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SUSANA MARTINEZ
GOVERNOR

2019 Charter School Renewal Report

School Name: Taos Academy
School Address: 110 Paseo del Canon West, Taos NM 87571
Head Administrator: Traci Filiss
Business Manager: Deanna Gomez
Authorized Grade Levels: 5-12
Authorized Enrollment: 250
Contract Term: July 1, 2014 – June 30, 2019

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."* (Contract, p. 34)

PED Recommendation

The PED recommends **renewal for a term of 5 years with defined goals for school improvement in the academic framework** because the school demonstrated substantial progress towards the Department's standards for excellence (NMSA 1978 § 22-8B-12[K][2]) during each year of its contract, but with a noted area of concern.

Academic. The school performed well in the majority of categories of the A-F School Grading Report since 2015. However, during 2016, 2017, and 2018, low achievement in *improvement of lower performing students* (Q1) was observed. Achievement of all school specific goals were also noted for all years except 2017 when evidence for one (1) indicator (implementation of post-secondary pathway plan) was not observed. However, it was corrected in 2018.

Financial. The school had 8 findings and no repeats during the last 3 audit years. One (1) finding, related to a component unit (Taos Academy Foundation), was at the significant deficiency classification.

Organizational. During the most recent year (2017-2018), the school received zero (0) *"Falls Far Below Standard"* ratings and one (1) *"Falls Far Below Standard"* rating the previous year in 2016-2017 (related to Next Step Plans for students).

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan such as NM DASH to improve Q1 *student achievement* resulting in a letter grade of at least a "C" in the category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).

Please see the sections of the renewal application package, as follows:

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*** Part B (Progress Report) Evaluation**
based on the rubric contained in application

Part A – Section 1. ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Meets the Standard</i>
Part A – Section 2. FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
Part A – Section 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

Stakeholder Interviews

Stakeholder interviews were conducted on September 12, 2018 at Taos Academy. The participants included six (6) parents, six (6) students, two (2) Governing Council members, and four (4) staff members.

Parents commented about the growth that their students have shown during their time at the school, including parents of students with prior struggles in school, Asperger’s Syndrome, dyslexia, and different learning styles. The relationship between the school and the students was mentioned several times, for example, one parent stated “Even when a kid isn’t doing great, everyone is on the same team trying to find a solution”.

The students pointed out the things that they like about the school including the ability to work at your own pace, flexibility of the schedule, challenging coursework, earning college credits, more one-on-one help, and addressing individual needs. (One student shared that he is dyslexic and gifted and that teachers at other schools “didn’t really work with that” but “teachers here are willing to”. When asked about things they would like to change, one student wanted more STEM programs and one would prefer 9 to 5 for the school hours (instead of 8 to 4).

The Governing Council members seemed knowledgeable about the mission, have a tool and process for evaluating the Head Administrator, and were aware of the audit findings. They joined the board because they were invited due to their expertise (financial background and education).

The staff members interviewed have been teaching at Taos Academy for one, three, six and ten years. The teachers explained that the lowest performing students are initially identified via MAP testing. From there, a plan is developed based on each student’s specific needs. They explained that they adjust the schedule and the curriculum for students, interact with students daily, and provide regular progress reports (via the advisory teacher), as well as facilitate peer work and tutoring with staff collaboration.

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCE

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

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

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either system add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.

1a. Department's Standards of Excellence—A-F Letter Grades

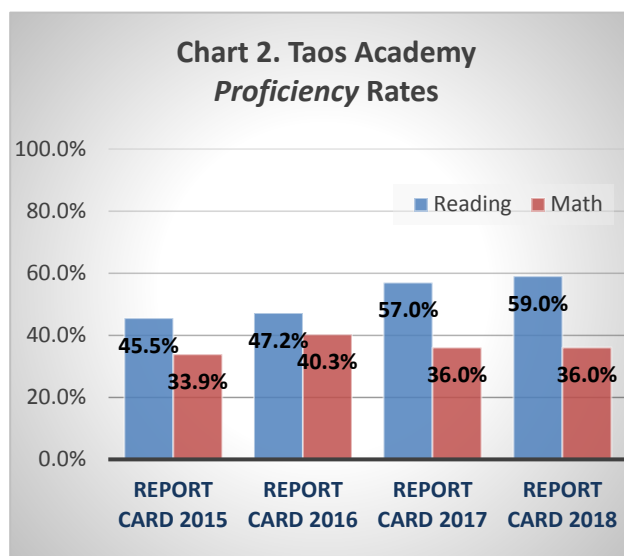
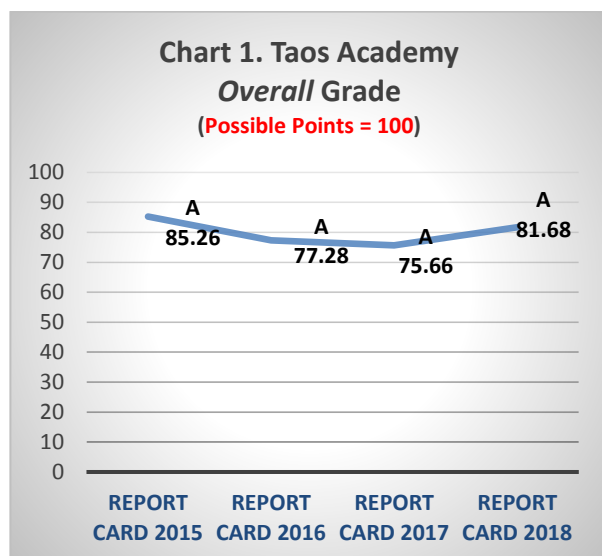
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Taos Academy's overall school grade in each of the last 4 years (2015-2018). The school earned an “A” each year along with bonus points that ranged between 3.99 to 5.00. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.² Overall points earned ranged from 75.66 to 85.26 during this

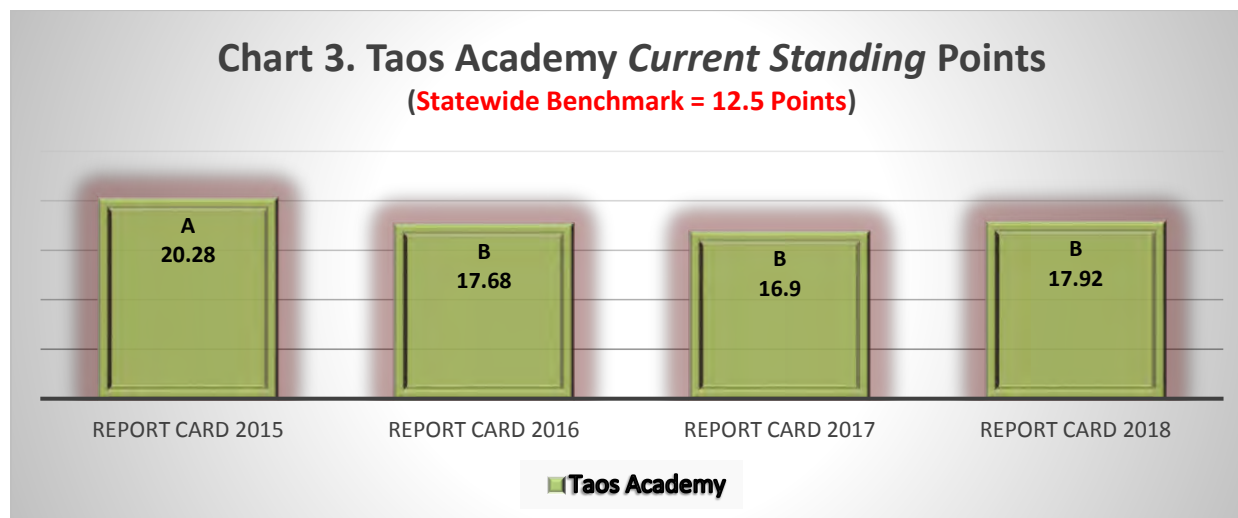
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical%20Assistance%20for%20Educators/School%20Grading%20FAQs%202018.pdf>

² See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 71 which may be obtained at: <https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/New-Mexico-ESSA-State-Plan.pdf>

four (4) year period with proficiency rates in reading steadily increasing during the four (4) year period and math rates increasing during the past two (2) years (see Chart 2).



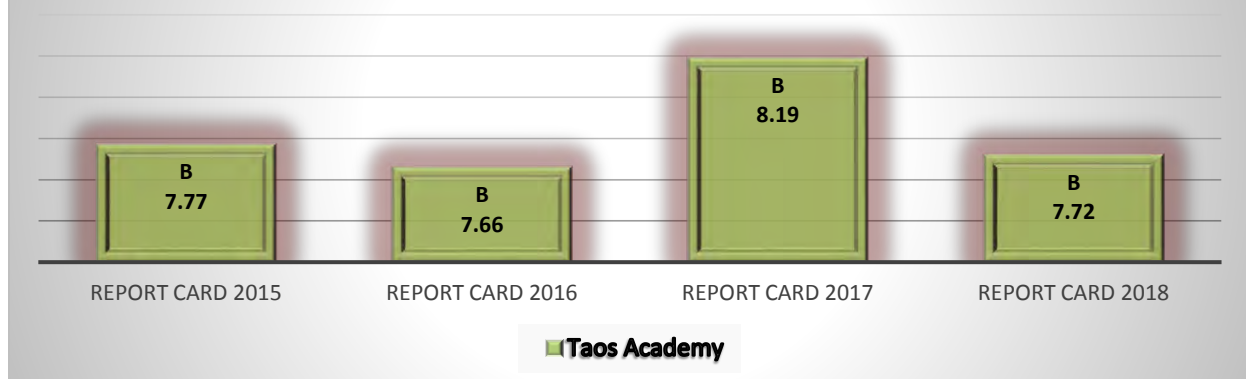
Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 17.92 points out of 30 possible points in this category, which was significantly above the statewide benchmark (established in 2012) of 12.5 points. The school has steadily maintained points earned in the category during the past 4 years.



School Improvement. The school improvement performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 7.66 – 8.19 points consistently earning a letter grade of “B” in the category for all four (4) years. All scores were above the statewide benchmark of 5.8 points.

Chart 4. Taos Academy School Improvement Points

(Statewide Benchmark = 5.8 Points)



Under the *school improvement* section of the School Grading Report, growth indices for both reading and math are presented (chart 5 to the right). A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar students.

In all years a positive growth index was observed in both reading and math.

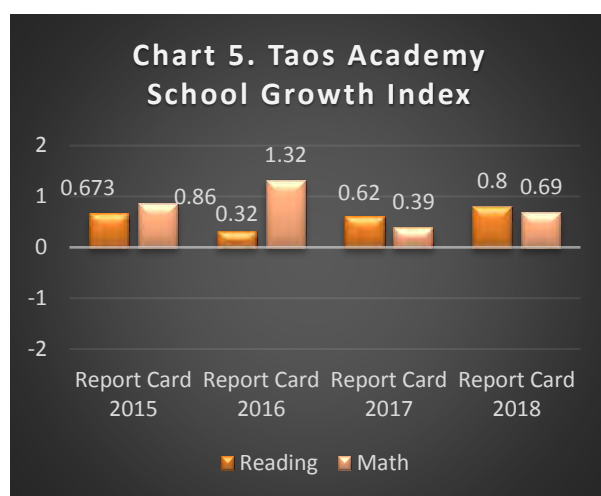
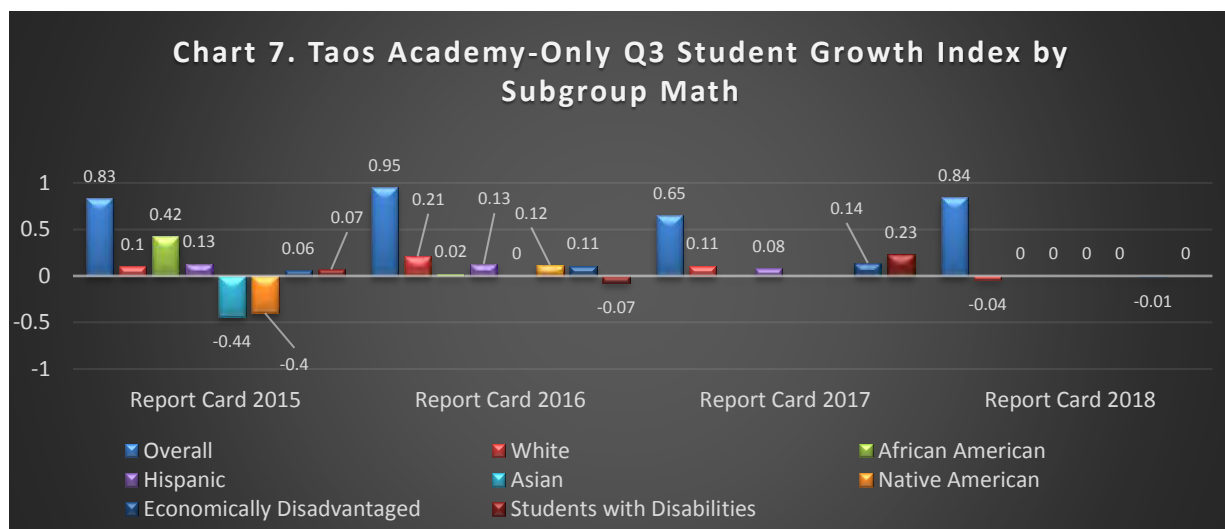
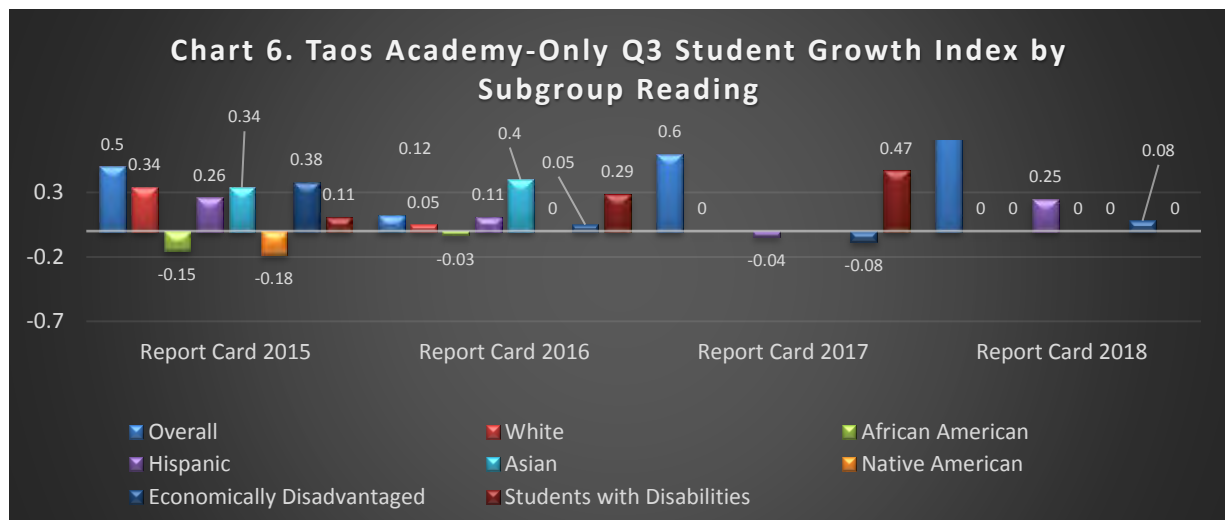


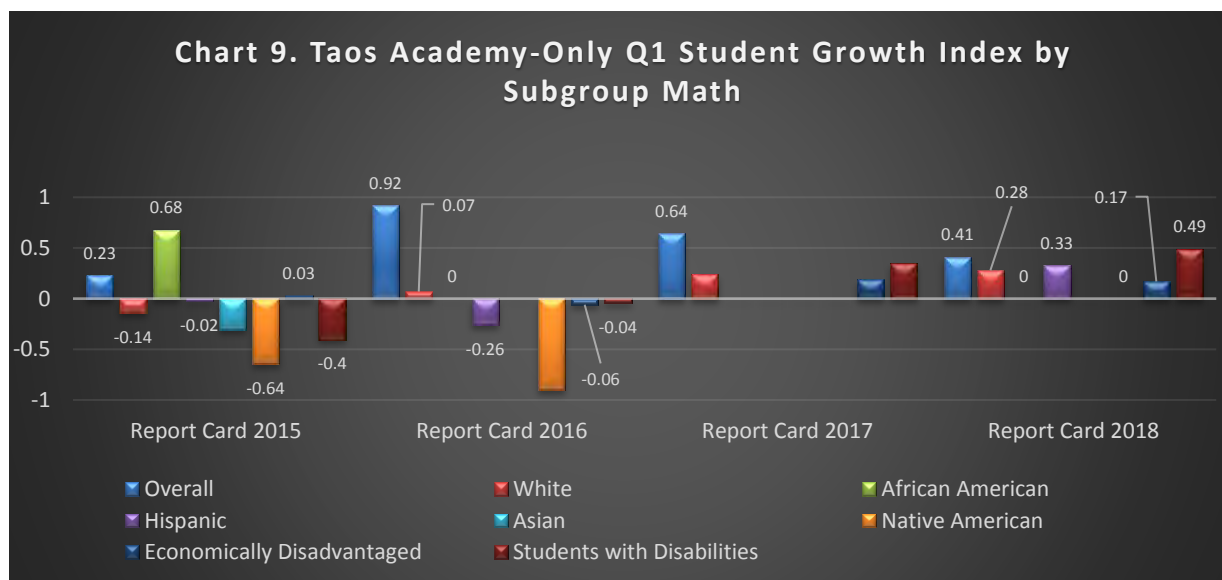
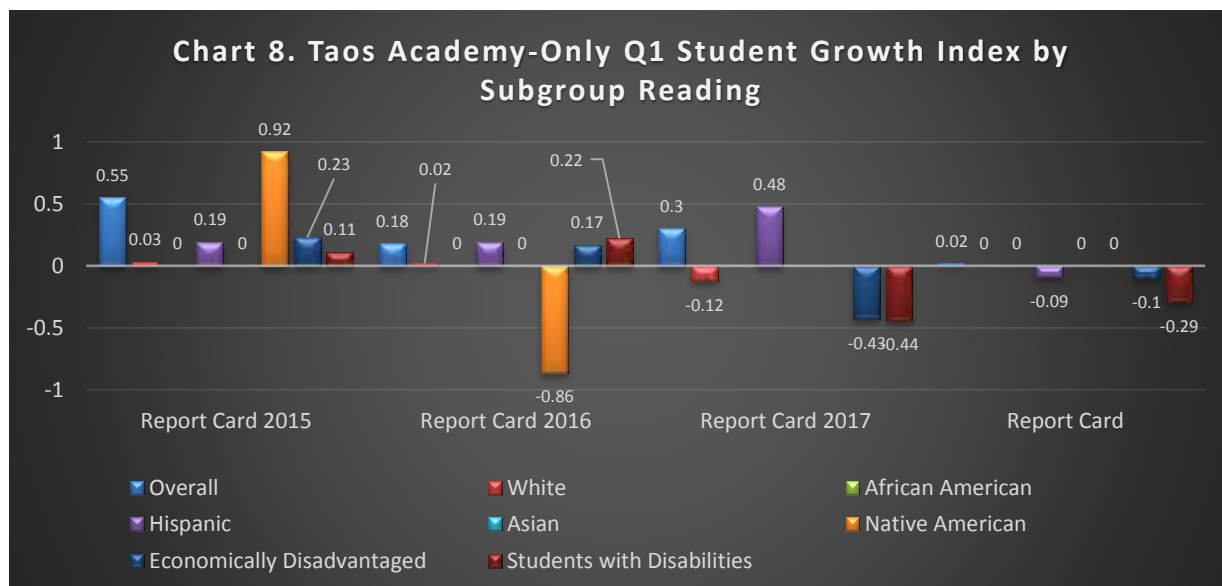
Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <small>*Possible 10 points</small>
2015	3.75	4.03	7.77
2016	3.12	4.54	7.66
2017	3.66	3.26	6.92
2018	3.94	3.78	7.72

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). Most subgroups (excluding masked data) in at least 1 of 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in at least 1 of 4 years of the contract met expected growth with overall student growth being met in 4 of 4 years.



Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups (excluding masked data) in at least 1 of 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in most years met expected growth with overall student growth being met in 4 of 4 years.

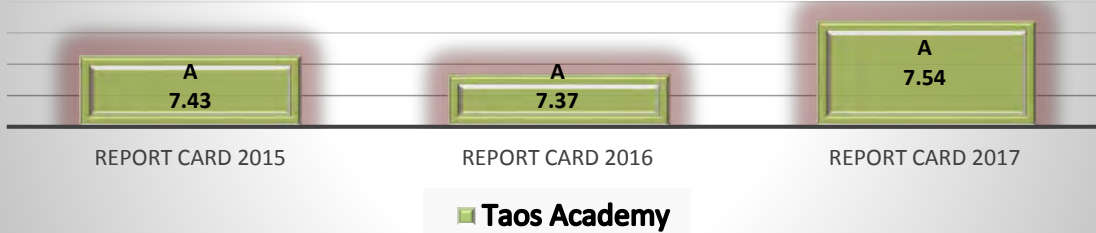


Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide)⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Taos Academy has performed well since 2015 exceeding the statewide benchmark in each of the past 3 years (excluding 2018) earning the majority of points as well as earning a letter grade of “A” for the indicator through 2017 (see chart 10). In 2018, the school had a high attendance rate of 97% but the category indicated an “N/A” rating which is currently being examined for accuracy. Consequently, results for the 2018 school year (points and letter grade) were not included.

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 10. Taos Academy Opportunity to Learn (OTL) Points

(Statewide Benchmark = 6.0 Points)



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school's graduation cohort of 2014 surpassed the statewide goal of 90%. Taos Academy had a 96.7% rate that year. However, during the next 2 years the school did not meet the statewide target, but did exceed the statewide averages for cohorts of 2015 (79%) and 2016 (71%). Specifically, the school had an 84.15% rate for cohort of 2015 68.6% and a 79% rate for cohort 2016 but increased the rate to 94.3% for cohort 2017 increasing its points earned and receiving an "A" in the category. The school also surpassed the district average in all 4 years.

Chart 11. Taos Academy Graduation Points

(Statewide Benchmark = 12.8 Points)

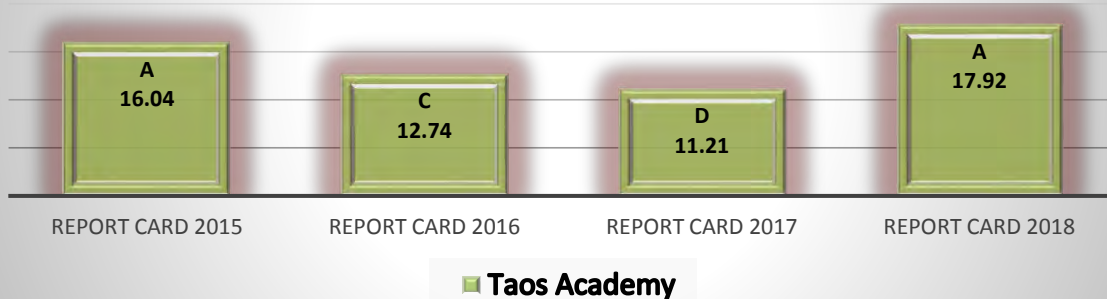
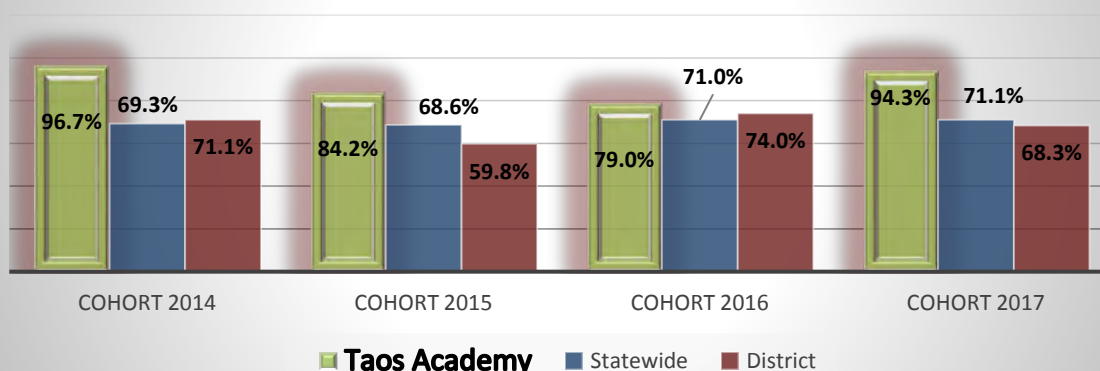


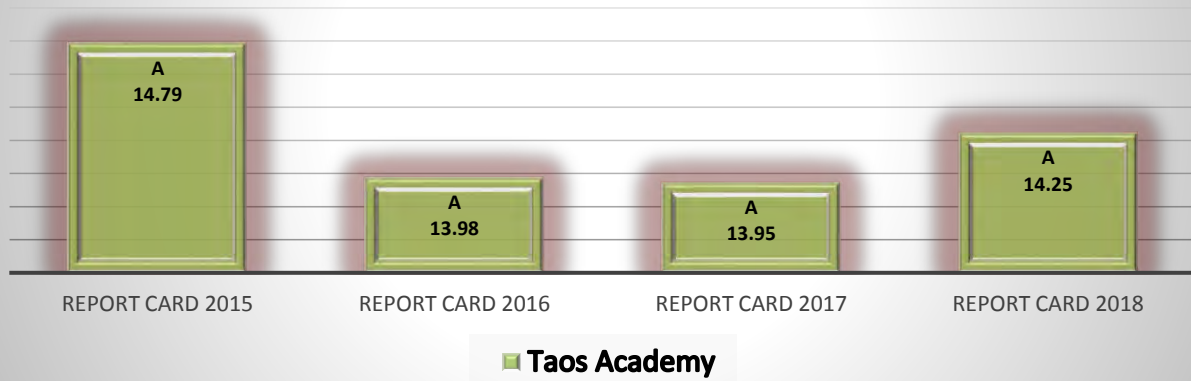
Chart 12. Taos Academy 4-Year Graduation Rate (Multi-Year)



College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. Taos Academy did well, surpassing the statewide benchmark in all years earning a letter grade of "A" in the category since 2015. In 2018, the school report card data indicated that 85% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 4.25 points out of 5 for this portion of the category. Out of the 85% of Taos Academy students who participated in *College and Career Readiness* opportunities in 2018, $\geq 90\%$ were successful resulting in an additional 10.0 points earned (10 possible) for this portion of the category. This was the highest number of points earned by the school since 2015.

Chart 13. Taos Academy
College & Career Readiness Points
(Statewide Benchmark = 9.0 Points)



1b. Specific Charter Goals

This section includes analysis of Taos Academy's progress towards meeting its Specific Charter Goals (mission-specific and optional academic performance indicators) through 2017-2018. The school met or exceeded all goals except for Indicator 2.c in 2017 when evidence to support findings were not presented.

Charter Specific Goals

"PERFORMANCE INDICATOR 2.a: PROFICIENCY IN READING. Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing."

"PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH. Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing."

"PERFORMANCE INDICATOR 2.c: Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually."

Figure 2. Progress towards Charter Specific Goals.⁶

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2.a	NWEA reading	-	-	-	-	X				X			
2.b	NWEA math	-	-	-	-	X				X			
2.c	Post-secondary career pathway plan	X				X							X ⁷

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2.a	NWEA reading	X			
2.b	NWEA math		X		
2.c	Post-secondary career pathway plan	X			

Student Attendance and Enrollment

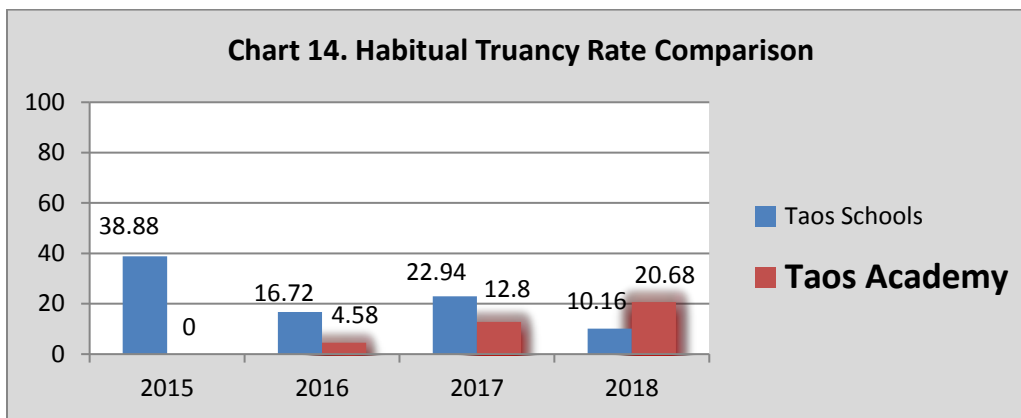
The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The chart (next page) shows the school's habitual truancy rate compared to the local district, Taos Municipal Schools. Taos Academy's habitual truancy rate was lower than the local school district for three years, but surpassed it in 2017-2018. The information was pulled from STARS (Student and Teacher Accountability Reporting System) and the data is provided and entered by the school. However, please use caution when interpreting this data due to potential errors; please see the school's response that addresses attendance data and habitual truancy.

⁶ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

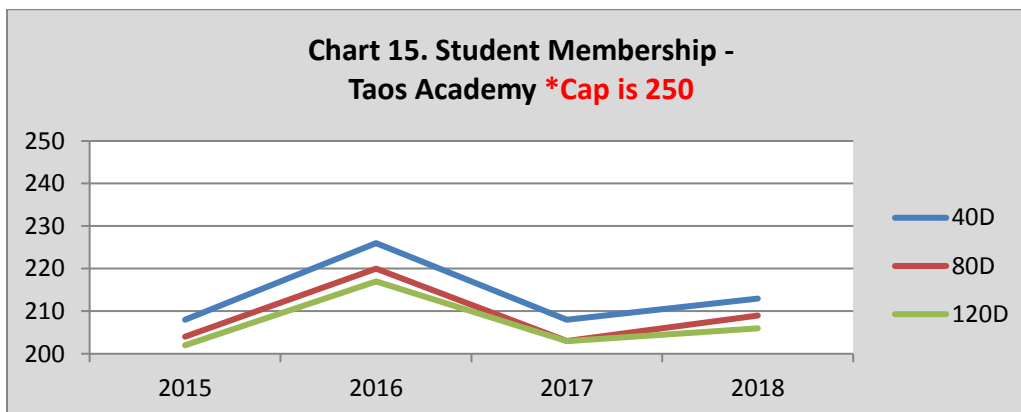
⁷ The web-EPSS report for 2016-2017 indicated that for "Performance Indicator 2c was rated 'Falls Far Below Standard' because no verifiable evidence was provided [e.g., career pathway plans, STARS reports, etc., to support the Excel spreadsheet submitted by the school purporting progress with the indicator..."



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

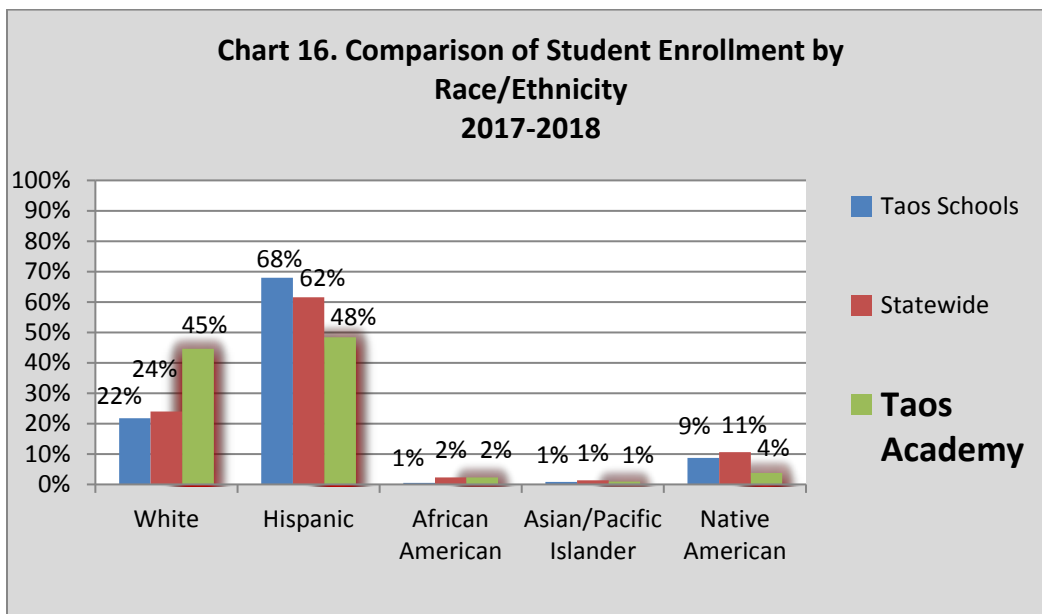
The chart shows the school's student membership for each of the years in operation during the current contract term. All reporting periods have maintained similar enrollment over the four years. Enrollment increased in 2016-2017 and dropped the following year. The school decreased in students between 40D and 80D and 80D to 120D at a similar rate each year.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

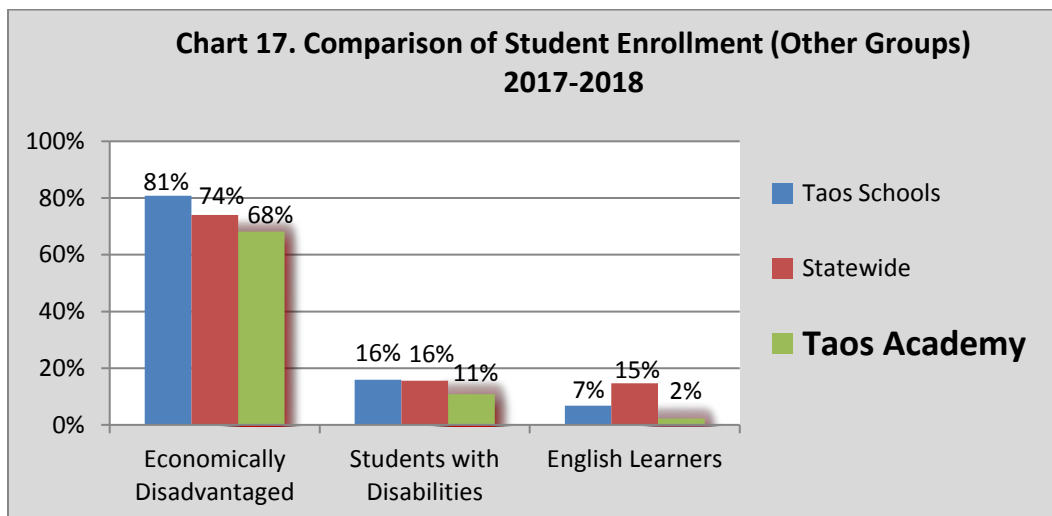
The school's student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state. The school serves a lower percentage of students with disabilities and lower percentage of English Learners compared to Taos Municipal Schools and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

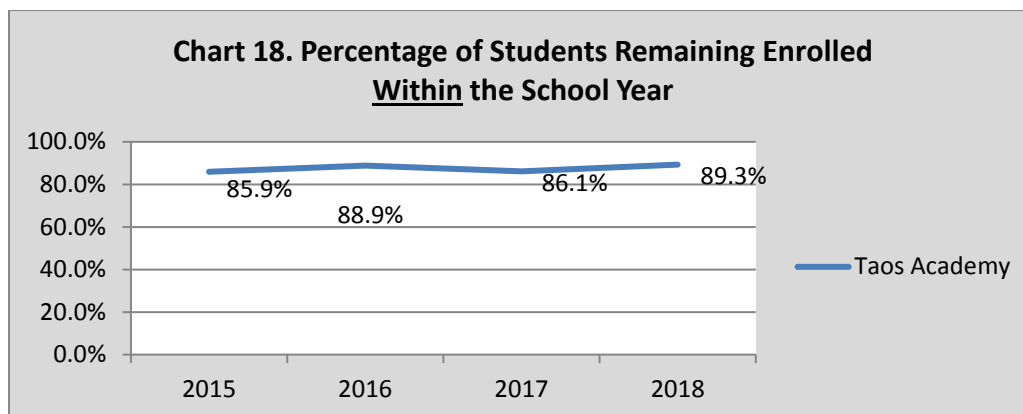
Retention and Recurring Enrollment

In the school's Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then

evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

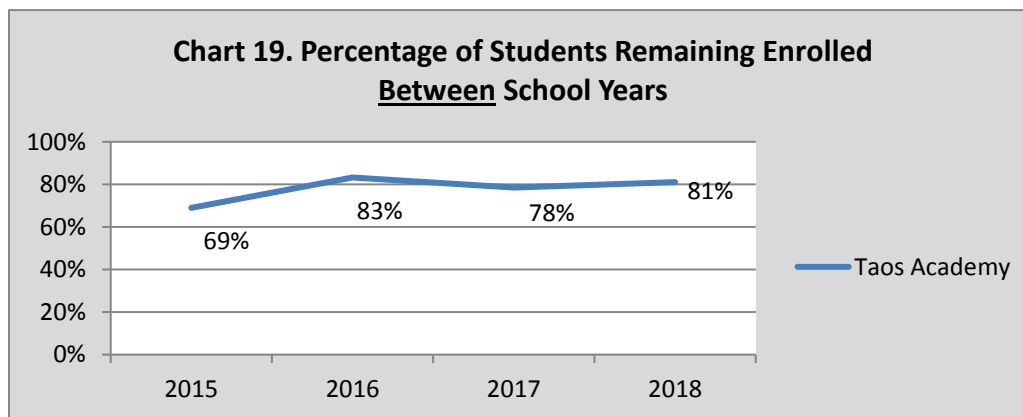
The student enrollment data in the chart below demonstrates that over 85% of students enrolled during the school year remain enrolled through the end of the school year, with over 89% in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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

Chart 20 below illustrates recurrent enrollment at the school. Student enrollment data indicates that 69% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. Eighty-one percent of the students that completed the 2016-2017 school year returned to Taos Academy in 2017-2018. The school has not met the goal of 85% recurrent enrollment in the last four years.

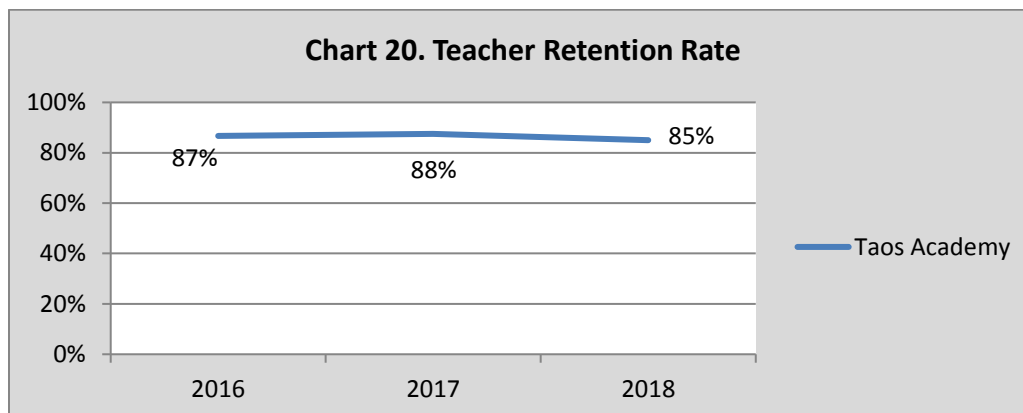


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d. The chart below demonstrates the school's teacher retention rate over the last three school years. The school's teacher turnover rate was 13.3% for the 2015-2016 school year, 12.5% for the 2016-2017 school year and 15% for the 2017-2018 school year. The school met the 80% retention goal each year.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	3	0	1
FY16	2	0	0
FY15	3	0	0

Summary of Fiscal Reports

In **FY17**, the Foundation for Taos Academy received **1 significant deficiency**.

- 2017-001 Segregation of Duties for the Foundation Significant Deficiency**
Condition. The Foundation has one individual who is responsible for depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.

In **FY17**, the school received **2 other non-compliance findings** on issues related to (1) timely deposits and (2) travel and per diem policy.

- 2017-001 Timely Deposits Other Non-compliance**
Condition: During our review of eleven deposits, three deposits totaling \$2,550 did not have the dated receipts to support the date funds were received. As such, compliance with the twenty-four hour deposit requirement could not be determined.
- 2017-002 Travel and Training Policy Other Non-compliance**

Condition: During our review of travel and per diem expenditures, one of five disbursements reviewed included a reimbursement for alcohol. The total disbursement was for \$137 and the portion related to alcohol was approximately \$7.

In **FY16**, the school received **2 non-compliance** finding on issues related (1) excess expenditures over budget and (2) disposition of computers.

- **2016-001 Excess of Expenditures over Budget Non-compliance**

Condition: The School has expenditure functions where actual expenditures exceeded budgetary authority:

- Title XIX - Medicaid Support Services \$3,411.
- Private Direct Grants - Instruction \$1,655.

- **2016-002 Disposition of Computers Non-compliance**

Condition: During fiscal year 2016, the School disposed of various computers that had become obsolete. A letter was not sent to the New Mexico Office of the State Auditor to inform them of the intent to dispose of the computers.

In **FY15**, the school received **3 finding of non-compliance** related to (1) procurement code, (2) timely deposits, and (3) payroll.

- **2014-001 Procurement Code Non-compliance)**

Condition: The School did not follow proper procurement procedures when obtaining vendors' to install a basketball court and artificial turf for the School. The total estimated cost was \$25,613 for the basketball court and \$34,833 for the artificial turf. The School obtained quotes by making phone calls rather than sending written requests containing the specifications for the procurement.

Auditor's Note: This finding was reported in the 2014 audit and the School started taking corrective measures once it was reported to them in May 2015.

- **2015-001 Timely Deposits Non-compliance**

Condition: During testwork over cash receipts, we noted one deposit totaling \$410 collected on January 13, 2015. These funds were not deposited in the bank until January 15, 2015.

- **2015-002 Payroll Non-compliance**

Condition: During our review of over 25 payroll transactions, we found eight instances where the School was improperly calculating employee and employer FICA taxes for certain insurance deductions. These employee deductions should have been treated as pre-FICA tax deductions; however, the School treated them as post-FICA tax deductions.

2b. Board of Finance

The governing council of Taos Academy's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

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.

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

Educational Program of the School.

Educational Philosophy - Taos Academy expresses and practiced the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy provides a hybrid learning environment that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. We believe that our focus on academic excellence, rooted in 21st-century learning skills and the development of strong leadership skills, prepare all Taos Academy students to become independent, lifelong learners who will be confident and successful in their future endeavors

Educational Approach - Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-on-one approaches. After a thorough assessment, students are placed appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their advisor will monitor all academic activities through the web-based program. The advisor has access to all daily academic activity, is able to track time spent on assignments, view scores of individual lessons and quizzes, and determine areas of weakness. Advisor and student are able to communicate using state-of-the-art web-based communications with the capability for audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students are required to attend Math and Language Arts enrichment classes and have access to tutoring to further support academic excellence.

Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing our attention on 21st-century learning skills such as communication skills, teamwork, and research skills. Students are required to successfully complete one or more credits per year developing 21Century skills to ensure preparation of future endeavors. Classes offered

yearly include but are not limited to, leadership training, global studies, career and technical education development, and STEM institute. Leadership training programs include but are not be limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Global studies classes incorporate but are not limited to, global awareness, language study, cultural studies, and geography. Career and Technical Education classes are devoted to developing a college/career pathway plan and supports internships, dual credit classes, and online career classes. The STEM Institute classes offer students a variety of courses, aligned to STEM standards, to enrich the academic programming. Instructional methods include, but are not be limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc.). Students attend these classes on campus on a regular basis, depending on their individual plan.

Taos Academy is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. Our parent cooperative model forms partnerships for parents to be actively involved in their child's educational growth through advisory roles, emotional intelligence training, volunteering, etc. Partnerships with community resources (individuals and businesses) support students in academic success, internships, tutoring, and workshops.

Student – Focused Term(s).

Taos Academy students are given choice and flexibility in deciding non-core educational programming. With the development of the individualized career pathway plan, students, parents and the school advisors design a schedule that promotes academic success along with targeting areas of interest with classes aligned to the student's career plan. Career and Technology Education courses such as (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) are offered each semester. Students must earn a minimum of 1 credit per year from the list above that aligns to the pathway plan.

Taos Academy begins instruction at the 5th-grade level to inhibit early academic failure.

- All students have an individualized learning program aligned to their personal goals to ensure success.*
- All students are required to meet the following rigorous academic requirements:*
- All students will participate in enrichment opportunities to further enhance their educational experience.*
- Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade.*
- High school students will successfully complete and implement a College/Career Pathway plan.*

Students will have the opportunity to attend virtual summer school to further promote academic success.

Students are expected to develop yearly online portfolios of best work to demonstrate the ability to pose questions, marshal resources, and pursue learning with dedication, independence, imagination, and courage.

Teacher – Focused Term(s).

Staff training is dedicated to the development of blended models of education and the use of educational technology as well as the development of Emotional Intelligence. In the ever changing

technological world it is important for Taos Academy teachers to be trained in new technical educational tools as well as effective and efficient communication skill.

3b. Organizational Performance Framework

The school received zero (0) “Falls Far Below Standard” ratings in 2017-2018 and one (1) “Falls Far Below Standard” rating in 2016-2017.

Figure 4. 2017-2018 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
12	5	0

Figure 5. 2016-2017 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	3	1

Summary of “Falls Far Below” Ratings

- **Next Step Plans.** The school did not provide evidence or implementation of processes to ensure the school was having all eligible students complete Next Step Plans to include personal, career, and post-secondary goals [NMSA § 22-13-1.1].

3c. Governing Body Performance

According to the last reporting from this school, Taos Academy has five (5) members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Taos Academy’s Governing Board (specifically those who comprise the school’s Board of Finance):

Figure 6. Governing council composition (board of finance members).

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Bill MacDonald	President	N/A	Continuing	Complete
Dean Caldwell	Vice-President	N/A	Continuing	Complete
Simeon Herskovits	Secretary	N/A	Continuing	Complete
Matthew Currey	Treasurer	N/A	Continuing	Complete
Kristen Torres	Member	N/A	Continuing	Complete

*Service start dates were not provided by the school. As per online minutes, all members began serving prior to July 25, 2017.

According to PED records, the school has completed all training for FY18. The school had six members complete the required training in FY17. The school had five members complete the required training in FY16. The school had five members complete the required training in FY15.

Deanna Gomez is the current business manager for Taos Academy. The current CPO is Traci Filiss.

Part B: Progress Report*

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

1. Academic Performance

The Charter School Act provides as follows:

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

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

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

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

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

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

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

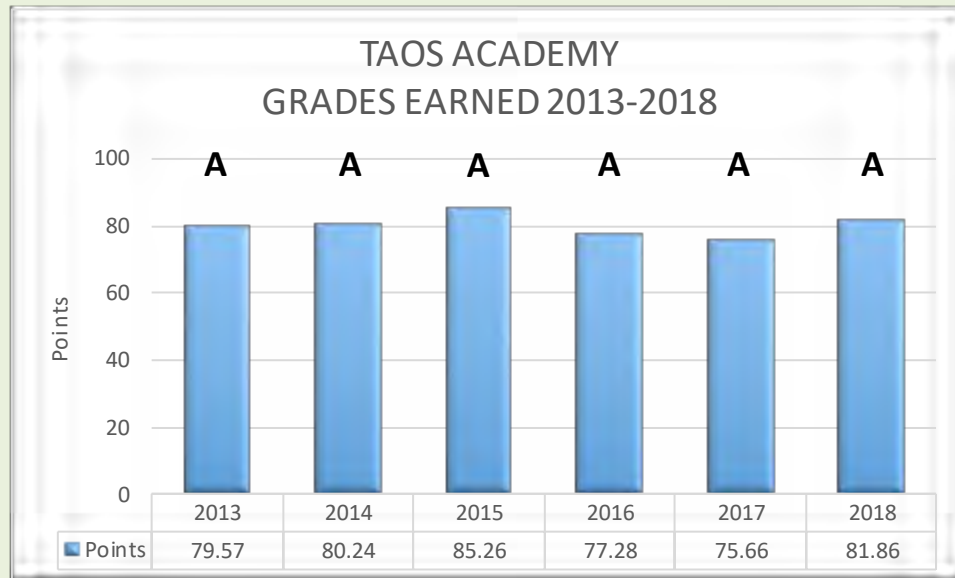
School response:

TAOS ACADEMY CHARTER SCHOOL

Six A Grades in the Last Seven Years

Although it is harder to earn an A grade today than it was five years ago, there are more A and B schools and fewer D and F schools this year than there were last year. Several schools, such as Animas High School, Texico High School, Grady High School, Dora Elementary School,

Rio Rancho Cyber Academy, and Taos Academy have earned six A grades in the last seven years.¹



Taos Academy Among Ten Highest-Performing State Charters

Taos Academy was ranked among the ten (10) highest-performing state charter schools in terms of proficiency in both English Language Arts and Mathematics. This recognition was highlighted in a 2018 PARCC Briefing Packet listing top-performing schools and districts throughout New Mexico. The publication is titled “NMPED 2017-18 Student Assessment Results”.²

Australia Replicates Taos Academy Blended-Learning Model

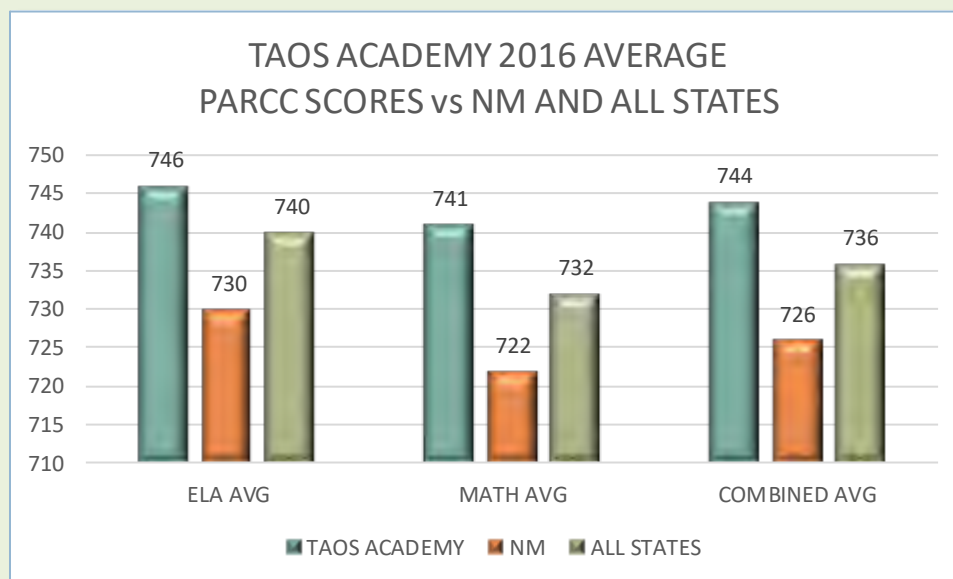
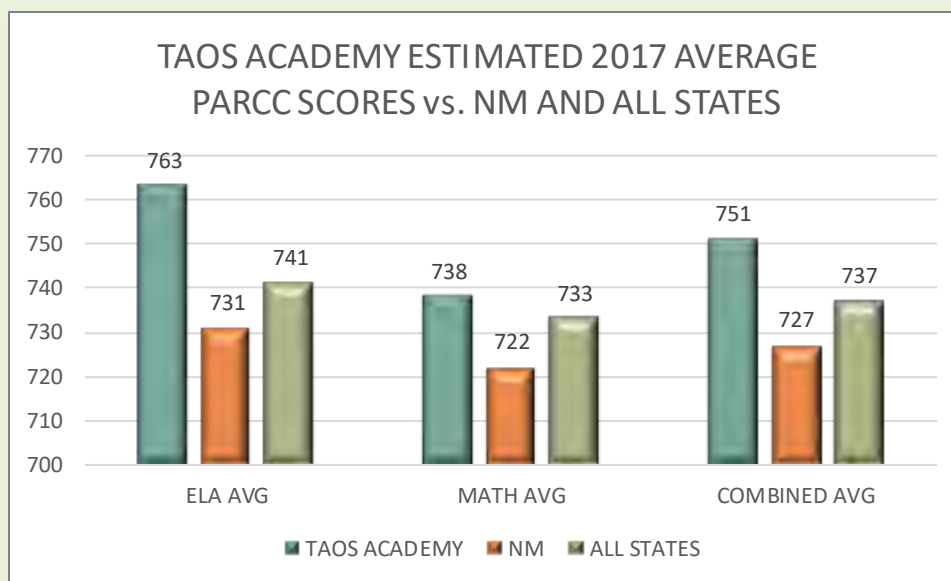
The Center for Relational Learning, founder George Otero, began visiting Taos Academy in 2012 with a team of Australian educators, administrators and parents. The core team returns to Taos Academy twice per year with differing educational entities in Australia, including key policymakers and state administrators to review Taos Academy's educational model. They have commented on how Taos Academy's innovative model is a direction they are implementing to better serve their diverse population. See letter in Appendix E. or for further communication please contact: George Otero, Center for Relational Learning, www.relationalearning.com.

Taos Academy Outperforms New Mexico and Other States Implementing PARCC

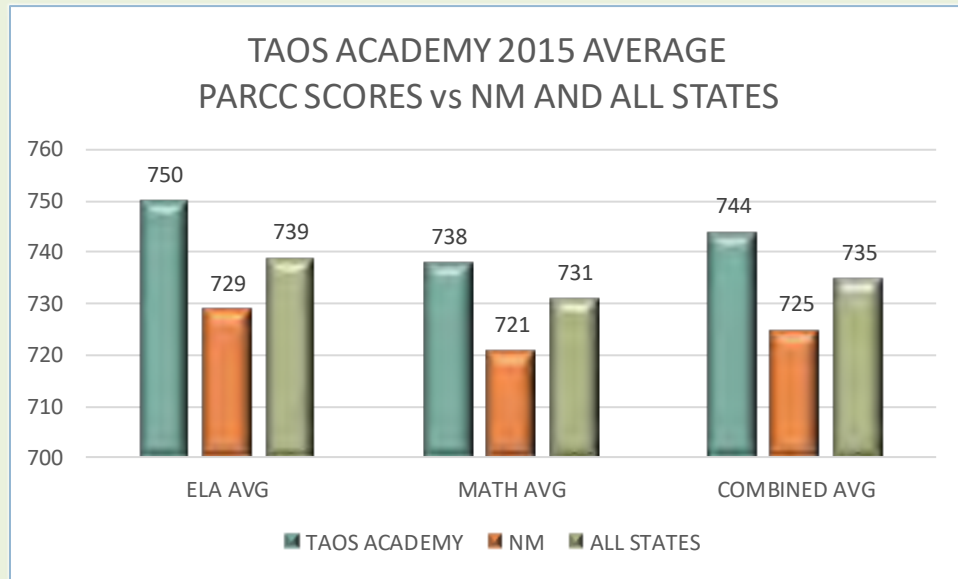
¹ NMPED Press Release: Ruszkowski, Christopher. New Mexico Releases 2018 School Grades, August 17, 2018

² <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf>

Based on average PARCC scores, Taos Academy demonstrated significantly higher achievement than the state of New Mexico and all U.S. states that administered the PARCC in 2015, 2016, 2017. The charts below display the average score comparison for the first three years of the current charter term. Data for 2018 is not yet available from the Public Education Department website.³



³ Source data for 2015, 2016, and 2017 is available on site for verification during the Renewal Site Visit. Source data is also available through NMPED PARCC Assessment Reports.



TAOS ACADEMY - A UNIQUE APPROACH TO LEARNING

It is Taos Academy's privilege to provide 5th-12th grade students with engaging and rigorous core curriculum, highly motivating elective classes, leadership and career training, college preparation and community involvement through its state-of-the-art 21st century learning environment. Key unique features of the curriculum design and delivery include:

- State-of-the-art electronic curricula allows for flexibility in scheduling and enables teachers to specifically tailor instruction to individual student needs.
- State-of-the-art media arts lab and a science/math/engineering lab.
- High academic standards focusing on continuing education preparation.
- Dual credit and advanced placement options permitting students to earn college credit while attending high school.
- Internship program for students who may not be college bound.
- High vocational standards focusing on media arts and engineering.
- Parent involvement on advisory groups and fund raising.
- Community collaboration to support enrichment opportunities.
- Outdoor education and leadership training.
- Focus on 21st Century Learning Skills.

Since opening, Taos Academy has established itself as a high-performing charter school with consistent overall grades of A. The overall grade is determined by the total combined points earned by each of eight indicators. In 2017, two of the eight indicators on the State Grade Report Card received a grade below C and in 2018, one indicator received a grade below C. The “Graduation” indicator (2017) is addressed first, followed by the “Improvement of Lowest-Performing Students” indicator (2017 and 2018).

2017 Graduation Indicator

Taos Academy Charter School received a grade of D in the 2017 Graduation Indicator for the first time since implementation of the A-F Grading System. The cohort of 2016 4-Year Graduation Rate was 79%. Actions taken by the Administration resulted in the Taos Academy Cohort of 2017 4-Year Graduation Rate increasing to **94.3%**, exceeding the Graduation Target of 90% in 2018. Following is a discussion of the cause of the 2017 Graduation indicator grade of D.

The Shared Accountability Method is used to calculate cohort graduation rates. Schools are proportionally accountable for graduation of all students in a cohort who were enrolled in their school for any amount of time. If a student transfers to another educational setting that can grant a diploma and graduates, the sending school receives proportional graduation credit which is then reflected in the Graduation Indicator grade earned. The Graduation Indicator grade points contribute to the overall school grade.

An analysis of data contributing to the lower 2016 4-Year Graduation Rate of 79% revealed reporting errors in STARS that were caused by an internal failure to properly track students. A review of STARS reports indicated that many students were categorized as “missing” (status unknown) due to a lack of follow-up to determine where students enrolled after withdrawing from Taos Academy Charter School.

Actions Taken to Improve Taos Academy Letter Grade:

Taos Academy administration re-established a clear monitoring and tracking procedure of students who leave the School to ensure they are indeed valid transfers and to help them get connected to their next school of choice. Every parent or individual student is contacted to ensure the accuracy of STARS reporting.

Evidence of Action Taken:

- *Tracking Procedure available onsite.*
- *2017-18 STARS reporting reflecting accurate data.*

In addition, Taos Academy developed intervention programs to support increased graduation rates as well as strong overall final school grades each year. These ongoing intervention programs include:

The Student Success Lab (SSL) – The Student Success Lab is a quiet environment designed to extend the classroom and ensure success for Taos Academy students, giving them more time with the Edgenuity online curriculum, as well as both structured and unstructured academic support from tutors and peers. SSL is voluntary for those who are making progress in their coursework and maintain high marks. SSL becomes mandatory for those on a Student Success Contract.

UNM-Taos FRIDAY Early College Program (FECF) - UNM-Taos offers a unique program of FRIDAY college classes designed for and attended by Taos County high school students only. Taos Academy 10th - 12th graders with a 2.0 GPA or higher are encouraged to begin their college campus dual credit experience in this program. Students register for a morning class and an afternoon class to have full immersion in the college experience at UNM-Taos.

HS STEM+Arts Institute Courses - The goal of the STEM+Arts Institute is to engage students in rigorous course work designed to increase graduation rates and enrollment in post-secondary universities and programs, while preparing for STEM related careers. A variety of semester-long courses are offered to middle and high school students in STEM (Science, Technology, Engineering, and Math) + Arts disciplines by engaging students in project-based activities guided by community professionals. All course offerings are aligned with National STEM Arts Standards.

Redesigned Career Pathways strands and classes - Each course develops 21st century learning skills and highlights individual career pathways while offering student exploration, and collaboration with professionals in the field. By providing real-world applications to the learning process, STEM+Arts courses expand student understanding of the possibilities for a career in these fields. Partners include Los Alamos National Laboratory, Intel, University of New Mexico, Taos Community Foundation, Century Link, STEMArts project, State Farm Good Neighbor Foundation, Verizon, local and national artists and businesses.

College Link (CL) - Dual Credit classes provide students with the opportunity to earn college credits at the University of New Mexico - Taos branch while still in high school. College Link students develop an individualized class schedule with their CL Advisor and may attend UNM-Taos campus classes during the week (Monday-Saturday). The flexible nature of our CL program was created to allow students more class choices throughout the week. Therefore, students are held accountable for demonstrated self-direction and motivation while successfully observing both UNM and Taos Academy academic requirements and school policies.

ECHO for Education - Taos Academy also participates in the ECHO for Education focus group with Michael Stanton and the PED College and Career Readiness Bureau, sharing and learning best practices for CTE engagement to increase student completion and on-time graduation.

Progress Made:

- The Taos Academy 4-Year Graduation Rate increased from 79% in 2017 to **94.3% in 2018**, exceeding the target of 90%.
- Graduation Indicator increased from a grade of D in 2017 to a grade of A in 2018.
- Taos Academy increased its overall points from **75.66** in 2017 to **81.68** and maintained its Final Grade of A.

Evidence of Progress Made:

- 2017 and 2018 School Grading Report Cards.

2017 and 2018 Lowest-Performing Students Indicator (Q1 - Lowest 25%)

Taos Academy has consistently received an A grade in the Improvement of Highest-Performing Students Indicator (Top 75%) in each year of the current contract term. However, in the Improvement of Lowest-Performing Students Indicator (lowest 25%), Taos Academy has received a grade of D.

Taos Academy serves grades 5 through 12. As per the A-F School Grading Technical Guide, a student entering Taos Academy below proficiency will generally be classified as a lowest performing Q1 student.⁴ We have found that students who are new to the school are generally at least two years behind grade level.

Adjusting to the Taos Academy's blended-learning model as well as its rigorous curriculum and high standards, means that first-year students must not only be learning academically, but also how to be a successful blended learner.

Actions Taken to Improve Taos Academy's Letter Grade:

The Taos Academy curriculum meets each student at their personal learning level and prescribes a learning path that best fits their academic growth. Students are assessed and given an individual learning plan (ILP) according to the skills assessment, not grade level. A student may need remediation in one area yet be strong in another. This is a strength of digital education. We can customize the learning for

⁴<http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical%20Assistance%20for%20Educators/Technical%20Guide%202018.pdf>

each student to best fit the need. Taos Academy identifies and addresses the needs of students who are both achieving at a low rate and showing low academic growth in either ELA or Math.

Actions Taken to Assist Q1 Students New to Taos Academy:

- Within the first two weeks of arrival, an individualized learning plan is developed for each new student.
- To assist new students in their adjustment to the blended-learning environment, they are required to be on campus 5 days per week and are surrounded by tutors to make sure they make the progress they need to make. They are tracked via their short-cycle assessment scores and their progress towards proficiency.
- In the Smart Lab, fifth and sixth graders develop increased computing skills, technology use, typing, and personal safety on the internet.

Actions Taken to Support Continuing Students Identified as Q1:

- The Director requested and received specific training directly from the Charter School Division to increase her understanding of how the Improvement of Lowest-Performing Students (Q1) Indicator is calculated and how Q1 students are identified.
- Each Q1 student's skill deficits were assessed, drilling down to the root cause(s) of low performance. Skill-based recommendations from NWEA MAP assessments guided targeted instruction delivered throughout the year for those students. Each student received extra tutoring in their area(s) of weakness.
- Supporting Low Achieving/Low Growth students has become a school-wide goal for Taos Academy. This goal has also been a part of each staff members' Professional Development Plan.
- Taos Academy has invested in technology tools that help build targeted skills for students, including MobyMax, iXL, and Khan Academy. These supplemental learning technologies increase the school's ability to meet each student where they are and to quickly get them focused help in areas of challenge.
- The Math Lab and Writing Lab have been restructured so that students are receiving more hands-on support for sustained applications of knowledge such as essays, labs, and performance tasks.
- The Student Success Lab (SSL) becomes mandatory for those on a Student Success Contract. The SSL provides a quiet environment designed to extend the classroom and ensure success for students, giving them more time with our Edgenuity online curriculum, as well as both structured and unstructured academic support from tutors and peers. The SSL Supervisor works directly with students to develop their weekly learning goals, sharpen their time management skills and support their individual learning journey.

- Taos Academy continuously provides a 360-degree model (wrap-around model) of delivering support through content facilitators, tutoring and counseling. Real-time instruction and tutoring are constantly available. If a student is “stuck”, a tutor is available immediately. There is no waiting for a class or a specific tutoring time.
- Students have ongoing access to content for online classes from home.
- Taos Academy successfully implemented a pilot program during the summer of 2018 to support high school credit-recovery students. This program will be further developed and extended in the summer of 2019 for middle-school students who are not proficient.

Although this section specifically addresses students identified as Q1, Taos Academy customizes the learning path for all students to best fit their individual needs. It is the flexibility of the Taos Academy model that promotes increased academic proficiency as students move through the grade levels. See charts under “Progress Made” below.

Evidence of Actions Taken:

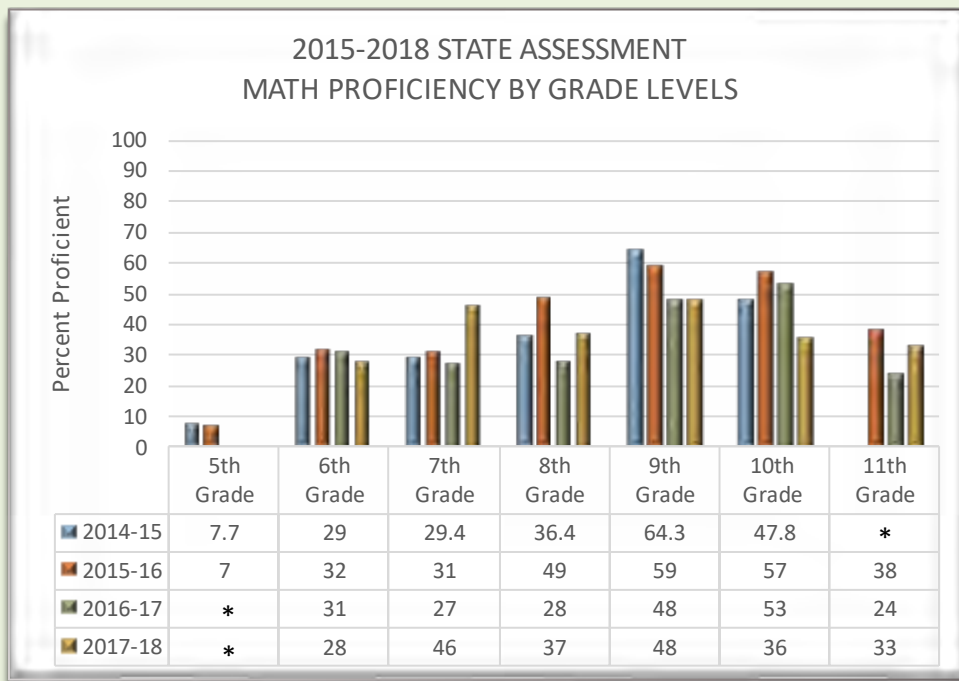
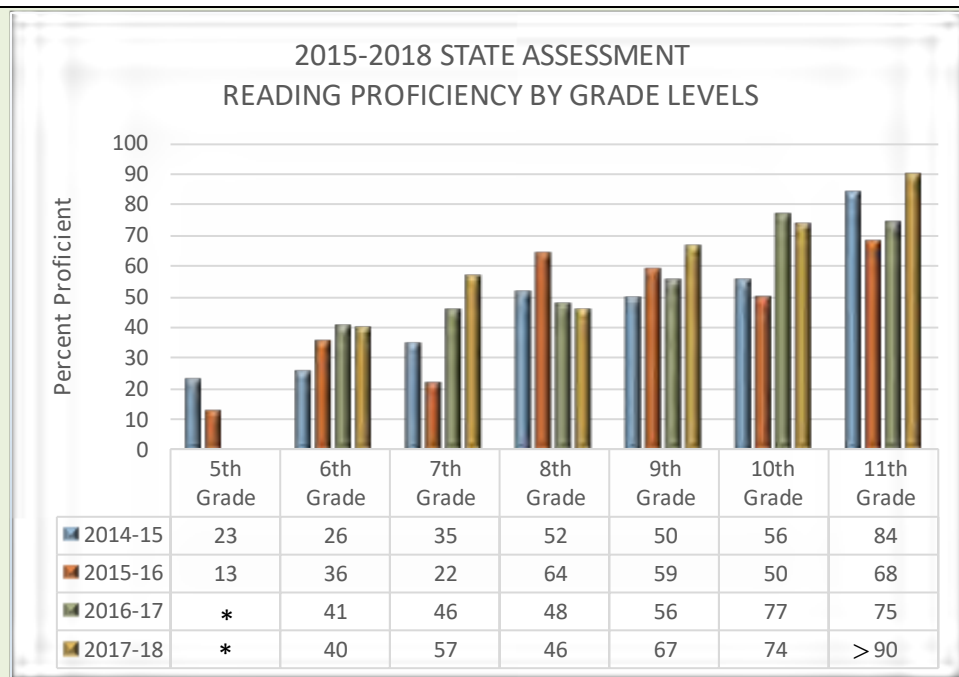
- *Individualized Learning Plans for new students.*
- *State Assessment Grade Level Proficiencies (see Charts below).*
- *Professional Development Plans with goal supporting low-achieving/low-growth students.*
- *Technology tools (MobyMax, iXL, Khan Academy).*
- *Student Success Lab in action.*
- *Pilot summer program records.*

Progress Made:

Based on the New Mexico state assessment grade-level data, overall student performance increases in both Reading and Math as students move from grade to grade in Taos Academy’s state-of-the-art 21st century learning environment. This is an indication that the actions taken to assist Q1 students new to Taos Academy, continuing students identified as Q1, and all other students contribute to the school’s overall performance and consistent School Report Card grades of A.

State Assessment Grade-Level Proficiency:

To meet confidentiality requirements in the charts below, grade level information is not shown for groups with fewer than 10 students. *



It is noted that Grades 10 and 11 math performance shows an apparent decrease in proficiency. At those grades, the PARCC math assessments are not tied to student grade levels as they are in reading. They

are instead tied to specific basic math courses, omitting the assessment for many students who are enrolled at UNM taking advanced courses.

Evidence of progress made:

- Achievement Data – Proficiencies Webfiles, State, District, School by Grade:
<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

b. School Specific Charter Goals

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

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

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

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

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

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

Taos Academy met or exceeded all of its school-specific goals (Performance Indicators) in each year of the contract term.

Following is a summary analysis of performance on each goal over the term of the contract including a visual representation of longitudinal data showing the progress of the school over the contract term.

School Specific Goal – Reading:

PERFORMANCE INDICATOR 2.a: PROFICIENCY IN READING. Students in grades 5-12⁵ at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12* at Taos Academy.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing.

Exceeds Standard:

□ 80% or above of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy AND of this 80%, 10% must achieve more than a full year's growth.

Meets Standard:

□ 70% to 79% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

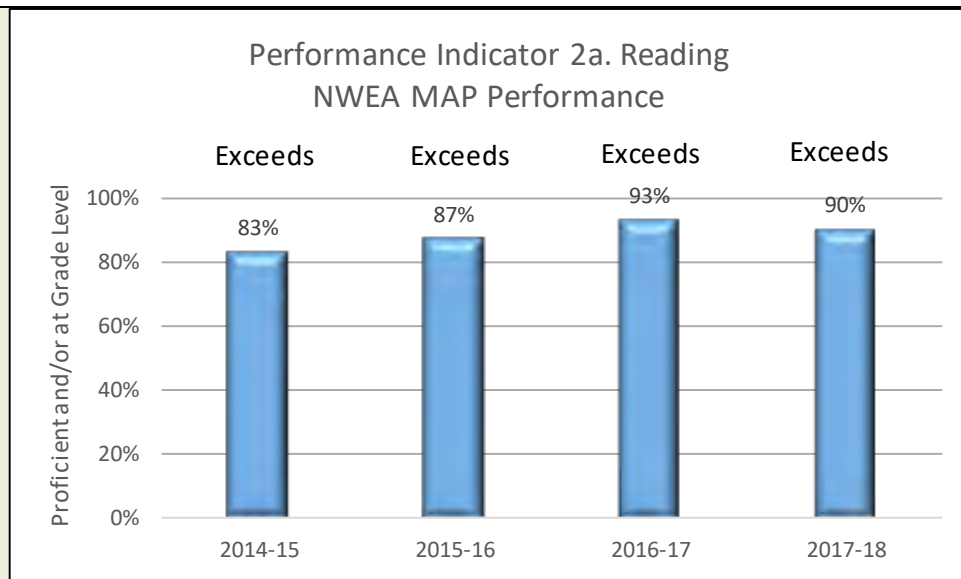
Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will reach show "one year's growth" or grade level proficiency in reading after two consecutive semesters at Taos Academy.

⁵ NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12th grade; therefore, the Reading chart below represents performance of grades 5-11 only.



Based on the criteria of Performance Indicator 2a, Taos Academy earned an **“Exceeds Standard”** in Reading for each year of the current Contract Term.⁶

School Specific Goal – Mathematics:

***PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH.** Students in grades 5-12⁷ at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year’s growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year*

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (“One year’s growth” will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the “projected RIT” score. If the student matches

⁶ NWEA MAP Reading data has been uploaded into the data folder in the Application section of the WebEPSS.

⁷ NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12th grade; therefore, the Mathematics chart represents performance of grades 5-11 only.

or exceeds the “projected RIT” score in either the winter or the spring, then that student will have shown “one year’s growth.”)

Grade Level Proficiency. In order to show “grade level proficiency” (the second phrase in each of the standards set forth below), a student must test at “average”, “high average” or “high” as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing.

Exceeds Standard:

□ 80% or above of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy AND of this 80%, 10% must achieve more than a full year’s growth.

Meets Standard:

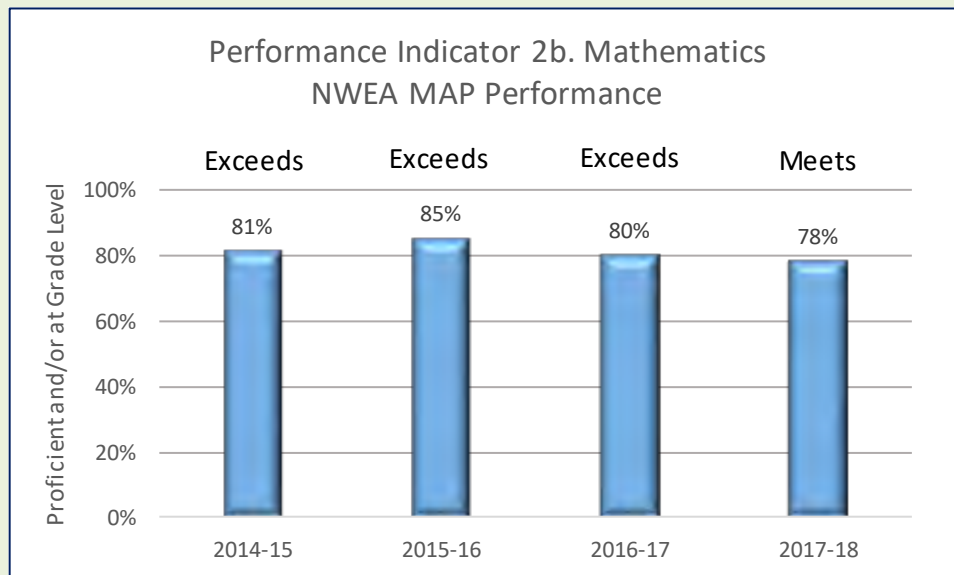
□ 70% to 79% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will reach show “one year’s growth” or grade level proficiency in math after two consecutive semesters at Taos Academy.



Based on the criteria of Performance Indicator 2b, Taos Academy earned an “**Exceeds Standard**” rating in Mathematics for three of the four years of the current contract term. Taos Academy earned a “**Meets**

Standard” in 2017-18.⁸

School-Specific Goal – Career and Technology Education:

PERFORMANCE INDICATOR 2.c: Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually.

Exceeds Standard:

□ 80% or above of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

Meets Standard:

□ 70% to 79% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

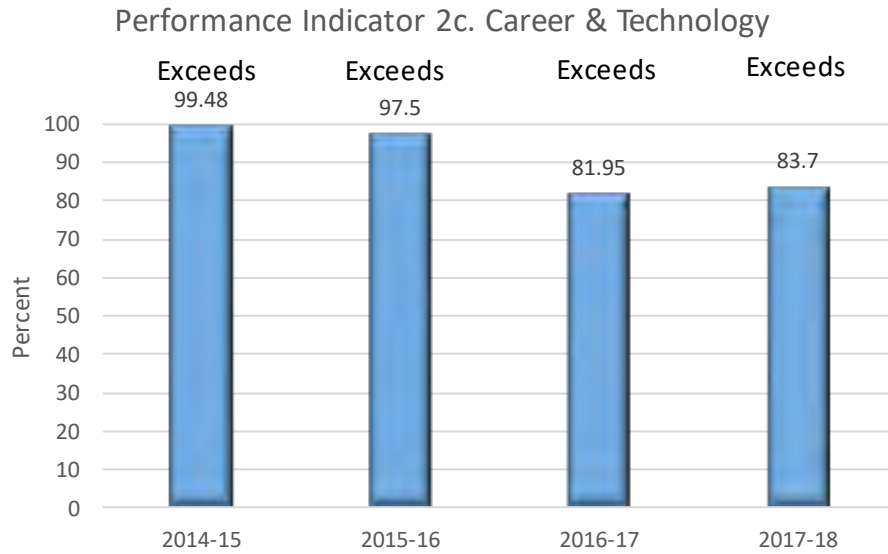
Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will develop and implement an individualized career pathway plan demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

⁸ NWEA MAP Math data has been uploaded into the data folder in the Application section of the WebEPSS.



Based on the criteria of Performance Indicator 2c, Taos Academy earned an **“Exceeds Standard”** rating in each of the four years of the current contract term.⁹

⁹ 2017-18 data supporting the Career and Technology Goal have been uploaded into the data folder in the Application section of the WebEPSS. Previous years data will be available on site for review during the Renewal Site Visit.

2. Financial Compliance

The Charter School Act provides as follows:

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

a. Audit

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

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

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

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

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School response:

Following is a table that addresses one significant deficiency (Taos Academy Foundation FY17) and one repeat audit finding (FY14 reported in FY15) received by Taos Academy Charter School during the current term of the contract. Improvement actions taken to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance are also addressed.

Audit Year	Nature of Finding	Improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance
FY 17	<i>Finding (Significant Deficiency):</i> The Foundation for Taos Academy 2017-001 Segregation of Duties for the Foundation <i>Condition:</i> The Foundation has one individual who is responsible for	Note: This finding is related to a component unit of Taos Academy Charter School: The Taos Academy Foundation. <u>Improvement Action(s):</u>

	<p>depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.</p>	<p>The School Business Manager worked with the Foundation on implementing a sound Internal Control Structure. As of 1/1/2018, the Foundation began reporting its finances to the Governing Board of the School on a quarterly basis. The Finance Committee also reviewed the financial statements and procedures of the Foundation.</p> <p><u>Specific Evidence:</u> Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018.</p> <p>Finance Committee records showing review of the financial statements and procedures of the Foundation.</p> <p><u>Effectiveness of the Improvement Action:</u> Finding will not be repeated in the FY18 Audit Report.</p> <p><u>Specific Evidence:</u> FY 18 Audit Report</p>
FY16	<p>The school did not receive any material weakness, significant deficiency, or repeat audit findings</p>	<p>N/A</p>
FY 14 (reported in FY 15)	<p><i>Finding: Non-compliance - Repeated and Modified (not noted)</i></p> <p>2014-001 Procurement Code Non-compliance</p> <p><i>Condition:</i> The School did not follow proper procurement procedures when obtaining vendors to install a basketball court and artificial turf for the School.</p>	<p><u>Improvement Action(s):</u></p>

The total estimated cost was \$25,613 for the basketball court and \$34,833 for the artificial turf. The School obtained quotes by making phone calls rather than sending written requests containing the specifications for the procurement.

Auditor's Note: This finding was reported in the 2014 audit and the School started taking corrective measures once it was reported to them in May 2015.

This finding was prior to the audit of FY14. After the audit of FY14, the School implemented procedures to be in compliance with state requirements for written requests containing specifications for procurement. Taos Academy Governing Council updated the procurement policy in the spring of FY2016 to ensure a better understanding of the process. The director and business manager also revised their procedures to be in compliance with the policy.

Specific Evidence:

Updated procurement policy in effect as of spring of 2016.

Revised procedures used by the director and business manager in accordance with updated procurement policy.

Effectiveness of the Improvement Action:

This finding was not repeated in the FY16 or FY17 Audits.

Specific Evidence:

FY16 and FY17 Audit Reports

b. Board of Finance

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

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

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

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

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

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

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

School response:

Not Applicable. Taos Academy maintained all Board of Finance authority during the entire term of the contract.

3. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

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

a. Charter Material Terms*

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

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

The narrative will be verified during the site visit.

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

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

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

School response:

Taos Academy has implemented all Material Terms of the Charter.

Taos Academy Contract Number	Material Term		Narrative Describing Implementation of Material Terms of the Charter
8.01(a)(i)	Operational Structure.		Taos Academy has implemented the Operational Structure terms of the Charter. Taos Academy maintains a 4-day schedule as verified by the School Calendar. Instructional days total 151.
	Length of school day	4-day school schedule	
	Enrollment cap	250	

	<div>Authorized school grades</div> <div>5th through 12th</div>	<p>The enrollment cap of 250 has not been exceeded in any year of the current charter term.</p> <p>The school serves grades 5-12.</p>
8.01(a)(ii)	<p>School Mission.</p> <p>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.</p>	<p>Taos Academy has implemented all components of the School Mission.</p> <p>Components are reflected in the student's daily schedule and school calendar. See section iii and for additional information.</p>
8.01(a)(iii)	<p>Educational Program of the School.</p> <p><u>Educational Philosophy</u> - Taos Academy expresses and practiced the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy provides a hybrid learning environment that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. We believe that</p>	<p>Taos Academy has received 6 years of an A grade as a result of implementing the school mission and educational program as described.</p> <p>Taos Academy is a blended learning school combining the best pedagogy from online and face-to-face instruction. All members of the Public Education Commission are warmly invited to visit Taos Academy to see</p>

	<p>our focus on academic excellence, rooted in 21 st-century learning skills and the development of strong leadership skills, prepare all Taos Academy students to become independent, lifelong learners who will be confident and successful in their future endeavors</p> <p><u>Educational Approach</u> - Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-on-one approaches. After a thorough assessment, students are placed appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their advisor will monitor all academic activities through the web-based program. The advisor has access to all daily academic activity, is able to track time spent on assignments, view scores of individual lessons and quizzes, and determine areas of weakness. Advisor and</p>	<p>its innovative blended learning model in action.</p> <p>Every student has an Individual Learning Plan (ILP) which allows every student to excel at his or her own learning progression.</p> <p>How the Taos Academy implements its educational philosophy is thoroughly explained in the description of its “Educational Approach.”</p>
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	<p>student are able to communicate using state-of-the-art web-based communications with the capability for audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students are required to attend Math and Language Arts enrichment classes and have access to tutoring to further support academic excellence.</p> <p>Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing our attention on 21st-century learning skills such as communication skills, teamwork, and research skills. Students are required to successfully complete one or more credits per year developing 21Century skills to ensure preparation of future endeavors. Classes offered yearly include but are not limited to, leadership training, global studies, career and technical education development, and STEM Institute. Leadership training programs include but are not be limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Global studies classes incorporate but are not limited to, global awareness, language study, cultural studies, and geography. Career and Technical Education classes are devoted to developing a college/career pathway plan and support internships, dual credit classes, and online career classes. The STEM Institute classes offer students a variety of courses, aligned to STEM standards, to enrich the academic programming. Instructional methods</p>	
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	<p>include, but are not be limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc.). Students attend these classes on campus on a regular basis, depending on their individual plan.</p> <p>Taos Academy is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. Our parent cooperative model forms partnerships for parents to be actively involved in their child's educational growth through advisory roles, emotional intelligence training, volunteering, etc. Partnerships with community resources (individuals and businesses) support students in academic success, internships, tutoring, and workshops.</p>	
8.01(a)(iv)	<p>Student-Focused Terms.</p> <p>Taos Academy students are given choice and flexibility in deciding non-core educational programming. With the development of the individualized career pathway plan, students, parents, and the school advisors design a schedule that promotes academic success along with targeting areas of interest with classes aligned to the student's career plan. Career and Technology Education courses such as (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) are offered each semester. Students must earn a minimum of 1 credit per year from</p>	<p>All student-focused terms have been fully implemented over the term of the charter.</p> <p>Taos Academy offers students in 5th through 12th grade an opportunity to explore career and technical education through its STEM Institute. Each semester, students are offered approximately twelve career and technology education courses to support further exploration of their individual interests.</p>

	<p>the list above that aligns to the pathway plan.</p> <p>Taos Academy begins instruction at the 5th-grade level to inhibit early academic failure.</p> <ul style="list-style-type: none"> • All students have an individualized learning program aligned to their personal goals to ensure success. • All students are required to meet the following rigorous academic requirements: • All students will participate in enrichment opportunities to further enhance their educational experience. • Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade. • High school students will successfully complete and implement a College/Career Pathway plan. • Students will have the opportunity to attend virtual summer school to further promote academic success. • Students are expected to develop yearly online portfolios of best work to demonstrate the ability to pose questions, marshal resources, and pursue learning with dedication, independence, imagination, and courage. 	
8.01(a)(v)	Teacher-Focused Terms.	

	<p>Staff training is dedicated to the development of blended models of education and the use of educational technology as well as the development of Emotional Intelligence. In the ever-changing technological world, it is important for Taos Academy teachers to be trained in new technical educational tools as well as effective and efficient communication skill.</p>	<p>In the Taos Academy blended-learning model, trained teachers are known as Teacher Advisors. Teachers in their first year at Taos Academy, although they are already experienced teachers, spend their first year as support to experienced Teacher Advisors to ensure they are fully trained in utilizing technology-based instruction. They become Teacher Advisors as of their second year.</p> <p>Teachers work 166 days per year. During the teachers work year, they receive 15 full days plus an additional 3 hours per week (500 hours) of professional development focused on blended learning, the use of educational technology, and Emotional Intelligence.</p>
8.01(a)(vi)	<p>Total School Enrollment.</p> <p>As set forth above, the School is authorized to enroll the following: 250 students</p> <p>The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to</p>	<p>The enrollment cap of 250 has not been exceeded in any year of the current charter term.</p>

	<p>this contract or waiver of grade cap provision.</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.</p>	
8.01(a)(vii)	<p>Intent to Provide Educational Services</p> <p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area: County(ies): Taos County City(ies): Taos</p>	<p>Taos Academy met the “Intent to provide educational services” provision throughout the term of the charter. Taos Academy has provided educational services including delivery of instruction in the County of Taos and the City of Taos.</p>
8.01(a)(viii)	<p>Facility.</p> <p>[X] <i>For Schools with a Set Location.</i> The Charter School’s primary location is: 110 Paseo del Canon W, Taos, NM 87571. The facility meets all applicable facility requirements of State and Federal law.</p>	<p>Taos Academy has implemented the facility requirements throughout the term of the charter. The school has occupied its facility located at 110 Paseo del Canon W, Taos, NM 87571 for all years of the current charter term.</p> <p>The facility meets all applicable facility requirements of State and Federal law.</p>
8.01(a)(ix)	<p>Facilities Occupancy Requirement.</p> <p>The School acknowledges that its facility must meet all educational occupancy standards required by applicable New</p>	<p>Taos Academy has met the facility occupancy requirements throughout the term of the charter.</p>

	<p>Mexico Construction Codes. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building including the approval of the director or designee of the PSFA. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).</p> <p>The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>	<p>Taos Academy has four E-Occupancy Certificates for 110 Paseo del Canon W, Taos, NM 87571 reflecting the expansion of facilities over time:</p> <ul style="list-style-type: none"> • Town of Taos dated 8/9/2011; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 1/6/2012; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/11/2014; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/28/2017. <p>See Appendix D for a copy of each E-Occupancy Certificate.</p> <p>Taos Academy has provided assurances that its facilities meet the requirements as set forth in Section 22-8B-4.2 NMSA 1978 (2011). See notarized facility assurance form C in Appendix D of this application.</p> <p>Taos Academy has complied with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>
8.01(a)(x)	<p>New Mexico Condition Index</p> <p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p>	<p>Taos Academy met the New Mexico Condition Index requirement throughout the term of the charter.</p>

	<p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the facility will achieve a rating of equal to or better than the average New Mexico condition index.</p>	<p>Taos Academy received a 2018-19 wNMCI rating of 2.61%. See Appendix D of this application for a wNMCI letter from PSFA dated April 17, 2018.</p>
8.01(a)(xi)	<p>Facilities Funding.</p> <p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act; the Public School Capital Improvements Act; the Public School Buildings Act; and any other applicable law.</p>	<p>Taos Academy has received State Lease Assistance funding since opening in 2008.</p> <p>Taos Academy also receives SB-9 funds from the Taos Municipal Schools.</p> <p>In addition, Taos Academy receives Gross Receipts Tax funding from the local municipality.</p>
8.01(a)(xii)	<p>Lease Purchase Agreement.</p> <p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>Taos Academy is in a lease purchase agreement that has been approved by the Public Education Department (6/30/2016).</p>
8.01(a)(xiii)	<p>Multiple Facilities.</p> <p>With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program</p>	<p>Taos Academy does not maintain separate facilities at two or more locations.</p>

	units pursuant to the Public School Finance Act.	
8.01(a)(xiv)	<p>Governing Board.</p> <p>The Governing Council consisting of no less than five (5) members shall govern Taos Academy. Taos Academy's Educational Director will be an additional non-voting member of this council. The Governing Council may also include other non-voting members: student, parent, and staff member.</p>	The Taos Academy Governing Council by-laws are in compliance with the membership as stated, including non-voting membership.
8.01(a)(xv)	<p>Food Service.</p> <p>According to the Charter, the School [X] will not provide food services.</p>	Taos Academy does not provide food services.
8.01(a)(xvi)	<p>Transportation.</p> <p>[X] The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.</p>	<p>Taos Academy does not provide student to-and-from transportation.</p> <p>Taos Academy has complied with all students with disabilities' qualified IEP and Section 504 plan requirements related to transportation.</p>
8.01(a)(xvii)	N/A	The Taos Academy Contract does not contain an item numbered 8.01(a)(xvii).

*** All schools must provide a response for this section of the application.**

b. Organizational Performance Framework

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

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

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

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

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

Taos Academy received three repeat “Working to Meet Standard” ratings on the most recently completed organizational performance framework evaluation (2017-18). Responses follow:

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
III-A.04 Educational Plan <i>Working to Meet Standard</i>	Process for identifying English Language Learners: Outdated form.	<u>Improvement Action:</u> Taos Academy contacted the PED Language Bureau to determine the current and correct HLS form to use. The current HLS reflecting the requirement for three attempts to obtain HLS and

		<p>screeners scores from transfer schools is now being used.</p> <p><u>Specific Evidence:</u> Outdated form has been replaced by current and correct HLS form</p> <p><u>Effectiveness of Action:</u> Three attempts to obtain HLS from transfer school are documented on the form. If HLS cannot be procured, school will have parent/guardian complete form.</p> <p><u>Specific Evidence:</u> HLS forms in students' cumulative file.</p>
	Potential errors on the ELP Error Report in STARS	<p><u>Improvement Action:</u> The 6.1.18 ELP Error Report was reviewed and reconciled. Taos Academy's STARS administrator is now using the new "ELP Error report for Snapshot" to ensure students are not under or over-identified for language acquisition services.</p> <p><u>Specific Evidence:</u> Potential errors have been resolved on STARS report as of 6.21.18.</p> <p><u>Effectiveness of Action:</u> Taos Academy ensures that students are not under or over-identified for language acquisition services.</p> <p><u>Specific Evidence:</u> ELP Status Error Report Reconciliation (6.21.18)</p>
III-A.06 Educational Plan <i>Working to Meet Standard</i>	2017-18 recurrent enrollment is 81.07%, below the standard of 85%.	This data was pulled by the Charter Schools Division from STARS. No follow-up from Taos Academy was requested.
IV-A.01 Business Management and Oversight	<p>2017 <i>Finding (Significant Deficiency):</i></p> <p>The Foundation for Taos Academy</p>	<p>This finding is related to a component unit of Taos Academy Charter School: The Taos Academy Foundation.</p> <p><u>Improvement Action(s):</u></p>

<p><i>Working to Meet Standard</i></p>	<p>2017-001 Segregation of Duties for the Foundation</p> <p><i>Condition:</i> The Foundation has one individual who is responsible for depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.</p>	<p>Taos Academy submitted a Corrective Action Plan.</p> <p>The School Business Manager worked with the Foundation on implementing a sound Internal Control Structure. As of 1/1/2018, the Foundation began reporting its finances to the Governing Board of the School on a quarterly basis. The Finance Committee also reviewed the financial statements and procedures of the Foundation.</p> <p><u><i>Specific Evidence:</i></u></p> <ul style="list-style-type: none"> • Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018. • Finance Committee records showing review of the financial statements and procedures of the Foundation. <p><u>Effectiveness of the Improvement Action:</u></p> <p>Finding will not be repeated in the FY18 Audit Report.</p> <p><u><i>Specific Evidence:</i></u></p> <p>FY 18 Audit Report</p>
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c. Governance Responsibilities*

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

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

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

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

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

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

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

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

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

School response:

The following table identifies the membership of the Taos Academy Governing Council at all times during the term of the contract (including roles, service terms for all members, and required committee membership.

Members 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
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Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2017	June, 2020	Finance
Simeon Herskovits	Secretary	July, 2018	June, 2021	
Matthew Currey	Treasurer	July, 2017	June, 2020	Audit
Kristen Torres	Member	July, 2018	June, 2021	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Members 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2017	June, 2020	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2017	June, 2020	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Member 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2014	June, 2017	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Member 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership

Bill MacDonald	President	July, 2013	June, 2016	Finance & Audit
Dean Caldwell	Vice President	July, 2014	June, 2017	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Members 2014-2015	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2013	June, 2016	Finance & Audit
Art Mulligan	Vice President	July, 2014	June, 2017	Finance
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Simeon Herskovits	Secretary	July, 2012	June, 2015	
Kristin Torres	Member	July, 2012	June, 2015	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	

At no time did the membership on the Taos Academy Governing Council fall below the requirements of its by-laws or the statutory minimum of 5 members.

The Taos Academy Governing Council maintained the required committee membership at all times.

At no time during the current charter term were vacancies open on the Taos Academy Governing Council.

All members of the Governing Council completed all training-hour requirements in every year of the contract term. Training was continuous from 2014-2018. Training for the current year, 2018-19 is complete.

*** All schools must provide a response for this section of the application.**

Part C: Financial Statement

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

NM Public Education Department

STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT SCHOOL BUDGET AND FINANCE ANALYSIS BUREAU

CHARTER SCHOOL RENEWAL APPLICATION BUDGET ANALYSIS

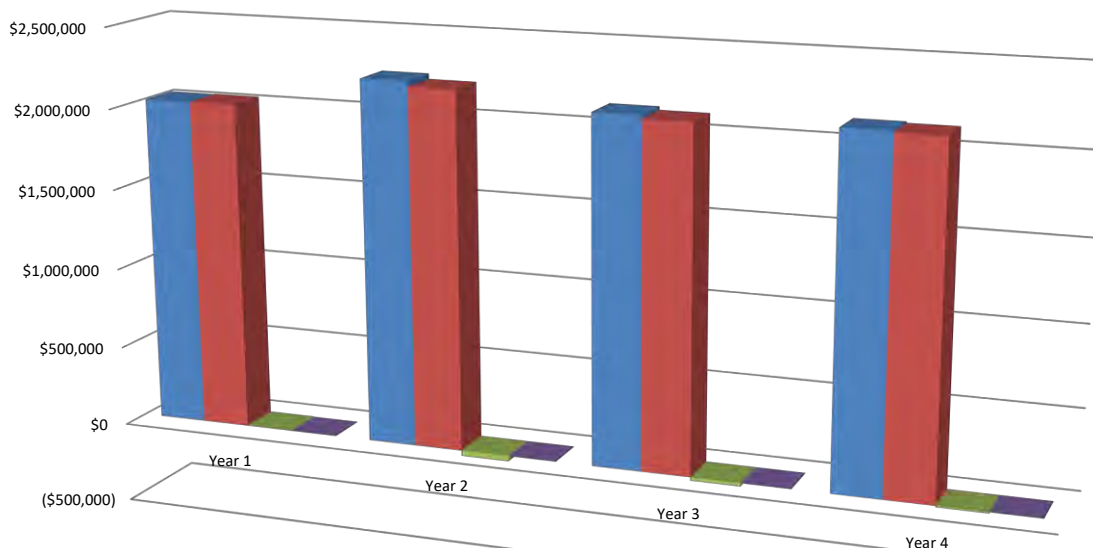
I. Operational Fund Revenues

- A. i. How do operational fund revenues budgeted compare to actual operational fund revenues for each year of the charter term?
 ii. Was there a loss or a gain in each year?
 iii. Explain where losses were absorbed or where gains were utilized.

The schools revenues are usually projected lower to be conservative while in the planning process. The school BARs most of the revenue that comes in during the school year until BAR cutoff dates. The school was in the process of acquiring a lease purchase approval and had some of the down payment within our cash reserves when the cash sweeps took place. The loss was absorbed by not implementing some of the programming that was planned in the following year.

B.i.	Year 1 FY2015	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 1	Year 1	(\$)	% of Change
		\$2,032,140	\$2,034,188	\$2,048	0.10%
B.ii.	Year 2 FY2016	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 2	Year 2	(\$)	% of Change
		\$2,242,412	\$2,209,392	(\$33,020)	-1.49%
B.iii.	Year 3 FY2017	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 3	Year 3	(\$)	% of Change
		\$2,131,253	\$2,110,779	(\$20,474)	-0.97%
B.iv.	Year 4 FY2018	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 4	Year 4	(\$)	% of Change
		\$2,133,846	\$2,125,907	(\$7,939)	-0.37%
B.iv.	Year 5 FY2019	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 5	Year 5	(\$)	% of Change
		N/A	\$2,031,727	N/A	N/A

Fund 11000 Operational Program Cost Final Funded versus Preliminary Funded



II. Student Membership

- A. i. How does budgeted student membership compare to actual student membership (Avg 80/120) in each year of the charter term?
 ii. How does actual student membership (Avg 80/120) change over the charter term?
 iii. Was there a loss or a gain in each year?
 iv. Explain how these changes impacted the school's budget (revenues, expenses, etc.)
 v. Explain how budget losses were absorbed or how budget gains were utilized.

The school has a conservative approach to budgeting growth so that we don't have a reduction in funding due to student membership not meeting budgeted projections. The school has maintained growth units allowing for the school to continue to add resources for students.

B. Program Units

i. Year 1

FY2015

ii. Year 2

FY2016

iii. Year 3

FY2017

iv. Year 4

FY2018

iv. Year 5

FY2019

Funded Year 0	Budgeted Year 1	Funded Year 1	Year 1 Avg 80/120	Difference
465.351	491.118	512.781	546.441	33.7
Funded Year 1	Budgeted Year 2	Funded Year 2	Year 2 Avg 80/120	Difference
512.781	546.441	558.351	552.908	(5.4)
Funded Year 2	Budgeted Year 3	Funded Year 3	Year 3 Avg 80/120	Difference
558.351	552.908	548.358	517.052	(31.3)
Funded Year 3	Budgeted Year 4	Funded Year 4	Year 4 Avg 80/120	Difference
548.358	517.052	520.682	492.322	(28.4)
Funded Year 4	BUDGETED Year 5			Difference
520.682	492.322			0.0

C. Growth Units

	FY2015	FY2016	FY2017	FY2018	FY2019
40 Day - Year 1	40 Day - Year 2	40 Day - Year 3	40 Day - Year 4	40 Day - Year 5	
40 Day MEM Actual	208.000	226.000	208.000	213.000	
MEM Budgeted	203.000	218.500	203.000	207.500	207.5000
Difference	5.000	7.500	5.000	5.500	

Budgeted Growth Units

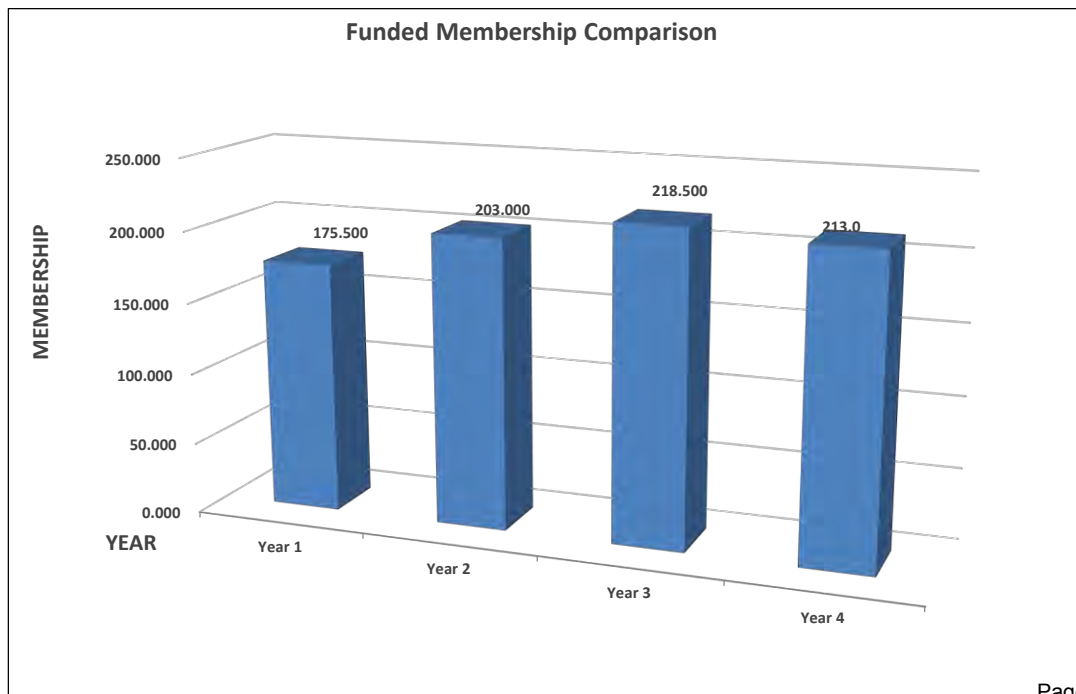
Funded Growth Units

Year 1	Year 2	Year 3	Year 4	Year 5
33.000	20.700	4.550	0.0	0.0
48.88	32.610	23.610	6.805	

D. Funded Membership

Difference from Prior Year

Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
175.500	203.000	218.500	213.0	210.0
	27.5	15.5	-5.5	-3

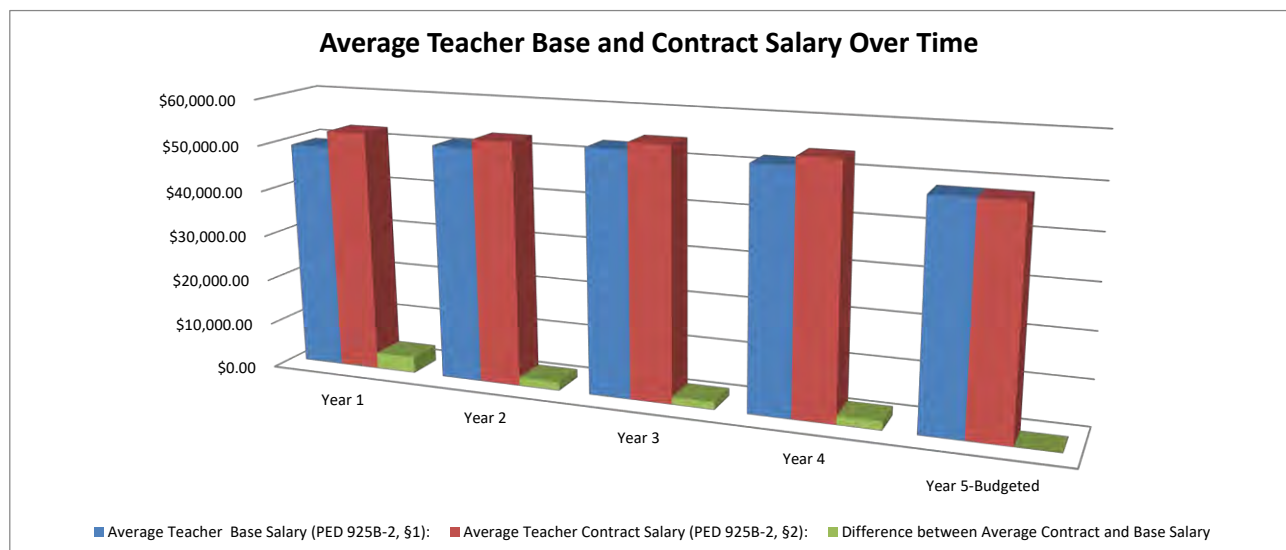
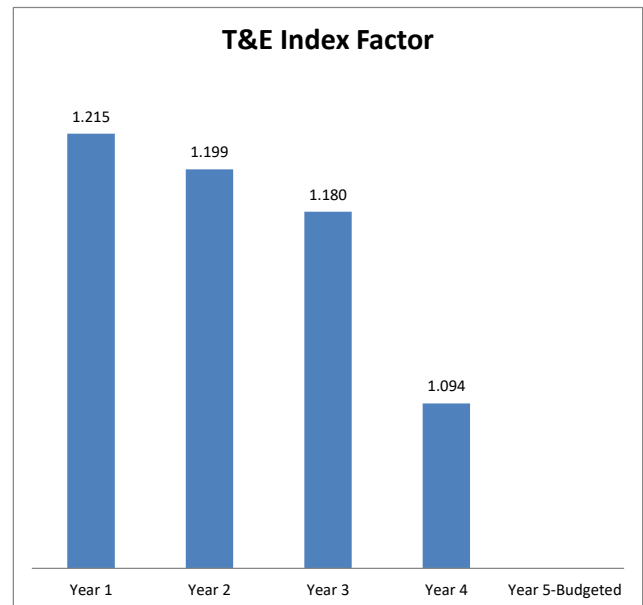
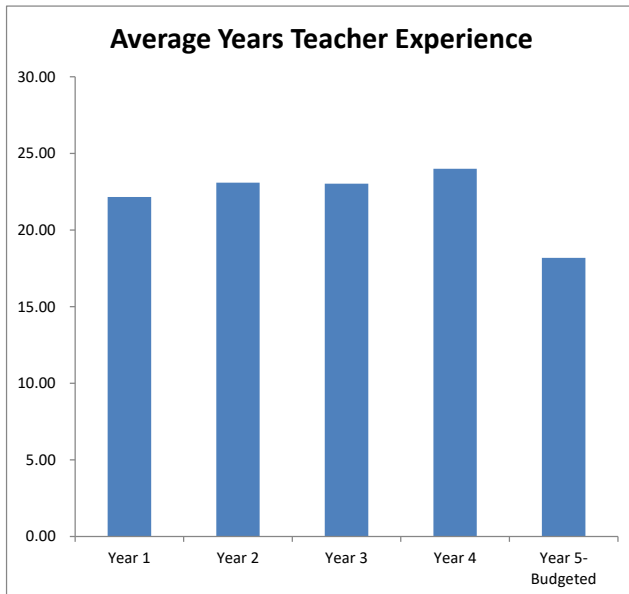


III. SALARY - Estimated Average Salary Increases

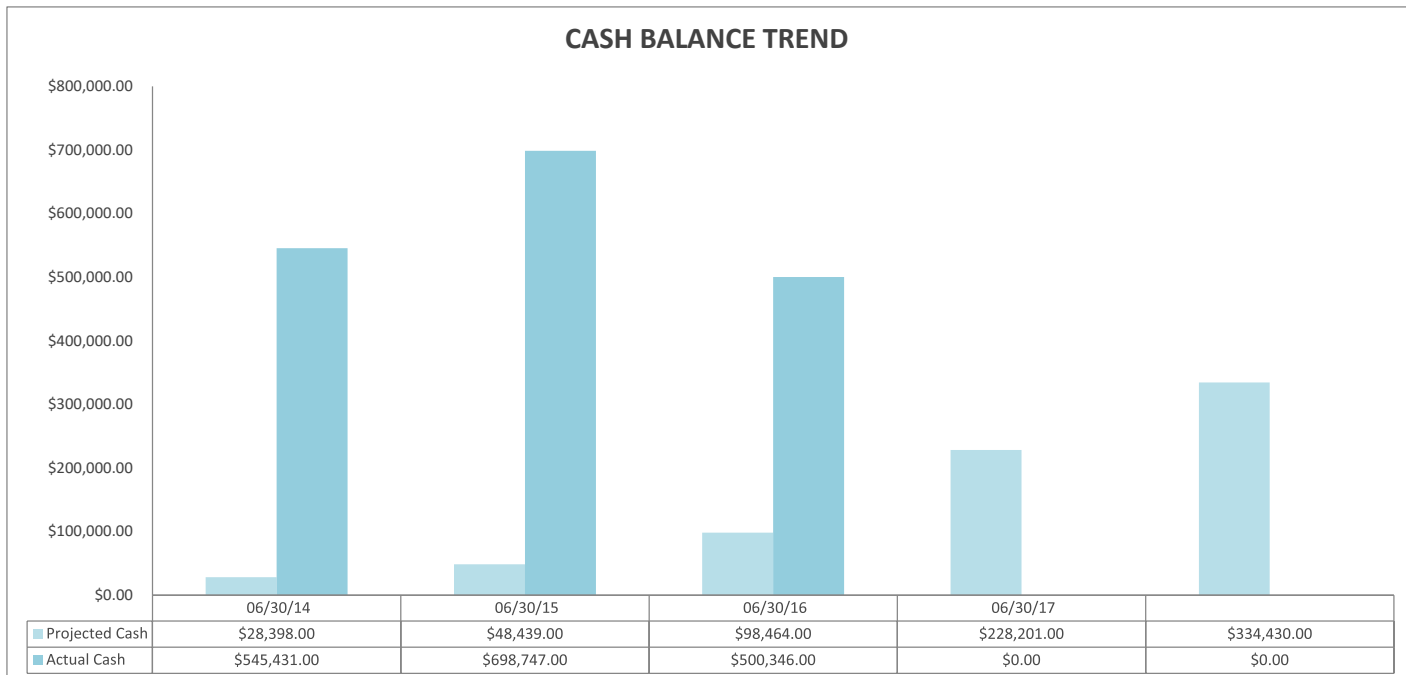
	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Average Teacher Base Salary (PED 925B-2, \$1):	\$49,321.00	\$51,272.00	\$53,000.00	\$52,051.00	\$48,322.00
Average Teacher Contract Salary (PED 925B-2, \$2):	\$52,836.00	\$53,091.00	\$54,633.00	\$53,994.00	\$48,322.00
Difference between Average Contract and Base Salary	\$3,515.00	\$1,819.00	\$1,633.00	\$1,943.00	\$0.00
% Average BASE Salary Increase (\$1)	4.07%	3.78%	2.58%	0.39%	3.87%
% Average Contract Salary Increase (\$2)	3.85%	3.65%	2.50%	0.37%	3.87%
Average Base Salary Difference from Prior Year		\$1,951.00	\$1,728.00	(\$949.00)	(\$3,729.00)
Average Contract Salary Difference from Prior Year		\$255.00	\$1,542.00	(\$639.00)	(\$5,672.00)
Average Years Experience (PED 925B-3)	22.16	23.09	23.02	24.00	18.18
Average Years Experience Difference from Prior Year		0.93	-0.07	0.98	-5.82

IV. TRAINING & EXPERIENCE

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
T&E Index Factor Actual	1.215	1.199	1.180	1.094	
T&E Index Factor Budgeted	1.158	1.215	1.199	1.180	1.094



V. CASH BALANCE REVIEW



- A. i. Explain how actions of the school leadership (administrator and board) have impacted the trend in cash balances over the years above.
 ii. How has the amount of the cash balance in each year impacted the school's programmatic or capital plans.

The school has been fiscally conservative by projecting cash balances lower so that the school will not be forced to decrease the budget in subsequent years. The school has attempted to maintain a cash balance of at least \$250,000 so that the school would be able to operate regular programming if there were a shortfall. The school also keeps a cash balance to replace equipment and to help with facility maintenance. Charter Schools have not been able to apply for emergency supplemental, so it is imperative for charters to have cash reserves.

B. Operational Cash Comparison	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Estimated OpBud Cash Balance	\$28,398.00	\$48,439.00	\$98,464.00	\$228,201.00	\$334,430.00
4th Quarter Audited Cash	\$545,431.00	\$698,747.00	\$500,346.00	Unaudited	N/A
Difference	\$517,033.00	\$650,308.00	\$401,882.00	(\$228,201.00)	N/A
Actual Total Yearly Expenditures	#####	\$2,098,292.20	\$2,317,320.96	\$2,260,629.56	
Budgeted Total Yearly Expenditures	#####	\$2,744,765.00	\$2,800,330.00	\$2,638,583.00	\$2,366,157.00
Difference	\$544,529.41	\$646,472.80	\$483,009.04	\$377,953.44	
% EOY Cash Balance to Total Yearly Expenditures	28.82%	33.30%	21.59%	0.00%	
% Prior EOY Cash Balance to Yearly Expenditures		25.99%	30.15%	22.13%	

C. Emergency Reserve:	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Amount in Approved Operating Budget	\$0	\$0	\$0	\$0	\$0
Restricted Expenditures	\$0	\$0	\$0	\$0	\$0
Percentage of Operating Expenditures	0	0	0	0	#DIV/0!

VI. OPERATIONAL FUNCTION VARIANCES:

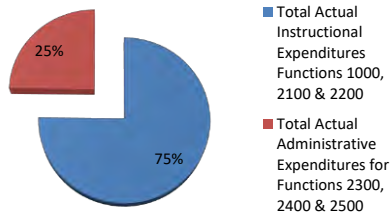
A. Overall Operational Exp FY2015

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Operational Expenditures	#####	\$2,098,292.20	\$2,317,320.96	\$2,260,629.56	
Total Budgeted Operational Expenditures	#####	\$2,744,765.00	\$2,800,330.00	\$2,638,583.00	\$2,366,157.00

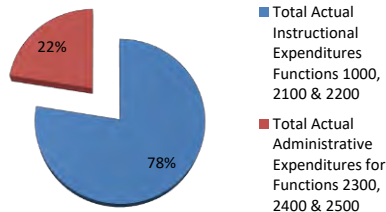
B. Operational Expenditure FY2015

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total <i>Actual</i> Instructional Expenditures Functions 1000, 2100 & 2200	#####	\$1,475,122.53	\$1,359,130.11	\$1,516,229.42	
Total <i>Budgeted</i> Instructional Expenditures Functions 1000, 2100 & 2200	#####	\$1,683,863.00	\$1,653,015.00	\$1,641,757.00	\$1,563,317.00
Difference	(\$226,038.28)	(\$208,740.47)	(\$293,884.89)	(\$125,527.58)	
% <i>Actual</i> Total Instructional Expenditures to Total Operational Expenditures	68.76%	70.30%	58.65%	67.07%	
% <i>Budgeted</i> Total Instructional Expenditures to Total Operational Expenditures	62.67%	61.35%	59.03%	62.22%	66.07%
Difference	6.09%	8.95%	-0.38%	4.85%	
Total <i>Actual</i> Administrative Expenditures for Functions 2300, 2400 & 2500	\$429,473.88	\$426,751.28	\$428,016.23	\$470,647.44	
Total <i>Budgeted</i> Administrative Expenditures for Functions 2300, 2400 & 2500	\$500,883.00	\$479,823.00	\$484,512.00	\$536,571.00	\$470,344.00
Difference	(\$71,409.12)	(\$53,071.72)	(\$56,495.77)	(\$65,923.56)	
% <i>Actual</i> Total Instructional Expenditures to Total Operational Expenditures	22.69%	20.34%	18.47%	20.82%	
% <i>Budgeted</i> Total Instructional Expenditures to Total Operational Expenditures	20.55%	17.48%	17.30%	20.34%	19.88%
Difference	2.14%	2.86%	1.17%	0.48%	

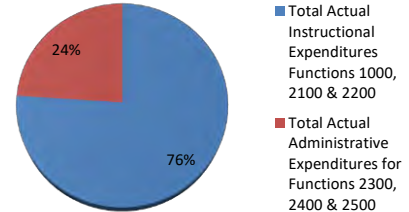
**Year 1
Operational Expenditures
by Type**



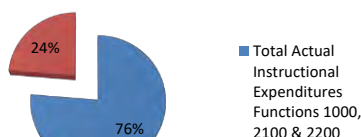
**Year 2
Operational Expenditures
by Type**



**Year 3
Operational Expenditures
by Type**



**Year 4
Operational Expenditures
by Type**



C. Actual Operational Expenditures by Function

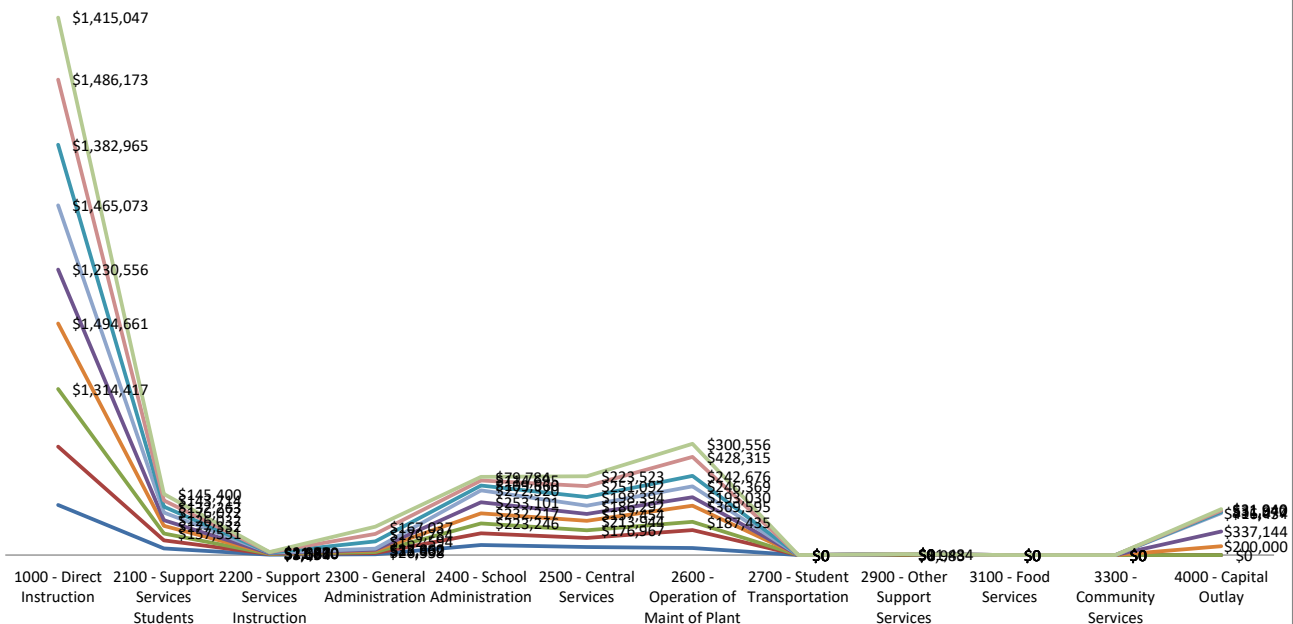
	FY2015	FY2016	FY2017	FY2018
	Year 1	Year 2	Year 3	Year 4
1000 - Direct Instruction	\$1,142,140	\$1,314,417	\$1,230,556	\$1,382,965
2100 - Support Services Students	\$150,501	\$157,551	\$126,032	\$132,263
2200 - Support Services Instruction	\$8,868	\$3,154	\$2,543	\$1,001
2300 - General Administration	\$16,129	\$26,538	\$17,462	\$162,594
2400 - School Administration	\$229,995	\$223,246	\$253,101	\$109,660
2500 - Central Services	\$183,351	\$176,967	\$157,454	\$198,394
2600 - Operation of Maint of Plant	\$161,755	\$187,435	\$193,030	\$242,676
2700 - Student Transportation	\$0	\$0	\$0	\$0
2900 - Other Support Services		\$8,983	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$337,144	\$31,077
Totals should equal expenditures above	\$1,892,739	\$2,098,292	\$2,317,321	\$2,260,630

C. Budgeted Operational Expenditures by Function

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5
1000 - Direct Instruction	\$1,331,525	\$1,494,661	\$1,465,073	\$1,486,173	\$1,415,047
2100 - Support Services Students	\$182,153	\$177,332	\$176,072	\$143,714	\$145,400
2200 - Support Services Instruction	\$13,870	\$11,870	\$11,870	\$11,870	\$2,870
2300 - General Administration	\$27,500	\$33,662	\$25,900	\$170,784	\$167,037
2400 - School Administration	\$266,581	\$232,217	\$272,320	\$114,695	\$79,784
2500 - Central Services	\$206,802	\$213,944	\$186,292	\$251,092	\$223,523
2600 - Operation of Maint of Plant	\$407,748	\$369,595	\$246,369	\$428,315	\$300,556
2700 - Student Transportation	\$0	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$1,089	\$11,484	\$0	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$200,000	\$416,434	\$31,940	\$31,940
Totals should equal expenditures above	\$2,437,268	\$2,744,765	\$2,800,330	\$2,638,583	\$2,366,157

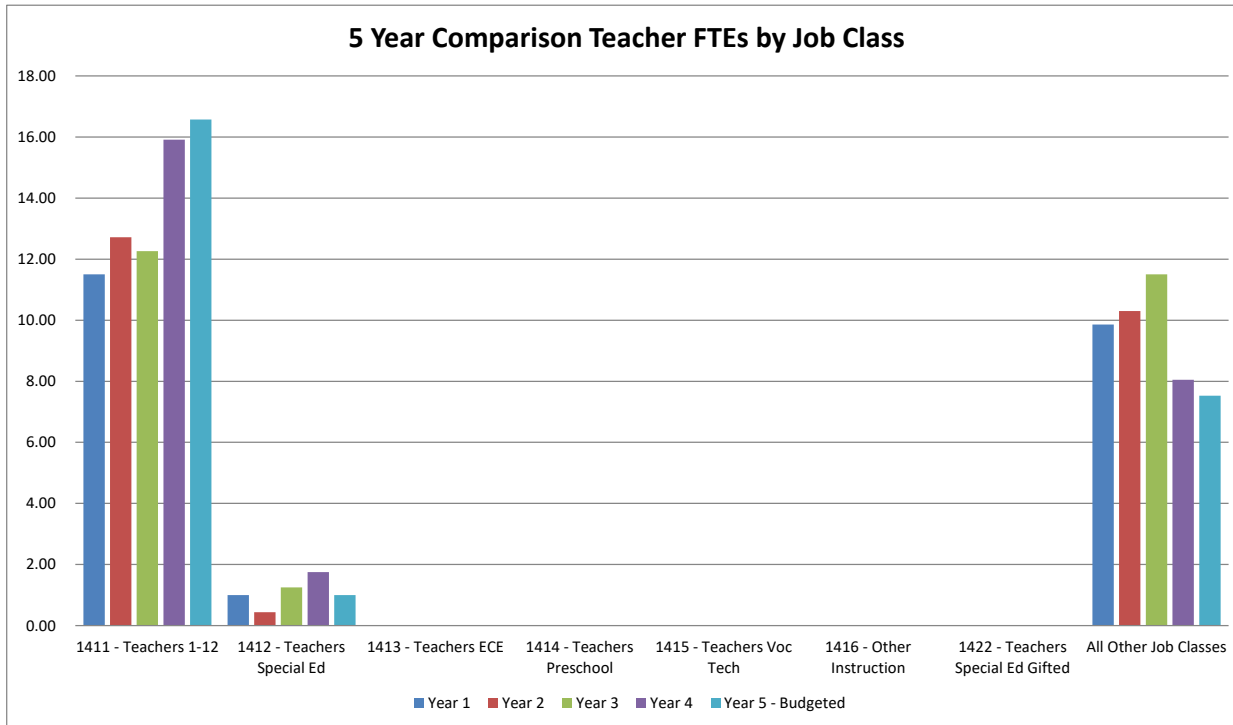
5 Year Comparison of Actual and Budgeted Expenditures by Function

- Year 1 Actual Operational Expenditures
- Year 1 Budgeted Operational Expenditures
- Year 2 Actual Operational Expenditures
- Year 2 Budgeted Operational Expenditures
- Year 3 Actual Operational Expenditures
- Year 3 Budgeted Operational Expenditures
- Year 4 Actual Operational Expenditures
- Year 4 Budgeted Operational Expenditures
- Year 5 Budgeted Operational Expenditures



VII. FUND 11000 "OPERATIONAL" FTE COMPARISON

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
1411 - Teachers 1-12	11.50	12.72	12.26	15.91	16.57
1412 - Teachers Special Ed	1.00	0.44	1.25	1.75	1.00
1413 - Teachers ECE					
1414 - Teachers Preschool					
1415 - Teachers Voc Tech					
1416 - Other Instruction					
1422 - Teachers Special Ed Gifted					
All Other Job Classes	9.86	10.30	11.50	8.05	7.53
Grand Total Fund 11000 FTE	22.36	23.46	25.01	25.71	25.10



VIII. SCHOOL CALENDAR

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Instructional Days	151	151	151	151	151

IX. SCHOOLS THAT HAVE EARNED A "D" OR LOWER LETTER GRADE

Describe how the school prioritized resources toward proven programs and methods linked to improved student achievement from the time it earned a "D" or "F" until the school earned a grade of C or better for two consecutive years. If the school has not yet earned a grade of C or better for two consecutive years, the narrative must identify current/ongoing actions. CSD will review and evaluate evidence to verify these actions on the site visit.

Part D: Petitions of Support

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

1. Petition of Support from Employees

Instructions:

- Signatures must be collected during the year prior to the least year of the contract, using the school's employee information on the 120th day.

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

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

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

I am the head administrator of the Taos Academy and hereby certify that: the attached petition in support of the Taos Academy renewing its charter was circulated to all employees of the Taos Academy. There are 32 persons employed by the Taos Academy. The petition contains the signatures of 29 employees which represents 90 percent of the employees employed by the Taos Academy.

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.

Traci Filiss

Subscribed and sworn to before me this 28th day of August 2016.



OFFICIAL SEAL
MORIAH F GONZALES
NOTARY PUBLIC
STATE OF NEW MEXICO

My Commission Expires: 03/17/20

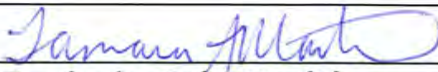
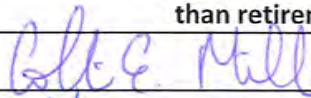
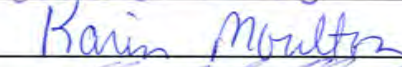

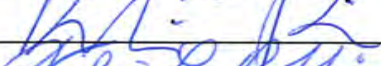
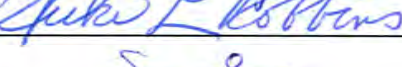


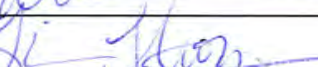
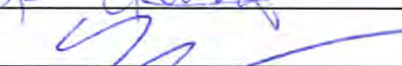
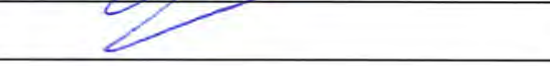
Moriah F Gonzales
Notary Public

My Commission Expires:

03/17/20

**EMPLOYEE PETITION OF SUPPORT FOR RENEWAL OF THE
TAOS ACADEMY CHARTER**

	Employee Name	Position	Signature
1	Anaya, Evelyn	Assistant Business Manager	Evelyn Anaya
2	Arguello, Ann-Marie	Certified Instructor	P Arguello
3	Becker, Chaney	Instructional Tutor(Hourly)	C Becker
4	Carr, Jeff	Advisor	Termination Code: 07-Retired
5	Cisneros, Julian	Advisor	Julian Cisneros
6	Clancy, Tammi	Advisor	Tammi Clancy
7	DeHerrera, Michelle	Administrative Secretary	Michelle DeHerrera
8	Densow, Gayle	Advisor	Gayle A. Densow
9	Driver, Burch	Certified Instructor	Burch Driver
10	Emanuelli, Anne Marie	Advisor	AM Emanuelli
11	Espinoza, Jose	Maintenance Coordinator	Jose Espinoza
12	Filiss, Traci	Director/Superintendent	Traci Filiss
13	Goss, Donna	SPED	Termination Code: 08-Personal Reasons
14	Henshaw, Jeanette	SPED/MS+	Jeanette Henshaw
15	Joseph, Lisa	Advisor	Lisa A. Joseph
16	Kelly, Warren	Advisor/Curriculum	Warren Kelly
17	Laure, Estelle	Certified Instructor	Estelle Laure
18	LeBlanc, Elizabeth	Advisor	E. LeBlanc
19	Lucero, Amy	Administrative Assistant	Amy D. Lucero
20	Lucero-Martinez, Jamie	Educational Assistant-SSL	Jamie Lucero-Martinez

21	Martinson, Tami	Certified Instructor	
22	McPartlon, Hillary	Dean of Students/Curriculum	Termination Code: 02-Left for reasons other than retirement
23	Miller, Collin	Technology Administrator	
24	Moulton, Karin	STEM Coordinator	
25	Musialowski, Mike	Instructional Assistant	
26	Pike, Kelci	Certified Instructor	
27	Robbins, Vicki	Administrative Assistant/Registrar	
28	Samoiel, Samantha	Certified Instructor	
29	Senescu, Cobey	Counselor	
30	Shawver, Lee	Smart Lab/PE	
31	Thompson, Lisa	Educational Assistant	
32	Weisfeld, Jason	Advisor	
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			

2. Petition of Support from Households

Instructions:

- Signatures must be collected during the year prior to the least year of the contract, using the school's enrollment information on the 120th day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

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

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

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

I am the head administrator of the Taos Academy and certify that: the attached petition in support of the Taos Academy renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 150 households which represents 87 percent of the households whose children were enrolled in the Taos Academy.

STATE OF NEW MEXICO)

ss.

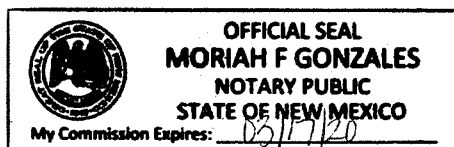
COUNTY OF TAOS)

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.

Traci Filiss

Subscribed and sworn to before me this 29th day of August 2016.


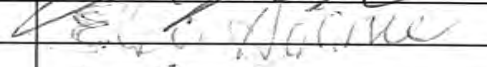
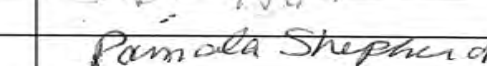
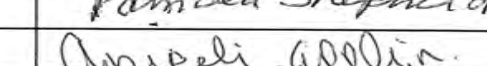
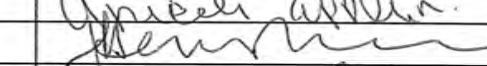
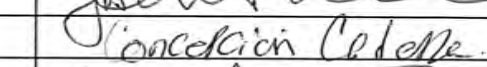
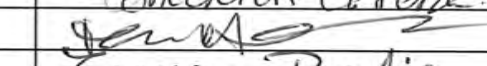
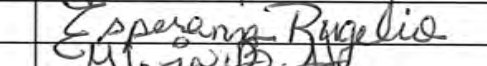
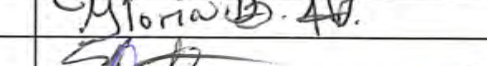



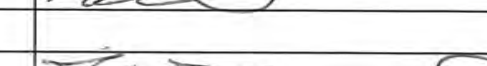
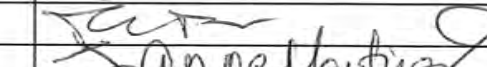

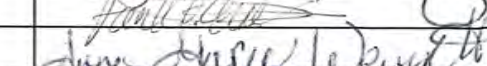
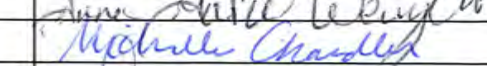
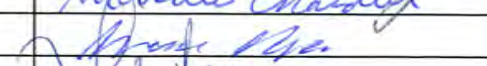
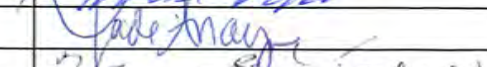
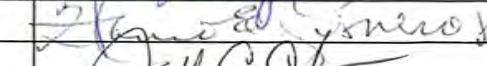
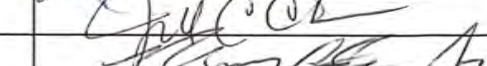

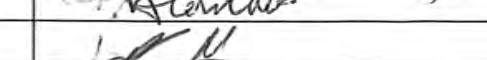



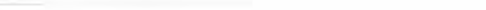


Moriah F. Gonzales
Notary Public

My Commission Expires:

03/17/20

HOUSEHOLD PETITION OF SUPPORT FOR RENEWAL OF THE TAOS ACADEMY CHARTER

Household	Name(s) of Student(s) in the Household	Printed Name of Parent, Guardian, or Student (if 18 years or older)	Signature of Parent, Guardian, or Student (if 18 years or older)
1		Aby, Lluvia	
2		Adame, Elsa	
3		Shepherd, Pamela	
4		Madrid, Mary	
5		Applin, Araceli	
6		Henshaw, Jeanette	
7		Cadena, Concepcion	
8		Arguello, Kristin	
9		Rugelio, Esperanza	
10		Barreto Hidrogo, Gloria	
11		Benton, Suzie	
12		Bilal, Dionne	
13		Stone, Melissa	
14		Nelson, Nikesha	
15		Brown, Greta	
16		Bush, Regina	
17		Martinez, JoAnna	
18		Castillo, Paul	
19		Weinzetl, Anna Marie	
20		Chandler, Michelle	
21		MacDonald, Marti	
22		Anaya, Jade	
23		Cisneros, Flavio	
24		Cline, Jill	
25		Cohn, Murray	
26		Comtois, Meredith	
27		Aragon, Judith	


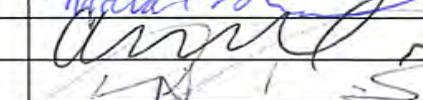
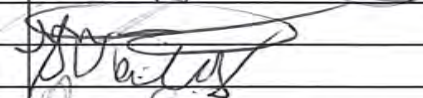
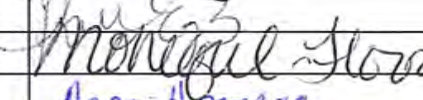
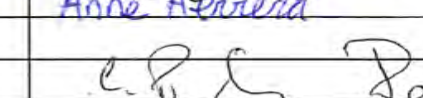
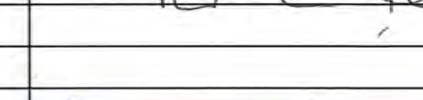
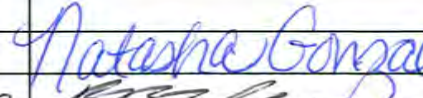









28		Cordova, Julie Ann	Julie Ann Cordova
29		Corral, Monica	Monica Corral
30		Cortez, Connie	
31		Cortopassi, Julie	
32		Densmore, Debbie	Debbie Densmore
33		De Puy, Isabel	
34		Tucker, Jodi	Rinold D. Lla
35		Foley, Alison	Alison Ray Foley
36		Donaldson, Katsa	Katsa Donaldson
37		Doughty, Kelly	Kelly Doughty
38		Sampere, Elizabeth	
39		Dumitrescu, Cecilia	Cecilia Dumitrescu
40		Duran, Dawn	Dawn Duran
41		Earle, Aundrea	aundrea earle
42		England, Rheanna	
43		Vigil, Stephanie	Stephanie Vigil
44		Karsian, Anne	
45		Fitch, Jennifer	Jennifer Fitch
46		Phillips, Rachel	Matt Ford
47		Dunton, Sara	Sara Dunton
48		Fox, Amanda	Amanda Fox
49		Quintana, Jolenta	Jolenta Quintana
50		Froeschle, Tony	Alicia Froeschle Tony Froeschle
51		Gantz, Rachel	Rachel Gantz
52		Garcia, Alice	Alice Garcia
53		Gaydosh, Karen	Karen Gaydosh
54		Rivera, Adela	Adela Rivera
55		Garcia, Gloria	Gloria Garcia
56		Grassmick, Melissa	Melissa Grassmick
57		Griego, Jessica	Jessica Griego
58		Alvarado, Lisa	Lisa Alvarado
59		Hall, Dora	Dora Hall

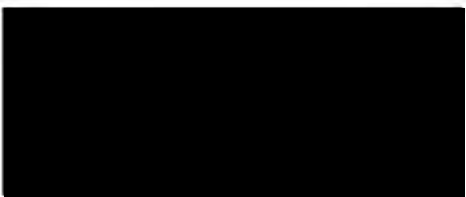
60		Dougherty-Hanna, Julia	Julia Dougherty-Hanna	
61		Lightwood, Jennifer	Jennifer Lightwood	
62		Parsons, Kiersten <i>Kirsten</i>	Kiersten Parsons	
63		Aleman, Melissa	Melissa Aleman	W
64		Nelson, Nikesha <i>- Chris Heon</i>	Nikesha Nelson	
65		Herrera, Valerie	Valerie Herrera	
66		Mitchell, Chastelle <i>—————</i>	Chastelle Mitchell	
67		Hunsaker, Michelle	Michelle Hunsaker	
68		Gossner, Kristin	Kristin Gossner	
69		Ekster, Dara Amy	Dara Amy Ekster	
70		McClurg, Stacy	Stacy McClurg	
71		Kauffman, Kristie <i>Heidi Carr</i>	Kristie Kauffman	
72		Vigil, Lonella <i>N. Kelly</i>	Lonella Vigil	
73		Keltner, Alice	Alice Keltner	
74		Kiker, Paulette	Paulette Kiker	
75		Konz, Heather	Heather Konz	
76		Kriegshauser, Heather	Heather Kriegshauser	
77		LaMure, Julee <i>Roberta Lerman</i>	Julee LaMure	
78		Lerman, Roberta	Roberta Lerman	
79		Lewis, Dolores	Dolores Lewis	
80		Lewis, Tonya	Tonya Lewis	
81		Lovato, Vanessa	Vanessa Lovato	
82		Espinoza, Kara <i>Kara ESPINOZA</i>	Kara Espinoza	
83		Shendo, Colleen	Colleen Shendo	
84		Mangum, Miquela	Miquela Mangum	
85		Manuelito, Jennifer	Jennifer Manuelito	
86		Marchasin, Estelle	Estelle Marchasin	
87		Yazzie, Angie	Angie Yazzie	
88		Martinez, Jennifer	Jennifer Martinez	
89		Martinez, Melody	Melody Martinez	W
90		Martinez, Anita	Anita Martinez	
91		Gomez, Linda	Linda Gomez	W

92	Martinez, Julie	Julie Martinez	
93	Archuleta, Renee	Renee Archuleta	
94	Martinez, Jennifer	Jennifer Martinez	
95	Martinez, Sandra	Sandra M. Martinez	
96	McAllister, Donja	Donja McAllister	
97	McCutcheon, Laura	Laura McCutcheon	
98	Barba, Judith	Judith Barba	W
99	Miera, Madalena	Madalena Miera	
100	Miller, Crystal	Crystal Miller	
101	Germann Molz, Jennifer	Jennifer Germann Molz	
102	Mondragon, Geraldine	Geraldine Mondragon	
103	Pereyra, Jose	Jose Pereyra	
104	Montes, Adrian	Adrian Montes	
105	Montoya, Sandra	Sandra C. Montoya	
106	Montoya, Magdelyn	Magdelyn Montoya	
107	Marcus, Marlee	Marlee Marcus	
108	Thoma, Alicia	Alicia Thoma	
109	Duckworth-Moulton, Kiva	Kiva Duckworth-Moulton	
110	Naylor, Robin	Robin Naylor	
111	Nelson, Kirry	Kirry Nelson	
112	Nieto, April	April Nieto	
113	Schreiber, Yori	Yori Schreiber	
114	Oakeley, Karen	Karen Oakeley	
115	O'Brien, Simon	Simon O'Brien	
116	Pacheco, Yvette	Yvette Pacheco	W
117	Pacheco, Angela	Angela Pacheco	
118	Pacheco, Yvette	Yvette Pacheco	
119	Padberg, Michele	Michele Padberg	
120	Patrick, Trina	Trina Patrick	W
121	Rodelas, Luz	Luz A. Rodelas	
122	Pino, Maria de la Luz	Maria de la Luz Pino	
123	Legere, Caitlin	Caitlin Legere	

124		Rael, Rosita	
125		Rael, Angelica	<i>Angelica Rael</i>
126		Rhodus, Jodi	<i>Jodi Rhodus</i>
127		Hernandez, Alexandra	<i>Alexandra Hernandez</i>
128		Richmond, Willow	<i>Willow Richmond</i>
129		Ontiveros, Juana	<i>Juana Ontiveros</i>
130		Trujillo, Barbriana	<i>Barbriana Trujillo</i>
131		Grainger, Dawn	<i>Dawn Grainger</i>
132		Romero, Amy	<i>Amy Romero</i>
133		Lucero, Amy	<i>Amy Lucero</i>
134		Romero, Regina	<i>Regina Romero</i>
135		Romo, Cheryle	<i>Cheryle Romo</i>
136		Massey, Morgan	<i>Morgan Massey</i>
137		Medrano, Carmen	<i>Carmen Medrano</i>
138		Overley, Laine	<i>Laine Overley</i>
139		Sadler, January	<i>January Sadler</i>
140		Salmons, Amanda	<i>Amanda Salmons</i>
141		Sanchez, Monica	<i>Monica Sanchez</i>
142		Topete, Julia	<i>Julia Topete</i>
143		Sides, Kim	<i>Kim Sides</i>
144		Slater, Meredith	<i>Meredith Slater</i>
145		Edwards, Ursula	<i>Ursula Edwards</i>
146		Smith, Maxine	<i>Maxine Smith</i>
147		Tomlinson, Shanene	<i>Shanene Tomlinson</i>
148		White, Kelly	<i>Kelly White</i>
149		Stewart-Jackson, Heather	<i>Heather Stewart-Jackson</i>
150		Stone, Melissa	<i>Melissa Stone</i>
151		Stow, Cindy	<i>Cindy Stow</i>
152		Crawford, Karin	<i>Karin Crawford</i>
153		Summers, Crystal	<i>Crystal Summers</i>
154		Espinoza, Rena	<i>Rena Espinoza</i>
155		Tafoya, Katherine	<i>Katherine Tafoya</i>

156		Tomashot, Teresa	
157		Bruce, Misty	
158		Tovino, Evelyn	
159		Treasaigh, Tamera	
160		Martinez, Monique	
161		Valdez, Stephanie	
162		Escobedo, Perla	
163		Flores, Monique	
164		Herrera, Samantha	
165		Colonna, Caroline	
166		Pereyra, Pamela	
167		Whitlock, D'Nette	
168		Wilhite, Candice	
169		Webber, Dawn	
170		Gonzales, Natasha	
171		Young, Jennifer	



Gail Osborne

Gail Osborne

September 11, 2018

Traci Filiss
Taos Academy Charter School
Director/Superintendent
110 Paseo Del Canon West
Taos, NM 87571

RE: Value of educational exchange with Australian Educators

To Whom It May Concern:

The Center for Relational learning began visiting Taos Academy in 2012. Since then, the Center has brought over 200 Australian educators, administrators and parents to learn about the vision, mission, values, and blended learning programs of Taos Academy. Participants from Australia are exploring whole school community approaches to education, especially blended learning and positive relationships between school, family and community.

Study tour participants visit 8 to 10 schools in New Mexico and they always rate the visit to Taos Academy as a high point. They are inspired by the commitment and hard work of founders, administrators and staff. They comment on the clarity of the school's mission and how well the school programs and procedures support the attainment of those goals for each student. They are impressed with the curriculum and role teachers play in ensuring that each student attains success academically at their own pace and skill level. They also find the involvement of community in teaching special classes and the involvement of students in community activities and civic engagement exceptional, and report taking these program approaches to explore back in their own school.

Taos Academy is an international model of best practice and our Center is grateful for the opportunity to learn this practice with on-site school visits several times a year.

Very truly yours,
Dr. George Otero, Director
1918 Ft. Union
Santa Fe, New Mexico, 87505
505 690 8123

Part E: Description of Charter School Facilities and Assurances

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

F. Facility

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

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

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

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

School response:

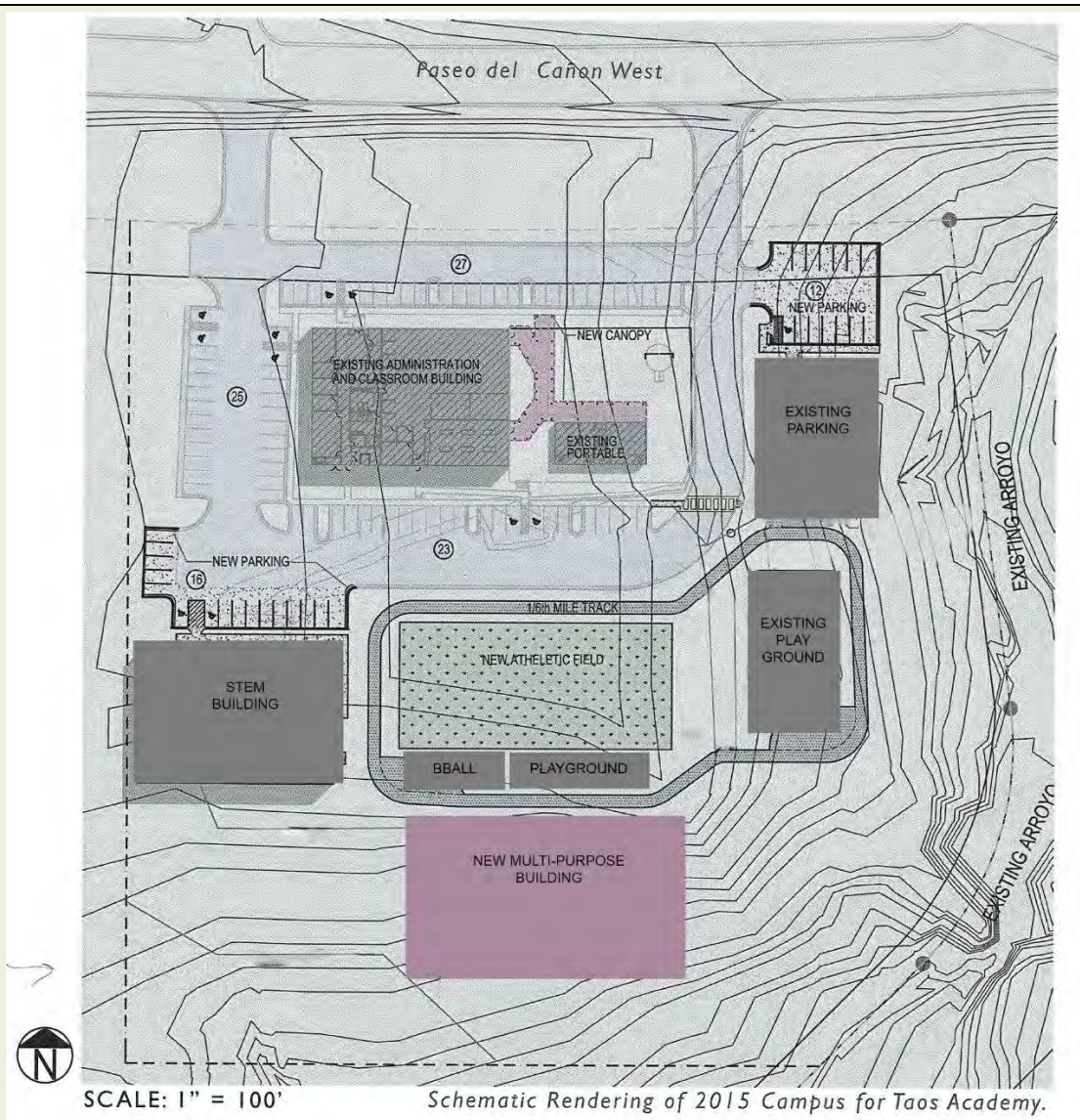
In response to the requirements of this section, Taos Academy presents a summary description of its facilities as detailed in the comprehensive Facilities Master Plan (FMP) Education Specification 2015-2020. The complete 57-page document is included in Appendix D for reference. Updates are also addressed in this description as appropriate.

Additional documents attached in Appendix D include:

1. A copy of the building E Occupancy certificates
2. A letter from the PSFA with the facility NMCI Score
3. A notarized Certification Form C providing assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.
4. Taos Academy Lease Purchase Agreement Documents
5. Taos Academy Facilities Master Plan Education Specification 2015-2020

Taos Academy is located at 110 Paseo del Cañon West, Taos, NM 87571. The facility's current wNMCI score is 2.61%. The school is in a lease-purchase agreement that has been approved by the Public Education Department. A total of four buildings have E-Occupancy Certificates.

The description of the facilities begins with a schematic rendering of the Taos Academy Campus as of 2015:



In accordance with the FMP, construction of the new multipurpose building shown above began in 2017 and was completed in 2018. The following photographs show stages of the construction project:



PPC Solar installing Solar Panels on the new building.



The new Multipurpose Building.

The Taos Academy Instructional Program

Taos Academy is a hybrid school that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. Taos Academy combines a strong core curriculum focused on mastery with an emphasis on 21st Century Learning skills, workplace skills, technology skills and emotional intelligence skills to develop well-rounded life-long learners. The curriculum meets each student at their personal learning level and prescribes a learning path that best fits their academic growth. Students are assessed and given an individual learning plan (ILP) according to the skills assessment, not grade level. A student may need remediation in one area yet be strong in another. This is the beauty of digital education. Taos Academy can customize the learning for each student to best fit the need.

Grades levels at Taos Academy are divided into four families. This strategy allows for students to be appropriately challenged while continuing to develop their peer-related social skills.

Elementary Family – 5th and 6th grades

Pre-high Family – 7th and 8th grades

Mid-High Family - 9th & 10th grades

Senior High Family - 11th & 12th grades

The school's facilities are designed to support its unique instructional program. Creative scheduling allows for available classroom and computer lab space to be utilized both throughout the week and the school


day. Taos Academy has a base schedule to ensure equal availability to all students yet has the flexibility to meet each student's learning needs. Morning blocks are designated for academic and 21st Century skill instruction and the afternoon blocks are designated for enrichment in math and language as well as elective offerings. All students are required to attend during state testing times.


Unique Curriculum, Unique Space

Classrooms

Because there are various learning approaches utilized at Taos Academy, there are various types of classrooms and class sizes. Class Loading is dependent on the type of class being conducted. Below is a chart identifying the types of classroom required by the Taos Academy curriculum, number of students that can be accommodated, and a description of how each is utilized.

Classroom Type	# of Students Accommodated	Utilization
Computer Labs	20-25 students in each lab	The computer labs are used by all students for their academic classes, which are completed and evaluated digitally. These classes are the core of the student curriculum, with all other classes supporting the work that happens in the computer lab. The computer workstations become personal study stations and a place for students to receive one-on-one help from roaming teachers. An ideal size of a classroom for one teacher monitor is 20-25 workstations.
Lecture Classrooms	15-20 students in each room	The lecture classrooms are used for traditional lecture-style instruction, as well as for Enrichment and Leadership curriculum. These classes typically have 15-20 students. The rooms are adaptable for different activities.
Tutoring Lab	8-12 students	The Tutoring Lab is a smaller computer lab where teachers can conduct small group lessons. One-on-one tutoring can take place with a roaming teacher and students at individual workstations. This lab should have 8-12 workstations.

SMART Lab	15-20 students	<p>The SMART Lab is a specialty classroom where students work in small groups to complete engineering, science, art, and math projects. The projects are experiential, experimental and require specialized equipment. This class is a requirement for all middle school students and required for graduating high school at Taos Academy. This lab needs a large amount of table workspace and floor space for testing ideas, projects, and experiments.</p> 
Student Success Labs	18-24 students in each lab	<p>The Student Success Labs are computer labs where students have the opportunity to come to campus and use the computer lab facilities on weekdays they do not have scheduled classes and in the evenings. One-on-one tutoring can take place with a roaming teacher and students at individual workstations.</p>
College Link Lab	18-24 students	<p>The College Link Lab (Early College High School) is a computer lab where students attending college classes may schedule their required academic time at Taos Academy. One-on-one tutoring can take place with a roaming teacher and students at individual workstations.</p>
Media Arts/Engineering Lab	10-15 students	<p>The Media Arts/Engineering Lab is an extension of the SMART Lab and is necessary for the STEM Institute career pathway program and aspects of the GROW program. It is a specialty classroom where students work on projects that are experiential, experimental and require specialized equipment. This lab needs a large amount of table workspace and floor space for testing</p>

		ideas, projects, and experiments. This Lab should be for 10-15 students.
STEM Institute Classrooms	15-20 students in each room	The STEM Institute classrooms are for traditional lecture-style instruction, as well as for Engineering, Math and Business/Entrepreneur curriculum. The GROW program will utilize this space as well. The rooms are adaptable for different activities.
Life Skills Classroom	15-20 students in each room	The Life Skills classroom is a specialty classroom where students learn skills necessary for personal, development, workforce development, and wellness. Classes will include, but not be limited to Culinary Arts, Nutrition and Wellness, Business, and Career Development. This space includes a stove/oven, countertop space, a sink, and a large amount of table workspace.
Growing Dome	5-10 students	<p>The Growing Dome is a solar-powered greenhouse used in the GROW program. It is utilized by students to learn agricultural concepts, aquaculture, and green energy use.</p> 
Music Lab	10-15 students	The Music Lab is a specialty classroom for music instruction and includes storage and sufficient electrical outlets for music instruments.
Art Lab	10-15 students	The Art Lab is a specialty room for art instruction and includes storage space for materials, table and floor workspace for projects and access to a utility sink.

Gymnasium/Performance Space		This space is the largest space in the school and is flexible to allow for large meetings of the entire student and parent body for school events such as dances, fundraisers, performances, graduation, and sports. This space is also used for required PE and Health.
-----------------------------	--	--

In addition to classroom space, student support spaces are important to the Taos Academy program.

Student Support Spaces

Student Commons/Cafeteria/Indoor Activities

The commons space is a large space and is flexible to allow for group meetings, large class activities, demonstrations, and indoor physical education. This space is central to the layout of the school and has multiple storage locations for indoor activities and games.

Counseling Room

The counseling room is an office space ideal for up to 4 people. This space is somewhat private so that students will not see other students coming and going from the counselor.

Outdoor Recreation Area

The outdoor recreation area includes basketball courts, swings, a climbing structure, a field, and a track. As part of Taos Academy's fitness program, all students and staff walk 20 minutes daily. A track is available for this physical exercise. Swings and climbing structures are available for our middle school students, and basketball for our high school students. The field accommodates our PE program.

For additional information on the school's facilities, please see the Facilities Master Plan (FMP) Education Specification 2015-2020 and other documents located in Appendix D.

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

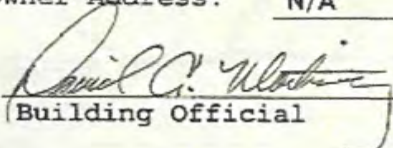
Building Address: 110 Paseo del Canon West

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

1005 Academy Chapter 110 Paseo Del Canon West
NAME AND ADDRESS OF OWNER 1005 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

[Signature]
INSPECTOR'S NAME

1-4-2012
DATE

COMMENTS

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

19317

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 V AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo Del Canon w Taos NM
BUILDING ADDRESS

Roy Cunningham 403 Paseo Pueblo Sur Taos NM 87581
NAME AND ADDRESS OF OWNER

Modular Space Corp.
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

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

2013022846
BUILDING PERMIT NUMBER

PORTION OF BUILDING

Julian Douglas
INSPECTOR'S NAME

06-11-2014
DATE

Decal 24948, 24945 24946
COMMENTS 2013022747

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

22217

✓ 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 A-1/E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo del Cañon West Tros New Mexico 87571
BUILDING ADDRESS

FRANK W. Luna Azul 102 Paseo del Pueblo Sur Tros NM 87571
NAME AND ADDRESS OF OWNER

Robert L. Krongard / The Grand Heritage
NAME(S) OF LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

GENC 2016024182
BUILDING PERMIT NUMBER

100%
PORTION OF BUILDING

Harry Rosales
DATE OF INSPECTION

6-28-2017
DATE

COMMENTS

April 17, 2018

RE: Taos Academy Charter School; 110 Paseo Del Canon West

Director Filiss,

This letter is in response to your request on April 16, 2018 regarding your current wNMCI. In addition this letter will address compliance with NMSA1978 § 22-8B-4.2 (D).

The facility current wNMCI score is 2.61%. The school is in a lease purchase agreement that has been approved by the Public Education Department (6/30/2016). The facility does contain an Educational Occupancy certificate.

If you have any questions regarding this letter, please feel free to contact me. I can be reached at (505)468-0274.



Martica Casias
Planning & Design Manager
Public Schools Facilities Authority

Cc; Norma Ahlskog, PSFA Financial Specialist

CERTIFICATION C
Facility Owner - Non-Profit Foundation

The undersigned hereby certify under penalty of perjury that the owner of the facility in which (Taos Academy Charter School) is housed is a nonprofit entity specifically organized for the purpose of providing the facility for (Taos Academy Charter School).

In addition, the undersigned hereby certify under penalty of perjury that the owner of the facility is fully be responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no cost to the lessee school or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.



Charter School Governing Board

By: [Signature]
Print Name: Matthew Correy
Print Title: Treasurer
Date: 5/22/18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Taos)

On this 22nd day of May, 2018, before me, the undersigned officer, personally appeared _____, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Lynell J. Vigil
Notary Public

My Commission Expires:

July 24, 2018



Charter School Principal / Administrator

By: [Signature]
Print Name: Traci Filiss
Print Title: Director
Date: 5/22/18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Taos)

On this 22nd day of May, 2018, before me, the undersigned officer, personally appeared Traci Filiss, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Lynell J. Vigil
Notary Public

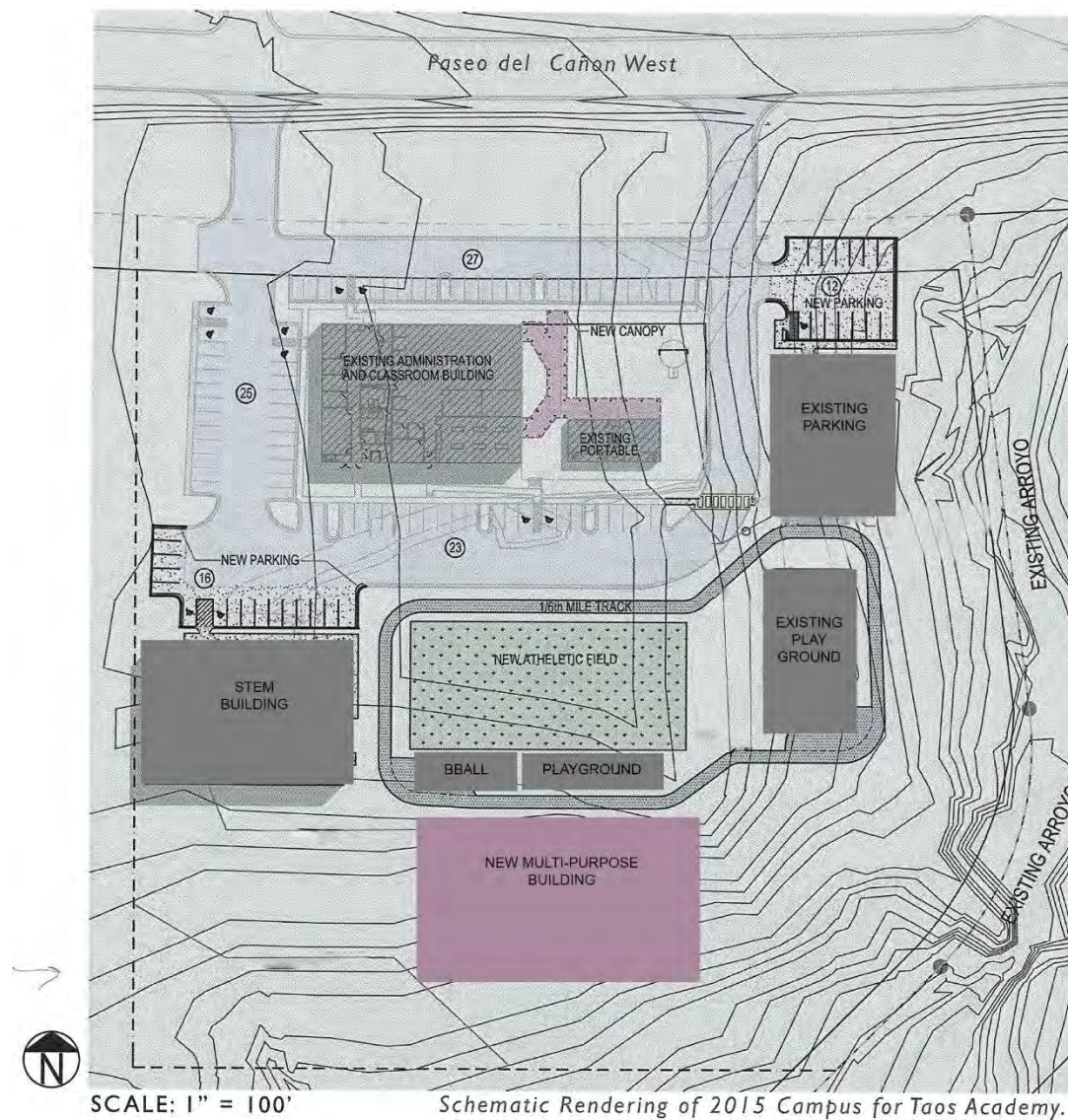
My Commission Expires:

TAOS ACADEMY

FACILITIES MASTER PLAN

EDUCATION SPECIFICATION

2015-2020



Taos Academy also included an entire copy of the school's Facilities Master Plan, which is available in a separate file.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase student enrollment capacity from 200 to 250 students.	Approved	02/28/2014	N/A
Amendment request to increase the total members of the governing board.	Approved	02/28/2014	N/A



TA Response - Habitual Truancy

Taos Academy Attendance Policy: Taos Academy's attendance is unique in that the school is accountable for student progress and mastery as well as physical attendance within the school building during the instructional day.

Under the Cyber School Act, we are required to report Academic Attendance per TA policy, which is as follows:

"All TA courses are intended to be completed during the period of a single semester (18 weeks) in order to be receive credit. Students may work ahead in their classes but must maintain the minimum established pace as indicated by the student's assignment calendar and meet a minimum mastery level of 70% in all classes. ***Students not maintaining an actual grade of 70% will receive an Academic Absence for the week.***"

It is worth pointing out that:

- 1) this is a higher standard than a traditional brick-and-mortar school is held to; in essence, any time a TA student's actual grades drop below a C average in any class, they accrue an Academic Absence.
- 2) Academic Absences at Taos Academy do not equate in the same way to loss of instructional time as a traditional Physical Absence. In a traditional classroom, a student who is not physically present misses instructional time that they can never regain. In Taos Academy's blended learning model, an Academic Absence indicates that a student is behind in their work or has a low grade - and that student is brought in for additional time and learning on our campus with their teachers. Not only is there not a true loss of instructional time (because the academic work remains accessible to the student 24/7), but the result is an increase of instructional time because of our intervention system. This mastery-based versus time-based academic rigor is one reason for our success as a school over the last 9 years.

According to NMPED data, Taos Academy's Habitual Truancy rate for SY1718 rose to 20.68%, above the Habitual Truancy rate of the neighboring school district, which fell to just above 10% for the same year. This data is based on STARS reporting for the school year and shows that 55 TA students were considered Habitually Truant over the course of the year, meaning that they accrued 10 or more Unexcused Academic Absences through low grades, low progress in their coursework, or a combination of both.

Data Correction for SY1718:

Upon review of the data presented by the Charter School Division in preparation for our ReCharter Meeting, Taos Academy found several reporting errors that impact these numbers to some degree. These errors are due to duplicate enrollment records in the first 40 days of SY1718 that over-reported absences for affected students:

Student ID	Truancy Days Reported in STARS	Actual Truancy Days as Verified in PowerSchool
	30	19
	21	19
	19	5 (removed from HT calculation)
	11	0 (removed from HT calculation)
	33	16
	20	3 (removed from HT calculation)
	23	19
	17	13
	17	15
	10	3 (removed from HT calculation)
	20	3 (removed from HT calculation)
	18	4 (removed from HT calculation)
	10	9 (removed from HT calculation)
	14	0 (removed from HT calculation)
	14	12
TOTAL Academic Absences (UNFD):	277	140 (137 AA's reported in error)
Number of Students Counted Habitually Truant	55	48
Percentage of TA Students Habitually Truant	Original Data: 20.68% for SY1718	Corrected Data: 18% for SY1718

Total By Day	Original Data: 1,227 Unexcused Full Day Academic Absences (per STARS Unexcused Absences Report for EOY SY1718)	Corrected Data: 1090 Unexcused Full Day Academic Absences (Subtracting the 137 incorrect UNFDs)
Chronic Absenteeism Rate (Total Number of Instructional Days Missed / Possible Number of Instructional Days for ALL Students)	Original Data: 24,478 days enrolled - 23,715 total days present = 0.9688% Days Present (Attendance Rate of 96.88%)	Corrected Data: 24,478 days enrolled - 23,852 total days present = 0.9744% Days Present (Attendance Rate of 97.44%)

Interpretation of Data:

Less than one in five of Taos Academy students received more than 10 Unexcused Academic Absences in the course of SY1718. The high Attendance Rate demonstrates that while a proportionally larger number of TA students may be considered Habitually Truant under this NMPED calculation than in our surrounding school district, our high achievement and high overall Attendance Rate demonstrates that this number does not represent the same loss of instructional time as it might in a traditional school setting.

Attached Documentation:

- 1) Sample Student report from PowerSchool SIS with Academic Absences highlighted.
These are available if needed for all students affected by the errors above.
- 2) Habitual Truancy Rate Comparison Chart from CSD.
- 3) Habitually Truant Student Number from SY1718 STARS Data.
- 4) Chronic Absenteeism report from STARS for EOY SY1718.
- 5) Unexcused and Excused Absences Report for EOY SY1718.

School FollowUp: We are also attaching a 40th Day STARS Report from SY1819, demonstrating that the error from last year has not been replicated in our Student Information Systems due to increased training of our front office staff and registrar, and that we are currently showing no Habitually Truant Students from Taos Academy.

Attendance

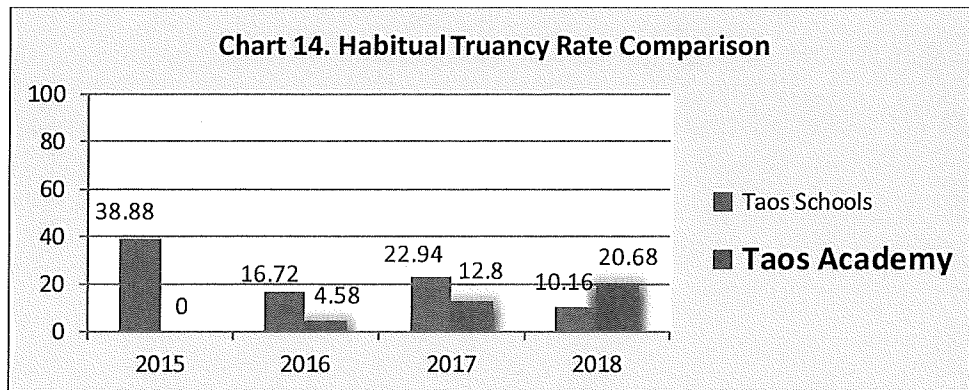


A ACS Transferred Out

Meeting | Daily

Course	Expression	7/3-7/7					7/10-7/14					7/17-7/21					7/24-7/28					7/31-8/4					8/7-8/11					8/14-8/18					8/21-8/25				
		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H						
Academics Robbins, Vicki TA E: 08/14/2017 L: 05/23/2018	ACA(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Student Success Lab Martinson, Tami Annex E: 09/06/2017 L: 05/23/2018	P1-P2(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Leadership Kelly, Henry Warren Green Lab E: 08/15/2017 L: 09/29/2017	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Global Studies Pike, Kelci STEM2 E: 10/16/2017 L: 12/22/2017	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Physical Education Kelly, Henry Warren Field/Bldg E: 01/15/2018 L: 03/09/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS SmartLab Shawver, Lee SmartLab E: 03/19/2018 L: 05/23/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Advisory Group - AM Cisneros, Julian Yellow Lab E: 08/15/2017 L: 05/23/2018	P2(A-FRI) P4(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS LS Monday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI) MS8(A)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS LS Wednesday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Course	Expression	9/11-9/15					9/18-9/22					9/25-9/29					10/2-10/6					10/9-10/13					10/16-10/20					10/23-10/27					10/30-11/3				
		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H						
Academics Robbins, Vicki TA E: 08/14/2017 L: 05/23/2018	ACA(A-FRI)	U					U																															U			
MS Student Success Lab Martinson, Tami Annex E: 09/06/2017 L: 05/23/2018	P1-P2(A-FRI)							E	T						E						E					E															
MS Leadership Kelly, Henry Warren Green Lab E: 08/15/2017 L: 09/29/2017	P1(A-FRI)																																								
MS Global Studies Pike, Kelci STEM2 E: 10/16/2017 L: 12/22/2017	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MS Physical Education Kelly, Henry Warren Field/Bldg E: 01/15/2018 L: 03/09/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MS SmartLab Shawver, Lee SmartLab E: 03/19/2018 L: 05/23/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MS Advisory Group - AM Cisneros, Julian Yellow Lab E: 08/15/2017 L: 05/23/2018	P2(A-FRI) P4(A-FRI)															E																									
MS LS Monday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI) MS8(A)																																								
MS LS Wednesday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI)																																								
Course	Expression	11/20-11/24					11/27-12/1					12/4-12/8					12/11-12/15					12/18-12/22					12/25-12/29					1/1-1/5					1/8-1/12				
		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H						
Academics Robbins, Vicki TA E: 08/14/2017 L: 05/23/2018	ACA(A-FRI)	-	-	-	-	-	U					U					U																								
MS Student Success Lab Martinson, Tami Annex E: 09/06/2017 L: 05/23/2018	P1-P2(A-FRI)	-	-	-	-	-					T																										E				
MS Leadership	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				

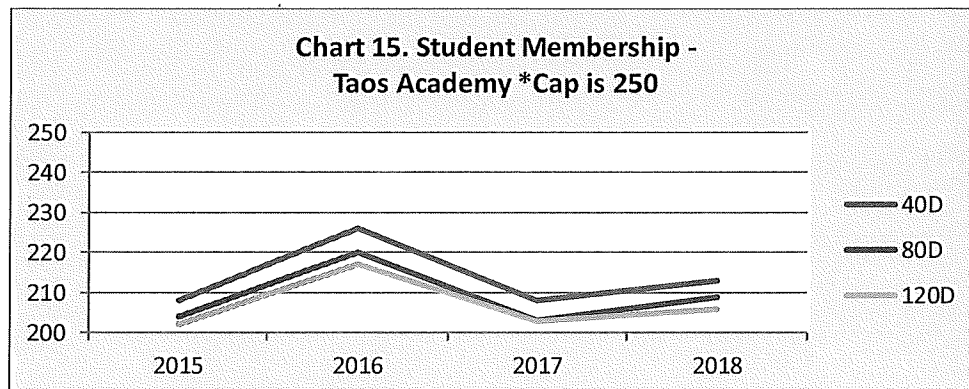
Attendance Codes:
 =Present | P=Present | T=Tardy | UP=Unexcused Physical Absence | E=Excused Physical Absence | U=Unexcused Academic Absence | EA=Excused Academic Absence | ISS=In School Suspension



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

The chart shows the school's student membership for each of the years in operation during the current contract term. All reporting periods have maintained similar enrollment over the four years. Enrollment increased in 2016-2017 and dropped the following year. The school decreased in students between 40D and 80D and 80D to 120D at a similar rate each year.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

The school's student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.

Habitual Truant Students

School Year: 2017-2018

Reporting Level: District

Location Organization Types: Central Office, Charter, Home School, Off-Site, Private

Location Status: OPEN

School Level: Central Office, High School, Non-Accredited Private School, Prekindergarten



District Name	Code	Location Name	ID	Status	Level	Org Type	Student Name	Student ID	Days Truant	Student Count
TAOS ACADEMY	510	*District Total								55
*Report Total										55

A student is identified as Habitual Truant when the student has accumulated 10 or more days truant. Both half day (UNHD) and full day (UNFD) truancy are used in the Daily Attendance Template.

[/eui.ped.state.nm.us/sites/stars/Test/Public Folders/eScholar Framework - Verify/District and Location Reports/Mobility, Truancy and Chronic Absenteeism/Habitual Truant Students.rdl](#)

Chronic Absenteeism



School Year: 2017-2018

Note: This report includes only Public and Charter Schools. Off-Site, District Office and State Supported schools are not included.

% missed = 1-(Present/enrolled); % Chronic Absenteeism = ([% missed] >= .1) / [Total Student Count]

District Name	District Code	Location Legal Name	Loc ID	Student ID	Total Student Count	Total Days Enrolled	Total Days	% Days Present	% Days Missed	Student Count Missed GTE .1 %	%Chronic Absenteeism
TAOS ACADEMY	510	All Schools	000	All	224	24,478	23,715	0.9688	0.0312	18	0.0804

Excused and Unexcused Absences

School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Charter Status: Charters ,Non-Charters

Aggregate: DISTRICT

Source: Student Snapshot and Daily Attendance:
Valid values for K3P Reporting only: ATTD = Attended, ABS = Absent
UNHD - Unexcused Half Day Absence; UNFD - Unexcused Full Day Absence; EHDCO - Excused Half Day Absence Cultural Observance; EFDCO - Excused Full Day Absence Cultural Observance

District Name	Location Name	Student ID	Student Name	Attendance Date	ATTD Student Count	ABS Student Count	UNHD Student Count	UNFD Student Count	EHDCO Student Count	EFDCO Student Count	Total Unexcused Absences	Total Excused Absences Cultural
TAOS ACADEMY	All Schools	All Students	All Students	1/1/1999				1,227				



Habitual Truant Students

School Year: 2018-2019 Reporting Level: Student

Location Organization Types: Central Office, Charter, Home School, Off-Site, Private

Location Status: OPEN

School Level: Central Office, High School, Non-Accredited Private School, Prekindergarten



District Name	Code	Location Name	ID	Status	Level	Org Type	Student Name	Student ID	Days Truant	Student Count
*Report Total										
										0

A student is identified as Habitual Truant when the student has accumulated 10 or more days truant. Both half day (UNHD) and full day (UNFD) truancy are used in the Daily Attendance Template.

[/eui.ped.state.nm.us/sites/stars/Test/Public Folders/eScholar Framework - Verify/District and Location Reports/Mobility, Truancy and Chronic Absenteeism/Habitual Truant Students.rdl](#)



TA Response - Lowest Achieving 25% of Students (Quartile 1)

Taos Academy's data shows clearly that we serve our students at a high level and that students who come to us with low achievement routinely leave our school having grown tremendously. However, this is an area where Taos Academy's school grade data is affected adversely by the combination of the surrounding community that we serve and the way that the Lowest Achieving 25% of students (Quartile 1) is calculated at the state level.

As per the A-F School Grading Technical Guide, a student entering Taos Academy below proficiency will generally count as a Q1; often they are coming from a lower performing school setting. Adjusting to our blended learning model, the rigorous curriculum, and the high standards that we set means that first-year students are learning effectively two sets of curriculum: their academic subjects as well as how to be a successful blended learner. Over time, students who remain at Taos Academy leave the school with large academic gains, showing growth over their peers in both ELA and Math. Thus, they move to Q3 and no longer count as our lowest quartile of learners. However, as long as we continue to take in students from the surrounding district and to grow our school's impact, these students will continue to fill our Q1 ranks. This calculation makes it extremely difficult for Taos Academy to show growth among our lowest quartile.

For **2018 School Grades**, students were assigned to Q1 or Q3 based on the earliest of three assessments in SY2015-2016, 2016-2017, and 2017-2018. Per NMPED, "Students with quartile assignments in each of these three years were assigned to either the Q1 or Q3 subgroup for 2018 school grades based on the 2015-2016 quartile assignment (i.e. the earliest year in the series)." As we will show in the data analysis that follows, there are several ways in which the calculation of Q1 and Q3 as intended as a measure of a school that is growing its students breaks down when applied to Taos Academy. We also provide additional data analysis from both a year-to-year comparison and a three-year over-time comparison of student growth to demonstrate that we are, in fact, seeing achievement from our lowest performing academic quartile.

Year 1 Data Analysis:

To look at if we are growing our lowest 25% of students from one year to the next, we looked at all students not achieving a Level 3 or higher score on PARCC in Spring 2017 and looked for their performance on PARCC in Spring 2018. To count in our calculation, a student had to grow by an entire Proficiency Level. The results at a glance:

- Just over 42% of TA students grew one proficiency level or more on their same-subject PARCC tests from Spring 2017 to Spring 2018.
- Just over 42% of TA students remained at the same proficiency level on a more difficult level test from Spring 2017 to Spring 2018 (it is worth noting that a student is taking a grade level test in PARCC and that content grows in difficulty/complexity across the grade levels).
- Just over 15% of students dropped a Proficiency Level from Spring 2017 to Spring 2018 as the test increased in grade level content and complexity.
- At this rate, 84% of TA students would show growth towards proficiency over a 2 year span with the school, and 100% would show growth over 3 years.

School Grade 2018 Q1: Percentage of Student Tests Demonstrating Growth on PARCC from Spring 2017 to Spring 2018



- Percentage of Q1 Students Growing at Least One Proficiency Level on PARCC (42.37%)
- Percentage of Q1 Students Remaining at the Same Proficiency Level on PARCC (42.37%)
- Percentage of Q1 Students Dropping a Proficiency Level on PARCC (15.25%)

Three Year Data Analysis:

To look at if we are growing our lowest-achieving 25% of students, we looked at our 2018 School Grade Roster from SOAP. There were 87 valid tests in the Student Grade Roster for the 2018 calculation. We excluded Science scores since they are only taken from NMSBA in 7th and 11th grade and do not fit into the three year cycle. If a student test score qualifies them as Q1 in Science in 7th grade, we do not get another data point until 11th grade; if in 11th grade, the student Q1 designation remains with us past their graduation. Documentation used in these calculations is attached and is verifiable in STARS using the Student Display report.

- In 31% of these tests (27 of 87 valid tests), students were not at Taos Academy for their SY1516 Student Achievement data set, meaning that Taos Academy had not yet had instructional time with those students in the test subject. For example, for all TA 5th graders, the first time TA benefits from our work with them in the Q1/Q3 is when they test as 7th graders. Almost one third of our Q1/Q3 score is calculated using data that we have not yet had a chance to impact.
- For 52.8% of tests (46 of 87), the first assessment in the series was also their first instructional year (some not a full year) at Taos Academy. Please note that many of our students are coming to us from a lower-performing surrounding district with significant gaps in their education.
- This means that for 83.8% of our School Grade Q1/Q3 growth score, we are assessed on students that we have had for one year or less (the average is 0.63 or just over 60% of an instructional year).
- In nearly 20% of our Q1 Roster from School Grade 2018, we do not yet have year-to-year data - for example, for students arriving from out of state, from homeschool, or from BIE schools, we do not have prior year data for to assess the impact of our instruction. This is the case for 17 of the 87 valid tests.
- Of the remaining 70 tests, 60% (42 tests over time) demonstrate growth of one Proficiency Level or higher in a student's time at TA. The other 28 tests show that the student remained at the same level (19 tests or 27% of the total tests) on increasingly complex grade level tests or dropped Proficiency Levels (9 tests or 13%) of TA's Q1 Roster as the PARCC grade level expectations grew.
- Of students demonstrating one or more PARCC Proficiency Levels of growth, 73.68% have had two consecutive years of instruction at Taos Academy, supporting our internal data that in general, students who remain with us over time exit TA out performing both

state and national test averages on PARCC. Five student tests currently counted in our Q1 calculation have since grown to Proficiency (Level 4+) in their time at TA.

Interventions for Struggling Learners:

Despite our conviction that the Q1/Q3 data does not accurately reflect the work of our staff or our students, we continue to work to improve instruction and student outcomes. Using both PARCC and NWEA MAP data, we are striving to identify and address the needs of students at TA who are both achieving at a low rate and showing low academic growth in either ELA or Math.

These students are tracked via their short-cycle assessment scores and their progress towards proficiency. Helping support these Low Achieving/Low Growth students has been a part of each staff members' Professional Development Plan and was a schoolwide goal for Taos Academy in SY1718; growing all of our students towards Proficiency in the area of math is our multi-year instructional goal beginning in SY1819. Some steps that we have taken thus far to further support our lowest quartile of learners:

- We have invested in technology tools that help build targeted skills for students, including MyPath, MobyMax, iXL, and Khan Academy. These supplemental learning technologies increase our ability to meet each student where they are and to quickly get them focused help in areas of challenge.
- We are working with our curriculum provider (Edgenuity) to implement more targeted math instruction based on student MAP scores in the early elementary grades in order to fill gaps before high school.
- We have also restructured our Math Lab and Writing Lab so that students are receiving more hands-on support for sustained applications of knowledge such as essays, labs, and performance tasks.
- Students who are not demonstrating growth on either PARCC from year-to-year (ex: Spring 2016 to Spring 2017) AND not demonstrating growth on their NWEA MAP scores for that area (ex: from Fall 2017 to Spring 2018) are required to come in for additional support from 8-12 on Fridays in our Student Success Lab in their area of challenge.

One Year Data for 61/03

Student ID	Last	First	DOB	2017 PARCC RESULTS			2018 PARCC RESULTS			Proficiency Level	Status
				Scale Score	Performance Level	Test Name	Scale Score	Performance Level	Test Name		
				743	Approached Expectations	Geometry	733	Approached Expectations	Algebra II	N	Same
				726	Approached Expectations	Grade 10 ELA/Literacy	761	Met Expectations	Grade 11 ELA/Literacy	Y	Grew
				743	Approached Expectations	Grade 05 Mathematics	729	Approached Expectations	Grade 06 Mathematics	N	Same
				665	Did Not Yet Meet Expectations	Grade 06 Mathematics	661	Did Not Yet Meet Expectations	Grade 07 Mathematics	N	Same
				731	Approached Expectations	Grade 06 ELA/Literacy	706	Partially Met Expectations	Grade 07 ELA/Literacy	N	Dropped
				743	Approached Expectations	Grade 06 Mathematics	728	Approached Expectations	Grade 07 Mathematics	N	Same
				731	Approached Expectations	Grade 08 Mathematics	756	Met Expectations	Algebra I	Y	Grew
				729	Approached Expectations	Grade 10 ELA/Literacy	763	Met Expectations	Grade 11 ELA/Literacy	Y	Grew
				739	Approached Expectations	Algebra I	744	Approached Expectations	Geometry	N	Same
				741	Approached Expectations	Grade 06 ELA/Literacy	743	Approached Expectations	Grade 07 ELA/Literacy	N	Same
				748	Approached Expectations	Grade 06 Mathematics	750	Met Expectations	Grade 07 Mathematics	Y	Grew
				742	Approached Expectations	Grade 09 ELA/Literacy	765	Met Expectations	Grade 10 ELA/Literacy	Y	Grew
				745	Approached Expectations	Grade 08 ELA/Literacy	716	Partially Met Expectations	Grade 09 ELA/Literacy	N	Dropped
				735	Approached Expectations	Grade 08 Mathematics	728	Approached Expectations	Grade 07 Mathematics	N	Same
				747	Approached Expectations	Grade 06 ELA/Literacy	760	Met Expectations	Grade 07 ELA/Literacy	Y	Grew
				739	Approached Expectations	Grade 07 Mathematics	711	Partially Met Expectations	Grade 08 Mathematics	N	Dropped
				741	Approached Expectations	Geometry	753	Met Expectations	Algebra I	Y	Grew
				727	Approached Expectations	Grade 08 ELA/Literacy	707	Partially Met Expectations	Grade 09 ELA/Literacy	N	Dropped
				747	Approached Expectations	Grade 08 ELA/Literacy	754	Met Expectations	Grade 09 ELA/Literacy	Y	Grew
				732	Approached Expectations	Grade 08 Mathematics	756	Met Expectations	Algebra I	Y	Grew
				672	Did Not Yet Meet Expectations	Grade 07 Mathematics	669	Did Not Yet Meet Expectations	Grade 08 Mathematics	N	Same
				685	Did Not Yet Meet Expectations	Grade 07 ELA/Literacy	672	Did Not Yet Meet Expectations	Grade 08 ELA/Literacy	N	Same
				730	Approached Expectations	Grade 06 Mathematics	750	Met Expectations	Grade 07 Mathematics	Y	Grew
				734	Approached Expectations	Grade 05 ELA/Literacy	733	Approached Expectations	Grade 06 ELA/Literacy	N	Same
				730	Approached Expectations	Algebra I	740	Approached Expectations	Geometry	N	Same
				728	Approached Expectations	Grade 10 ELA/Literacy	772	Met Expectations	Grade 11 ELA/Literacy	Y	Grew
				688	Did Not Yet Meet Expectations	Grade 07 ELA/Literacy	677	Did Not Yet Meet Expectations	Grade 08 ELA/Literacy	N	Same
				725	Approached Expectations	Grade 08 ELA/Literacy	706	Partially Met Expectations	Grade 09 ELA/Literacy	N	Dropped
				745	Approached Expectations	Algebra I	725	Approached Expectations	Geometry	N	Same
				693	Did Not Yet Meet Expectations	Grade 05 Mathematics	695	Did Not Yet Meet Expectations	Grade 06 Mathematics	N	Same
				733	Approached Expectations	Algebra I	730	Approached Expectations	Geometry	N	Same
				730	Approached Expectations	Grade 06 Mathematics	752	Met Expectations	Grade 07 Mathematics	Y	Grew
				733	Approached Expectations	Grade 06 ELA/Literacy	777	Met Expectations	Grade 07 ELA/Literacy	Y	Grew
				741	Approached Expectations	Geometry	693	Did Not Yet Meet Expectations	Algebra II	N	Dropped
				748	Approached Expectations	Grade 06 Mathematics	753	Met Expectations	Grade 07 Mathematics	Y	Grew
				749	Approached Expectations	Grade 06 ELA/Literacy	768	Met Expectations	Grade 07 ELA/Literacy	Y	Grew
				747	Approached Expectations	Geometry	765	Met Expectations	Algebra I	Y	Grew
				699	Did Not Yet Meet Expectations	Grade 05 Mathematics	703	Partially Met Expectations	Grade 06 Mathematics	Y	Grew
				742	Approached Expectations	Grade 07 ELA/Literacy	736	Approached Expectations	Grade 08 ELA/Literacy	N	Same
				687	Did Not Yet Meet Expectations	Algebra I	704	Partially Met Expectations	Geometry	Y	Grew
				685	Did Not Yet Meet Expectations	Grade 09 ELA/Literacy	711	Partially Met Expectations	Grade 10 ELA/Literacy	Y	Grew
				731	Approached Expectations	Algebra I	744	Approached Expectations	Algebra I	N	Same
				748	Approached Expectations	Grade 09 ELA/Literacy	766	Met Expectations	Grade 10 ELA/Literacy	Y	Grew
				735	Approached Expectations	Grade 07 Mathematics	753	Met Expectations	Grade 08 Mathematics	Y	Grew
				744	Approached Expectations	Geometry	733	Approached Expectations	Algebra II	N	Same

[illegible]

Out of 59 Tests:

% Q1 Showing Growth to Proficiency	25	42.37%
% Q1 w/ Same Proficiency Levels	25	42.37%
% Q1 Showing Drop in Growth	9	15.25%

Three Year Data for Q1/Q3

DistrictCode	DistrictName	STID	FirstNme	LastNme	MI	DOB	Testname	Subtest	Perf. level	Scale/Score	Q1Q3	Notes	SY1516 - BASELINE YEAR for Current Q1 Calculation	SY1617	SY1718	Q1 Data Includes TA Instruction?	Grew from SY1516?
510 Taos Academy							PARCCFALL	READ	1	699	1		PARCC ELA 10 Level 1	PARCC ELA 11 Level 2	PARCC ELA 11 Level 1 - Graduated with ADC in this area of disability	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCFALL	MATH	2	712	1		PARCC ALG02 Level 2 - NMMSA	PARCC ALG02 Level 1	PARCC ALG02 Level 2 - Graduated with ADC in Math	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCSpring	MATH	2	718	1		PARCC Math 07 Level 2	PARCC Math 08 Level 3	PARCC Math 09 Level 2	N	
510 Taos Academy							PARCCSpring	READ	3	733	1		PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	PARCC ELA 08 Level 3	Y	Y
510 Taos Academy							PARCCSpring	READ	4	761	1	SY1516 - 1st Year at TA	ELA09 PARCC Level 2	PARCC ELA10 PARCC Level 3	ELA11 PARCC Level 4	Y	Y
510 Taos Academy							PARCCSpring	READ	1	685	1	SY1617 - Ranchos	No data available in STARS	PARCC ELA 05 Level 1 - Ranchos	PARCC ELA 06 Level 1	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCSpring	MATH	1	681	1	SY1718 - 1st Year at TA	No data available in STARS	PARCC Math 08 Level 1	PARCC Math 09 Level 1	N/A - Do not have year-to-year data	
510 Taos Academy							PARCCSpring	READ	1	650	1	SY1718 - 1st Year at TA	No data available in STARS	PARCC ELA 08 Level 1	PARCC ELA 09 Level 1	N/A - Do not have year-to-year data	
510 Taos Academy							PARCCSpring	MATH	3	730	1	SY1516 - 1st Year at TA	PARCC Math 08 Level 2	PARCC Math 09 Level 2	PARCC Math 10 Level 3	Y	Y
510 Taos Academy							PARCCSpring	READ	2	706	1	SY1718 - 1st Year at TA	No data in STARS	PARCC ELA09 Level 2	PARCC ELA09 Level 2	N/A - Do not have year-to-year data	
510 Taos Academy							PARCCSpring	MATH	2	713	1	SY1718 - 1st Year in TA	No data in STARS	PARCC Math 05 Level 2	PARCC Math 06 Level 2	N/A - Do not have year-to-year data	
510 Taos Academy							PARCCSpring	MATH	2	708	1	SY1516 - TMUSD	PARCC Math 07 Level 1 - TMUSD	PARCC Math 08 Level 1 - TMUSD	PARCC Math 09 Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy							PARCCSpring	READ	1	696	1	SY1516 - TMUSD	PARCC ELA 07 Level 1 - TMUSD	PARCC ELA 08 Level 1 - TMUSD	PARCC ELA 09 Level 1	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCSpring	MATH	3	732	1	SY1516 - Eagle Nest	PARCC Math 04 Level 1 - Eagle Nest	PARCC Math 05 Level 2 - Eagle Nest	PARCC Math 06 Level 3	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy							PARCCSpring	READ	3	737	1	SY1516 - Eagle Nest	PARCC ELA 04 Level 1 - Eagle Nest	PARCC ELA 05 Level 3 - Eagle Nest	PARCC ELA 06 Level 3	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy							PARCCSpring	MATH	3	730	1	SY1516 - 1st Year in TA	PARCC Math 08 Level 2	PARCC Math 09 AUG 1 Level 3 - THS	PARCC Math 10 GEOM Level 3	Y	Y

510 Taos Academy					PARCCSpring	MATH	2	703	1 SY1516 - TISA	PARCC Math 04 Level1 - TISA	PARCC Math 05 Level1 - TISA	PARCC Math 06 Level2	N - TA Instruction Included in Current Q1 Calculation	N
510 Taos Academy					PARCCSpring	MATH	1	661	1 SY1516 - 1st Year in TA	PARCC ELA 05 Level 1	PARCC ELA 06 Level 2	PARCC ELA 07 Level 1	Y	N
510 Taos Academy					PARCCSpring	READ	1	663	1 SY1516 - 1st Year in TA	PARCC ELA 05 Level 1	PARCC ELA 06 Level 2	PARCC ELA 07 Level 1	Y	N
510 Taos Academy					PARCCSpring	MATH	2	715	1 SY1718 - 1st Year in TA	No STARS Data Available	No STARS Data Available	PARCC Math Level 2	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	READ	2	700	1 SY1718 - 1st Year in TA	No STARS Data Available	No STARS Data Available	PARCC ELA Level 2	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	READ	1	692	1 SY1718 - 1st Year in TA	No STARS Data Available	No STARS Data Available	PARCC ELA Level 1	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	READ	4	763	1 SY1516 - 1st Year in TA	PARCC ELA 09 Level 1	PARCC ELA 10 Level 3	PARCC ELA 11 Level 4	Y	Y
510 Taos Academy					PARCCSpring	MATH	4	750	1 SY1516 - 1st Year at TA	PARCC Math 05 Level 2	PARCC Math 06 Level 3	PARCC Math 07 Level 4	Y	Y
510 Taos Academy					PARCCSpring	READ	2	720	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC Math 8 Level 2	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	READ	2	718	1	PARCC ELA 06 Level 1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	Y	Y
510 Taos Academy					PARCCSpring	MATH	3	733	1	PARCC Math Level 2	PARCC Math Level 3	PARCC Math Level 3	Y	Y
510 Taos Academy					PARCCSpring	MATH	1	677	1 SY1516 - 1st Year at TA	PARCC Math 07 Level 2	PARCC Math 08 Level 2	PARCC Math 09 Level 1	Y	N
510 Taos Academy					PARCCSpring	READ	3	735	1 SY1516 - 1st Year at TA	PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	PARCC ELA 09 Level 3	Y	Y
510 Taos Academy					PARCCSpring	READ	4	754	1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 3	PARCC ELA 09 Level 4	Y	Y
510 Taos Academy					PARCCSpring	MATH	1	669	1 SY1516 - 1st Year in TA	PARCC Math 06 - Level 1	PARCC Math 07 - Level 1	PARCC Math 08 - Level 1	Y	N
510 Taos Academy					PARCCSpring	READ	1	672	1 SY1516 - 1st Year in TA	PARCC ELA 06 Level 2	PARCC ELA 07 Level 1	PARCC ELA 08 Level 1	Y	N
510 Taos Academy					PARCCSpring	MATH	1	692	1	PARCC Math 04 Level 1 - TMSD	PARCC Math 05 Level 1 - TMSD	PARCC Math 06 Level 1	Y	Y
510 Taos Academy					PARCCSpring	READ	3	728	1	PARCC ELA 04 Level 1 - TMSD	PARCC ELA 05 Level 2 - TMSD	PARCC ELA 06 Level 3	N - TA Instruction Included in Current Q1 Calculation	Y
510 Taos Academy					PARCCSpring	MATH	1	684	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC Math Level 1	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	READ	1	666	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC ELA Level 1	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	MATH	3	740	1 SY1516 - 1st Year at TA	PARCC Math 05 Level 2	PARCC Math 06 Level 2	PARCC Math 07 Level 3	Y	Y
510 Taos Academy					PARCCSpring	MATH	2	707	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC Math 05 Level 2	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCSpring	READ	2	718	1 SY1718 - 1st Year at TA	No data	No data	ELA PARCC Level 2	Y	N/A - Do not have year-to- year data

510 Taos Academy					PARCCspring	MATH	2	719	1 SY1617 - 1st Year at TA	No STARS Data Available	PARCC Math 07 Level 2	PARCC Math 08 Level 2	Y	N
510 Taos Academy					PARCCspring	READ	1	677	1 SY1617 - 1st Year at TA	No STARS Data Available	PARCC ELA 07 Level 1	PARCC ELA 08 Y		N
510 Taos Academy					PARCCspring	READ	3	730	1 SY1617 - 1st Year at TA	Score Recorded in STARS (Mexico)	ELA09 PARCC Level 2	ELA10 PARCC Level 3	Y	Y
510 Taos Academy					PARCCspring	READ	2	706	1 SY1617 - 1st Year at TA	PARCC ELA 07 Level 2	PARCC ELA 08 Level 3	ELA 09 Level 2	Y	N
510 Taos Academy					PARCCspring	READ	1	686	1 SY1516 - TISA	PARCC ELA 04 Level 1 - TISA	PARCC ELA 05 Level 2	PARCC ELA 06 Level 1	N - TA Included in Current Q1 Calculation	N
510 Taos Academy					PARCCspring	MATH	1	673	1 SY1516 - TISA	PARCC Math 06 Level 1 - TISA	PARCC Math 07 Level 1 - TISA	PARCC Math 08 Level 1	N - TA Included in Current Q1 Calculation	N
510 Taos Academy					PARCCspring	READ	1	691	1 SY1516 - TISA	PARCC ELA 06 Level 1 - TISA	PARCC ELA 07 Level 1 - TISA	PARCC ELA 08 Level 1	N - TA Included in Current Q1 Calculation	N
510 Taos Academy					PARCCspring	MATH	1	674	1 SY1516 - TISA	PARCC Math 04 Level 1 - TISA	PARCC Math 05 Level 1	PARCC Math 06 Level 1	N - TA Included in Current Q1 Calculation	N
510 Taos Academy					PARCCspring	READ	2	712	1 SY1516 - TMSD	PARCC ELA 05 Level 2 - TMSD	PARCC ELA 06 Level 3 - TMSD	PARCC ELA 07 Level 3	N - TA Included in Current Q1 Calculation	N
510 Taos Academy					PARCCspring	MATH	2	707	1 SY1516 - Enos Garcia	PARCC Math 04 Level 1 - Enos	PARCC Math 05 Level 1 - Enos	PARCC Math 06 Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy					PARCCspring	MATH	2	703	1 SY1617 - 1st Year in School	Based on SY1516 assessment data from Enos Garcia School	PARCC Level 1	PARCC Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy					PARCCspring	MATH	2	706	1 SY1516 - 1st Year at TA	PARCC Math 6 Level 2	PARCC Math 7 Level 2	PARCC Math 8 Y		N
510 Taos Academy					PARCCspring	READ	3	736	1 SY1516 - 1st Year at TA	PARCC ELA 6 Level 2	PARCC ELA 7 Level 3	PARCC ELA 8 Y		Y
510 Taos Academy					PARCCspring	MATH	2	704	1 SY1516 - TMSD	PARCC Math 06 Level 1 - TMSD	PARCC Math Level 1	PARCC Math Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy					PARCCspring	READ	2	711	1 SY1516 - TMSD	PARCC ELA 08 Level 1 - TMSD	PARCC ELA 09 Level 1	PARCC ELA 10 Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy					PARCCspring	MATH	2	723	1 SY1516 - Dixon	PARCC Math 05 Level 1 - Dixon	PARCC Math 06 Level 2	PARCC Math 07 Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y

510 Taos Academy					PARCCspring	READ	2	719	1	SY1516 - Dixon	PARCC ELA 05	PARCC ELA 06	PARCC ELA 07	N - TA	Instruction Not Included in Current C1	Y
510 Taos Academy					PARCCspring	MATH	2	705	1		PARCC Math 07 Level 1	PARCC Math 08 Level 1	PARCC Math 09 Level 2	Y	Calculation	Y
510 Taos Academy					PARCCspring	READ	4	758	1		PARCC ELA 07 Level 2	PARCC ELA 08 Level 4	PARCC ELA 09 Level 4	Y		Y
510 Taos Academy					PARCCspring	MATH	1	686	1	SY1617 - 1st Year at TA	Out of state - No STARS data	PARCC Alg 01 Level 2	PARCC Geom Level 1	Y		N
510 Taos Academy					PARCCspring	READ	2	708	1	SY1617 - 1st Year at TA	Out of state - No STARS data	PARCC ELA 09 Level 2	PARCC ELA Level 2	Y		N
510 Taos Academy					PARCCspring	MATH	1	684	1	SY1516 - 1st Year at TA	PARCC Math 06 Level 2	PARCC Math 07 Level 2	PARCC Math 08 Level 1	Y		N
510 Taos Academy					PARCCspring	READ	2	712	1	SY1718 - 1st Year at TA	HomeSchool - No STARS Data	HomeSchool - No STARS Data	PARCC ELA 05 - Level 2	Y		N/A - Do not have year-to-year data
510 Taos Academy					PARCCspring	MATH	1	690	1	SY1718 - 1st Year at TA	PARCC Math 03 Level 1 - TMSD	PARCC Math 04 Level 2 - TMSD	PARCC Math 05 Level 1	N - TA	Instruction Not Included in Current C1	N
510 Taos Academy					PARCCspring	READ	2	700	1	SY1718 - 1st Year at TA	PARCC ELA 03 Level 2 - TMSD	PARCC ELA 04 Level 3 - TMSD	PARCC ELA 05 Level 2	N - TA	Instruction Not Included in Current C1	N
510 Taos Academy					PARCCspring	MATH	3	739	1	SY1718 - 1st Year in School; previously attended TCS	PARCC Math 06 Level 2 - TCS	PARCC Math 07 Level 3 - TCS	PARCC Math 08 Level 3	Y		Y
510 Taos Academy					PARCCspring	MATH	2	711	1		PARCC Math 07 Level 1	PARCC Math 08 Level 2	PARCC Math 09 Level 2	Y	Calculation	Y
510 Taos Academy					PARCCspring	READ	3	725	1		PARCC ELA 07 Level 1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 3	Y		Y
510 Taos Academy					PARCCspring	READ	2	707	1		PARCC ELA 06 Level 1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	Y		Y
510 Taos Academy					PARCCspring	READ	3	738	1	SY1516 - TMSD	PARCC ELA 05 Level 3 - TMSD	PARCC ELA 06 Level 1	PARCC ELA 07 Level 3	N - TA	Instruction Not Included in Current C1	Y
510 Taos Academy					PARCCspring	MATH	2	704	1	SY1718 - 1st Year	HomeSchool - No STARS Data	HomeSchool - No STARS Data	PARCC ELA Level 2	Y	Calculation	N/A - Do not have year-to-year data
510 Taos Academy					PARCCspring	MATH	1	663	1		PARCC Math 6 Level 1	PARCC Math 7 Level 1	PARCC Math 8 Level 1	Y		N
510 Taos Academy					PARCCspring	READ	1	686	1		PARCC ELA 6 Level 1	PARCC ELA 7 Level 1	PARCC ELA 8 Level 1	Y		N
510 Taos Academy					PARCCspring	MATH	3	729	1		No data - out of state	PARCC Math 08 Level 2	PARCC Math 09 Level 3	Y		Y
510 Taos Academy					PARCCspring	MATH	2	722	1	SY1617 - 1st Year	No STARS Data Available	PARCC Math 05 Level 2	PARCC Math 06 Level 2	Y		N
510 Taos Academy					PARCCspring	MATH	3	742	1		PARCC Math 08 Level 2	PARCC Math 09 Level 2	PARCC Math 10 Level 3	Y		Y
510 Taos Academy					PARCCspring	READ	2	718	1		PARCC ELA 08 Level 2	PARCC ELA 09 Level 2	PARCC ELA 10 Level 2	Y		N
510 Taos Academy					PARCCspring	MATH	3	728	1	SY1516 - Dixon	PARCC Math 5 Level 1 - Dixon	PARCC Math 6 Level 2 - Dixon	PARCC Math 7 Level 3	N - TA	Instruction Not Included in Current C1	Y

