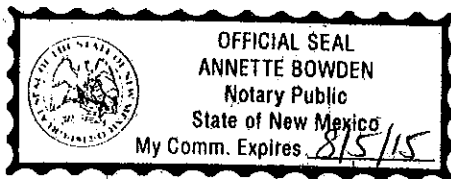
COUNTY OF Taos)

I, Traci Filiss, 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 25 day of Sept. 2013.

  
Notary Public

My Commission Expires:

August 5, 2015

**TAOS ACADEMY CHARTER SCHOOL**

**PARENT PETITION**

We the undersigned, support Taos Academy in its second renewal on October 1, 2013.

Parent Name (Print)	Student (s) Name	Signature
Gayle A. Densow		GAYLE A. DENSOW
Cobey Sonesen		
Kelly Farewell		Kelly Farewell
Cynthia Valerio		Cynthia Valerio
Donna Cuby		Donna Cuby
Elizabeth Calvert		Elizabeth Calvert
Jennifer Birch	Leela Blakeley	J Birch
GARON BODAR	Josiah HATHORN	
Heather Ponkey	Santana Ponkey	Heather Ponkey
Dylan Trachtman	Kima Nelson	Dylan Trachtman
Jennifer Furlow	Christopher Castillo	Jennifer Furlow
Paul Janner		Paul Janner
Roberto Molina	Francisco Molina	Roberto Molina
Katherine Molina	Francisco Molina	Katherine Molina
Lamont Mulligan	Nathan Mulligan	Lamont Mulligan
Paul Castillo	Christophe Castillo	Paul Castillo
Julia		Julia

TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

We the undersigned, support Taos Academy in its second renewal on October 1, 2013.

Parent Name (Print)	Student (s) Name	Signature
Monica Corral	<del>Ray</del> Claire Corral	Monica Corral
Ray Corral	Claire Corral	Ray Corral
Tina J. Martinez		<del>Tina J. Martinez</del>
Patricia Salvatierra	Chloe Liegenschw	Patricia Salvatierra
Gina Cordova	Enrika Martinez	Gina Cordova
Christine May	Tomas May	Christine May
Celia Sturges	Zach Jensen	Celia Sturges
Ry Sturges	Zach Jensen	Ry Sturges
Jenaya Fawcett	Malaika Yambire	Jenaya Fawcett
Lizbeth Lopez Gale	Gabriella h Dale	Lizbeth Lopez Gale
Chick Gomez	Phillip Gomez	Chick Gomez
Ron Gomez	Phillip Gomez	Ron Gomez
Bob Whisenant	Yvette Whisenant	Bob Whisenant
Theresa Darlene Whisenant	Yvette Whisenant	Theresa Darlene Whisenant
Jennifer Young	Connor Young	Jennifer Young
J.S. Robbins		J.S. Robbins
Vicki Robbins		Vicki Robbins
Nicole Killer	Riel Killer	Nicole Killer

stall  
stall

# TAOS ACADEMY CHARTER SCHOOL

## PARENT PETITION

We the undersigned, support Tao Academy in its second renewal on October 1, 2013.

Parent Name (Print)	Student (s) Name	Signature
<i>Community</i> MICHAEL MUSIALOWSKI	N/A	<i>Michael Musialowski</i>
Ruth Bowman	Sophie Dudson	<i>Ruth Bowman</i>
DANA Miller	N/A	<i>Dana Miller</i>
Tammy Yuen	N/A	<i>Tammy Yuen</i>
<i>stall</i> Gwendolyn Peltz (N/A)	N/A	<i>Gwendolyn Peltz</i>
Karin Moulton	Sebastian Moulton	<i>Karin Moulton</i>
VAC Stevens		<i>VAC Stevens</i>
Josie Hart	Kira Seckler	<i>Josie Hart</i>
ROLF M. MILK	Mariska	<i>Rolf M. Milk</i>
Scott Aby	Salome	<i>Scott Aby</i>
Roger Mc Davis	Jacob	<i>Roger Mc Davis</i>
Caroline Colonna	Claudine	<i>Caroline Colonna</i>
Derek Heagerty	Juniper Corbopassi	<i>Derek Heagerty</i>
Jennifer Foley	Ross Foley	<i>Jennifer Foley</i>
Loisanne Johnson	Tammy Johnson	<i>Loisanne Johnson</i>
Trisha McKee	Mason McKee	<i>Trisha McKee</i>
Peggy Mtz-Rael	Andrew Rex Rael	<i>Peggy Mtz-Rael</i>
Erin + Jim Sanborn	Lily	<i>Erin + Jim Sanborn</i>

TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

We the undersigned, support Tao Academy in its second renewal on October 1, 2013.

Parent Name (Print)	Student (s) Name	Signature
Judith Witten	Community Member	Judith Witten
John Summers	Madison Summers	John Summers
Albert Giron	Theres. Giron	Albert Giron
Michell Giron	Theres. Giron	Michell Giron
Donald Bush	Mary Annaliese Bush	Donald Bush
PETER WALKER	Film Teacher	Peter Walker
Gabriel Lou Goins	Orion Report	Gabriel Lou Goins
Monica Corral	Claire Corral	Monica Corral
Jerry H. Pacheco	Elizabeth Pacheco	Jerry H. Pacheco
STEVE DONALDSON	Anna Donaldson	Steve Donaldson
Leticia Fresquez	Josiah Fresquez	Leticia Fresquez
Cynthia Finley	Elly Finley	Cynthia Finley
David Finley	David Finley	David Finley
Dan Greenwald	Zoe Urban	Dan Greenwald
Lluvia Lauryer	Lovali Abo	Lluvia Lauryer
Allison Brady	Isaac Brady	Allison Brady
Jesse Clark	Jesse Clark	Jesse Clark
Dionisa Struck	Jason Struck	Dionisa Struck
Dionisa Struck	Jasmine Struck	Dionisa Struck

TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

We the undersigned, support Tao Academy in its second renewal on October 1, 2013.


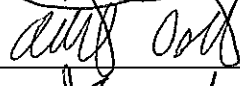
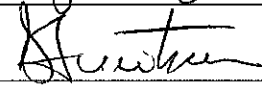

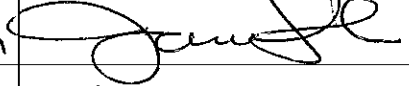
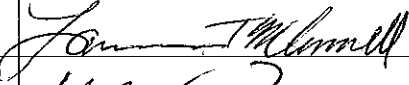
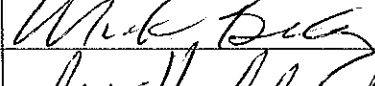

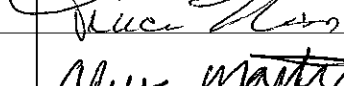
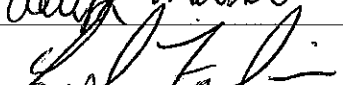
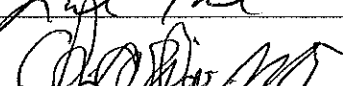
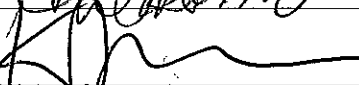
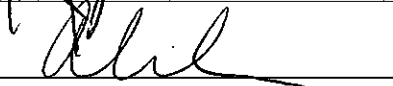
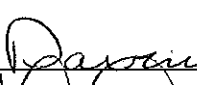



Parent Name (Print)	Student (s) Name	Signature
Anya Walker	Lynne Rabadau Hana Casto	Anya Walker
Bonnie Valerio Crystal Summers	Summit Summers Madison Summers	Bonnie Valerio Crystal Summers
Alex Filix Jean Holley	Lucas Filix Noah Jenkins	Alex Filix Jean Holley
Jutka Deveny Sandra Davies	Jamille Deveny Brandi Davies	Jutka Deveny Sandra Davies
<del>Scott</del> Amanda	Wei Shuen	Amanda
Scott Fresquez	Sullivan Fresquez	Scott Fresquez
Denise Weinberg	Ben Weinberg	Denise Weinberg
Suzie Benton	Elijah + Zack Benton	Suzie Benton
Michelle Decker	Stiff	Michelle Decker
David Finnelly	Daniel J. Finnelly	David Finnelly
Cynthia Finnelly	Ellyse Finnelly	Cynthia Finnelly
SUSAN BACKUS	ELENA BACKUS Y HERRERA	Susan Backus
Lynn DelMazo	Madeline DelMazo	Lynn DelMazo
Saskia Illohan	Sierra Illohan Wright	SASKIA ILLOHAN

staff

TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

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Parent Name (Print)	Student (s) Name	Signature
Hilary Cushing-Murray	Naledum Belongie	
	Albert Ostlund	
DRAGOS DUMITRESCU	MARCU DUMITRESCU	
Cecilia DUMITRESCU	MARCU DUMITRESCU	
Jane Schauerermann	Caylin, Elijah, Marlene Schauerermann	
Lawrence McConnell	Anna McConnell	
Michael Bradley	Staff	
Alex Hubbard	Staff	
Naci Filiz	Staff	
Aliya Martinson	Aliya Martinson	
Leonard Frondzinski	Olivia McInnis	
Chloe Montoya	Charlie Montoya	
Kimberly Jenkins	Jordan Jenkins	
Alana Grier	Noah Ray	
Darini Maestas	Maggie Maestas	
CYNTHIA CORDOVA	DMITRI DODGE	
Mark Wohltman	Bailey Wohltman	



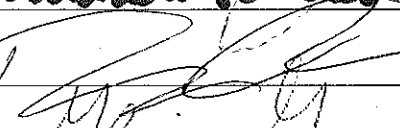
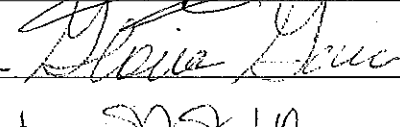

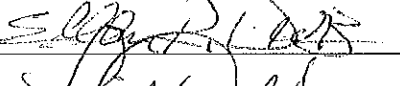
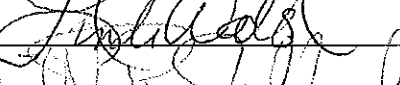

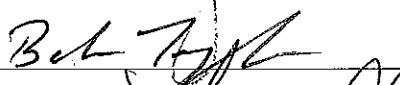



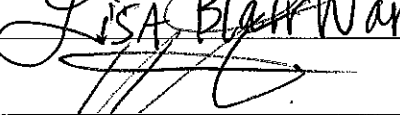
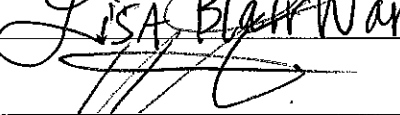
staff  
staff  
staff



TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

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Parent Name (Print)	Student (s) Name	Signature
Heidi Martinez	Sierra Williams	
Andie D. Leonard	Community Member	
Teresa Tomashev	Taylor + Madison	
Gloria Garcia	Angel Gonzalez-Duran	
Saskia Ilchman	Sierra Ilchman-Wright	SASKIA
George Davis	Snushka Semmes	
Ellen R. Davis	Snushka Semmes	
Linda Walsh	Nicholas Walsh	
NICK STALLARD	MIA STALLARD	
Stacy McClurg	Caleb Kast	Stacy McClurg
Stacy McClurg	Nalia Kast	Stacy McClurg
Doug KAST	Caleb + Nalia Kast	Doug Kast
Barbriana Trujillo	Ian Robbins	
Tammi Dobbs	Elliott + Quinton	
Denice Weinberg	Ben Weinberg	
Karina Gershen	Ali Gershen	
Lisa Blair Ward	Luna Velazquez	
Karen Trujillo	Isaac Trujillo	

Ward

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TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

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Parent Name (Print)	Student (s) Name	Signature
Erin Greenberg	<del>Emma Pecayich</del> <del>Erin Greenberg</del>	Erin Greenberg
Julia Cortopassi	Juniper Cortopassi	Julia Cortopassi
Doug Kast	Nalia Kast	D. Kast
DMU MILLER	EMMA+KATA	DMU
SoAnna Martinez	Abbie Cardenas	SoAnna Martinez
ARIANE Rowland	M. Gordon & Lara Stragoul	ARIANE
JuCCiarE	Sydney Cerao	JuCCiarE
Kirsten Parsons	Liam Haworth	Kirsten Parsons
Megan Thornton	Pepper Thornton	Megan Thornton
ALEX KURZ	Goldie Vinella	ALEX KURZ
Pamela Yuen	Nina yuen	Pamela Yuen
Amie Mailis	<sup>victor</sup> stell & Mailis	Amie Mailis
Monica Sanchez	ISaiah Sanchez	Monica Sanchez
Deborah vanWilly	Otto vanWilly	Deborah vanWilly
Tony Froeschle	Noah Froeschle	Tony Froeschle

TAOS ACADEMY CHARTER SCHOOL

PARENT PETITION

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Parent Name (Print)	Student (s) Name	Signature
Annette Bowden	Aria Bowden	Annette Bowden
Julia Cortopassi	Juniper Cortopassi	Julia Cortopassi
Paul Castillo	Christopher Castillo	Paul Castillo
Patsy Cordova	Donovan Medina DS Medina	Patsy Cordova
MICUELA MANGUM	<del>MICUELA</del> 20E Mangum	M. Mangum
Josie Hart	<del>Josie</del> King Seckler	Josie Hart
John Robbins	Ian Robbins	John Robbins
Alex Kretz	Goldie Ymella	Alex Kretz
Cinde Weckh	Lindsey Weckh	Cinde Weckh
LOENE BECKWITH	EMMETT GUS BECKWITH	Loene Beckwith
BEN VAN WILLIGEN	OTTO VAN WILLIGEN	Ben Van Willigen
Geneva Pacheco	Elizabeth Pacheco	Geneva Pacheco
Suzanne Martinez	Derrick Martinez	Suzanne Martinez
Dolores Martinez	Derrick Martinez	Dolores Martinez
Gloria Garcia	Angel Gonzales-Duran	Gloria Garcia
ESPERANZA RUIZ	Imena Ballesteros	Esperanza Ruiz
SUSAN BACKUS	Elona Backus Haddara	Susan Backus

[illegible]



## TOWN OF TAOS CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE HAS BEEN ISSUED PURSUANT TO THE REQUIREMENTS OF SECTION 110 OF THE 2009 INTERNATIONAL BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE APPEARED TO BE IN COMPLIANCE WITH THE VARIOUS ORDINANCES AND CODES OF THE TOWN OF TAOS REGULATING BUILDING CONSTRUCTION OR USE. THE BUILDING OFFICIAL IS AUTHORIZED TO SUSPEND OR REVOKE A CERTIFICATE OF OCCUPANCY WHEREVER THE CERTIFICATE IS ISSUED IN ERROR, ON THE BASIS OF INCORRECT INFORMATION SUPPLIED, OR WHERE IT IS DETERMINED THAT THE BUILDING OR STRUCTURE OR PORTION THEREOF IS IN VIOLATION OF ANY ORDINANCE, REGULATION, OR ANY OF THE PROVISIONS OF THIS CODE.

Use Classification: Change of Occupancy / Taos Academy Charter School Zone: M-1


Building Address: 110 Paseo del Canon West

Group: E Construction Type V-B Building Permit No. N/A

Contractor: N/A License No. N/A

Owner of Building: N/A

Owner Address: N/A

  
Building Official

8/9/11  
Date Issued:





STATE OF NEW MEXICO  
REGULATION AND LICENSING DEPARTMENT  
CONSTRUCTION INDUSTRIES DIVISION  
GENERAL CONSTRUCTION BUREAU

No 16585

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.  
PERMANENT ☒ TEMPORARY, ☐ EXPIRATION DATE \_\_\_\_\_

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF  
OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo Del Canon West Taos NM  
BUILDING ADDRESS

1905 Academy Chapter 110 Paseo Del Canon West  
NAME AND ADDRESS OF OWNER 1905 NM

Rutherford Wayne  
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

2011017501  
BUILDING PERMIT NUMBER

PORTION OF BUILDING

Julian R. Lewis  
INSPECTOR'S NAME

1-4-2012  
DATE

COMMENTS