

## **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.**

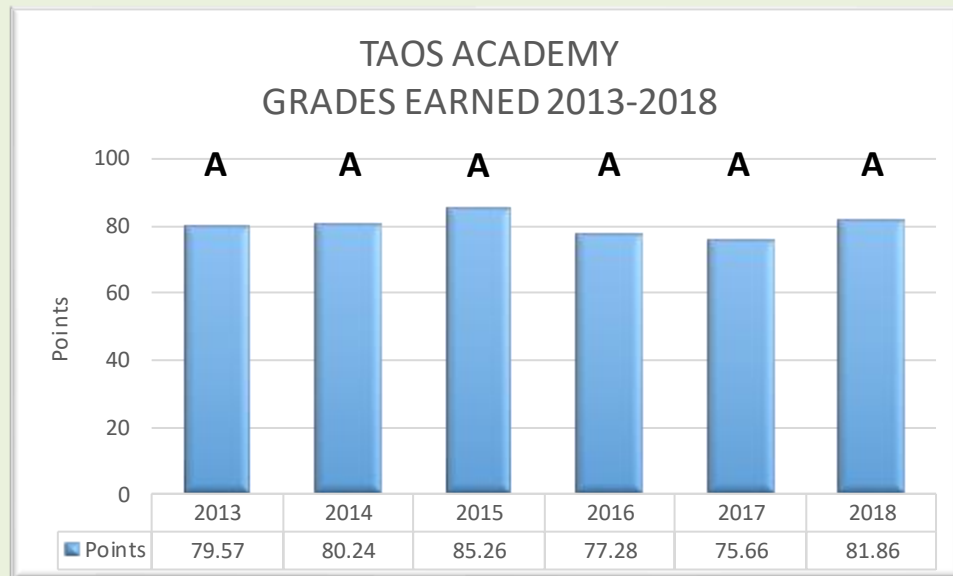
***School response:***

#### **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.<sup>1</sup>*



#### 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”.<sup>2</sup>

#### Australia Replicates Taos Academy Blended-Learning Model

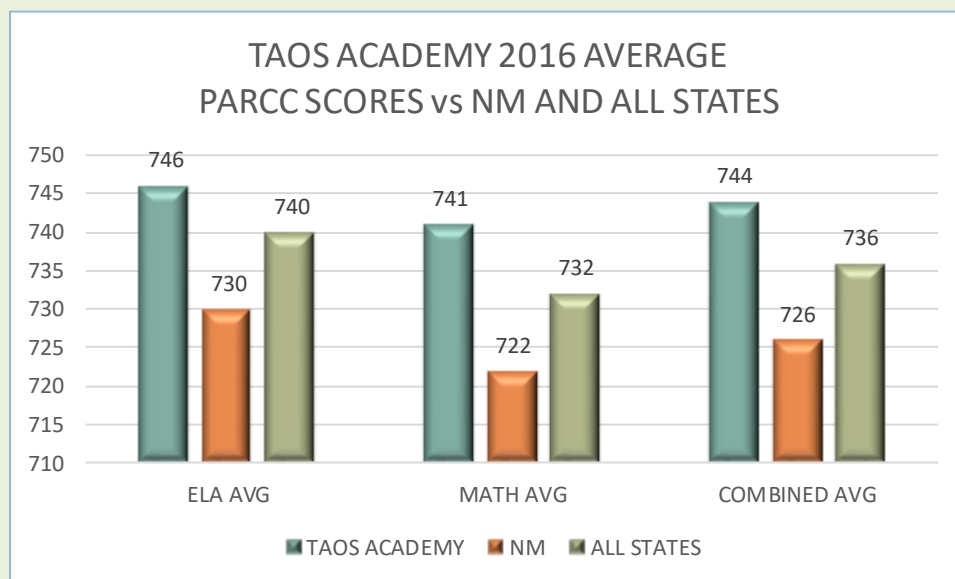
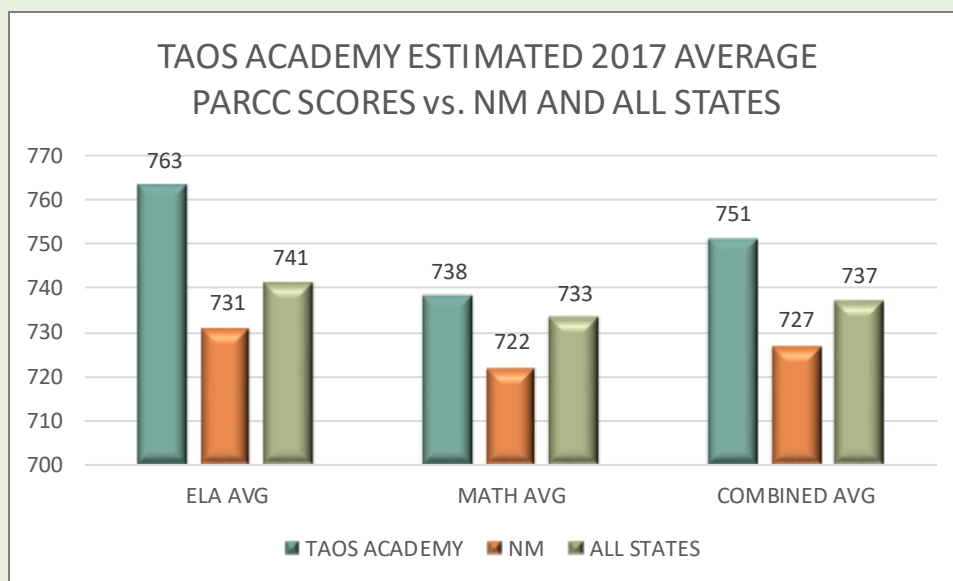
The Center for Relational Learning, founder George Otero, began visiting Taos Academy in 2012 with a team of Australian educators, administrators and parents. The core team returns to Taos Academy twice per year with differing educational entities in Australia, including key policymakers and state administrators 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](http://www.relationalearning.com).

#### Taos Academy Outperforms New Mexico and Other States Implementing PARCC

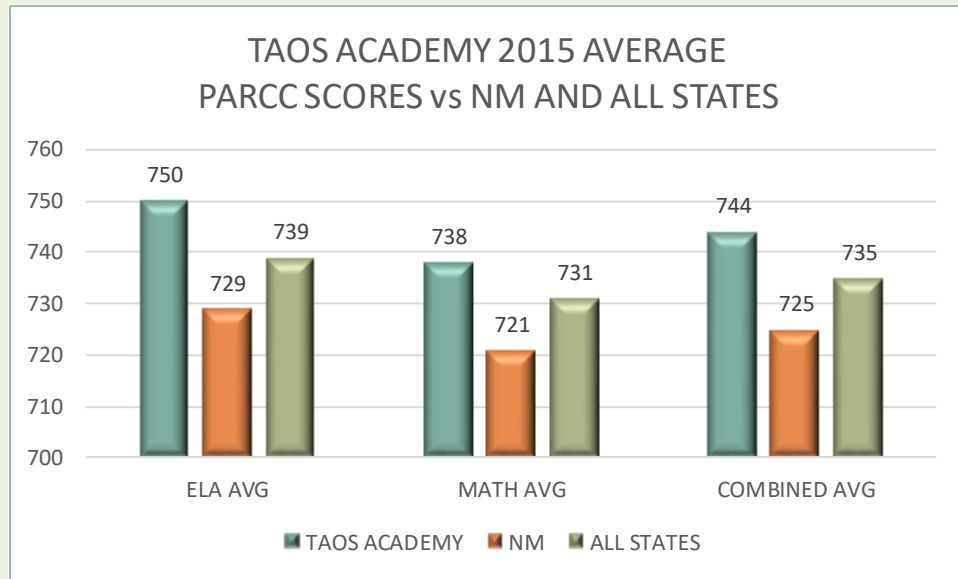
<sup>1</sup> NMPED Press Release: Ruszkowski, Christopher. New Mexico Releases 2018 School Grades, August 17, 2018

<sup>2</sup> <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.<sup>3</sup>



<sup>3</sup> 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 21<sup>st</sup> 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.<sup>4</sup> 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

<sup>4</sup><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.*

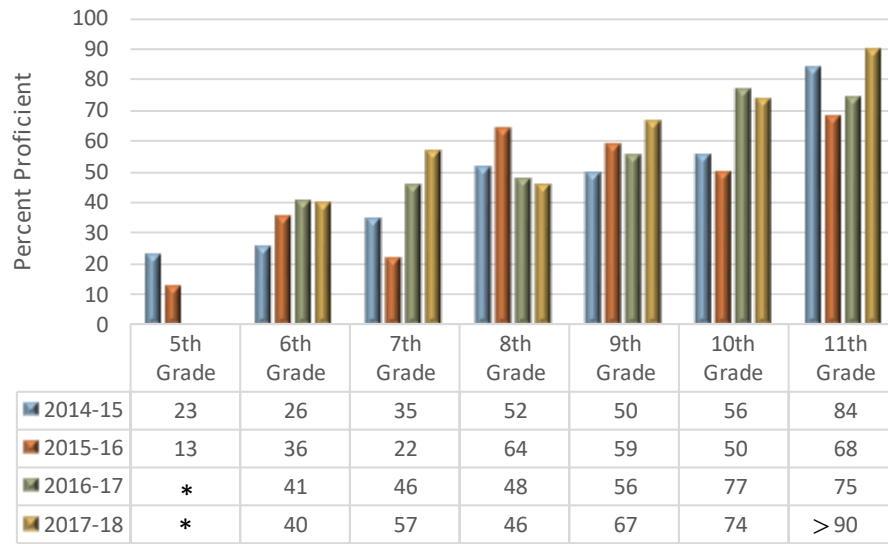
*Progress Made:*

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 21<sup>st</sup> 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.

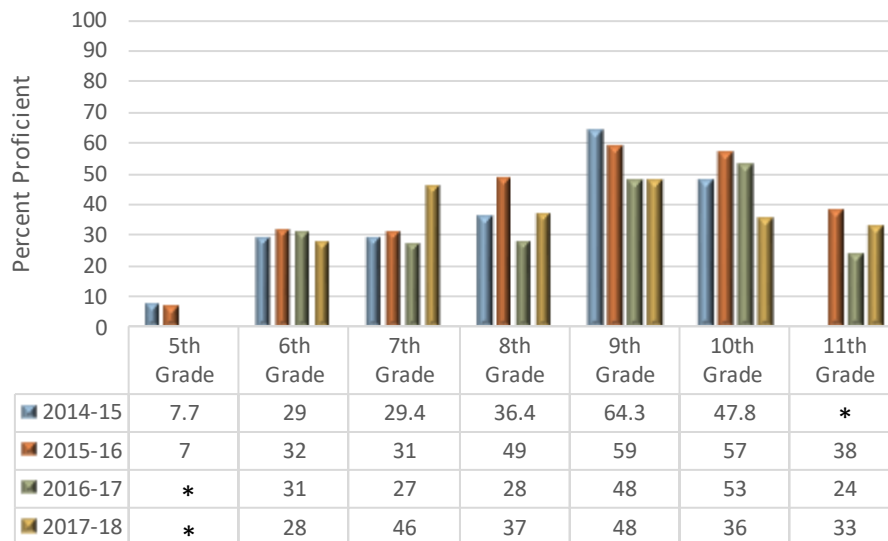
State Assessment Grade-Level Proficiency:

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

### 2015-2018 STATE ASSESSMENT READING PROFICIENCY BY GRADE LEVELS



### 2015-2018 STATE ASSESSMENT MATH PROFICIENCY BY GRADE LEVELS



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 5-12<sup>5</sup> 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.

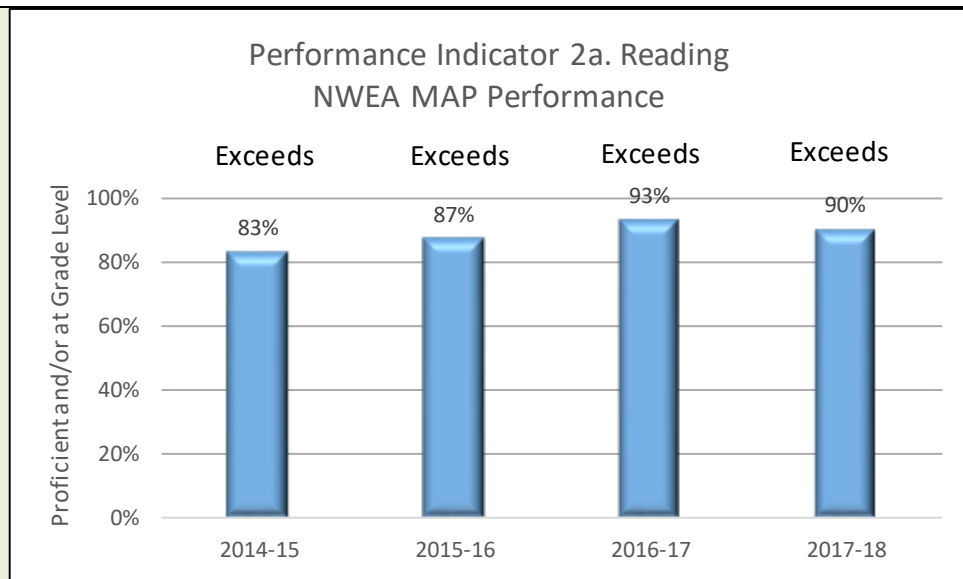
Does Not Meet Standard:

□ 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.

<sup>5</sup> NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12<sup>th</sup> 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.<sup>6</sup>

**School Specific Goal – Mathematics:**

***PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH.** Students in grades 5-12<sup>7</sup> 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*

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

<sup>7</sup> NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12<sup>th</sup> 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:

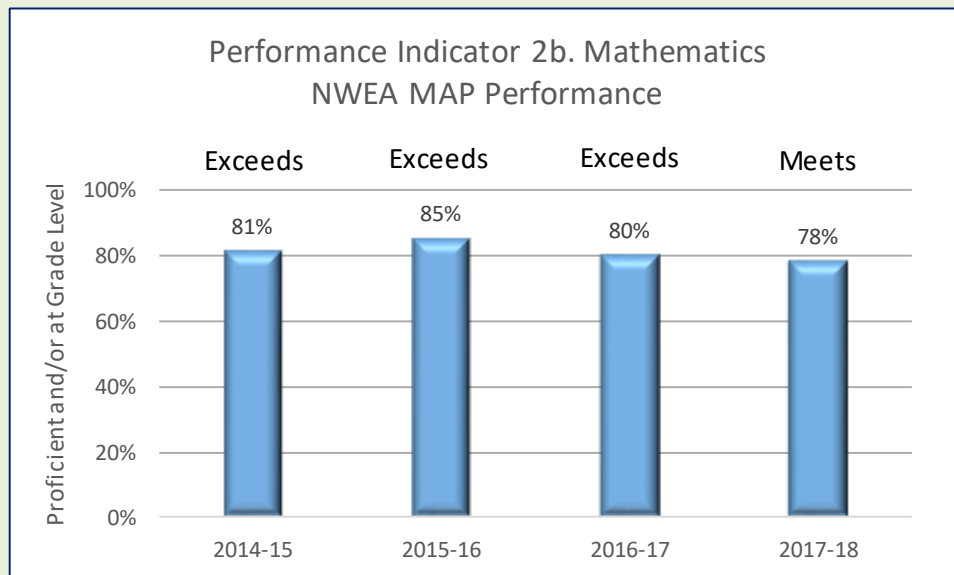
□ 70% to 79% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

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.<sup>8</sup>**

**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 (21<sup>st</sup> 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 (21<sup>st</sup> 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*

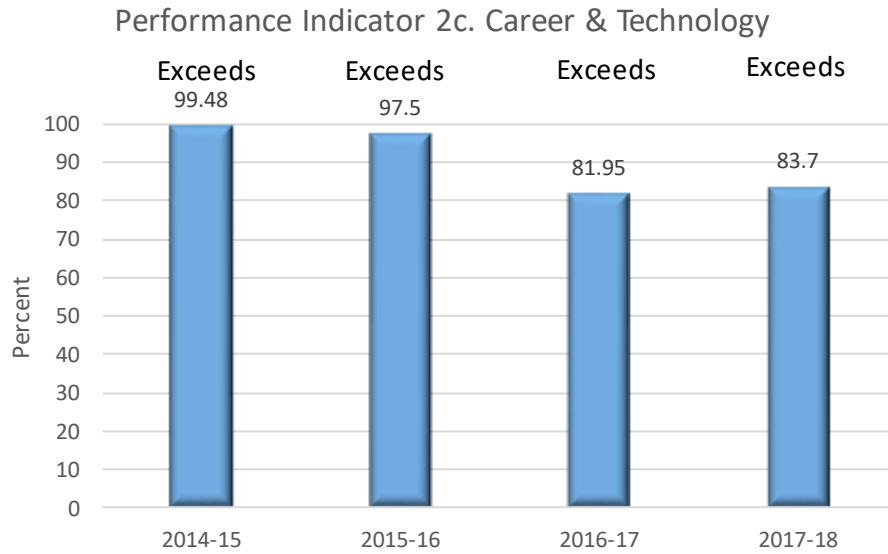
*Does Not Meet Standard:*

*□ 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 (21<sup>st</sup> 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 (21<sup>st</sup> 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*

<sup>8</sup> 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.<sup>9</sup>

<sup>9</sup> 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>
<b>FY16</b>	<p>The school did not receive any material weakness, significant deficiency, or repeat audit findings</p>	<p>N/A</p>
<b>FY 14 (reported in FY 15)</b>	<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>5<sup>th</sup> 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 5<sup>th</sup> through 12<sup>th</sup> 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"> <li>• All students have an individualized learning program aligned to their personal goals to ensure success.</li> <li>• All students are required to meet the following rigorous academic requirements:</li> <li>• All students will participate in enrichment opportunities to further enhance their educational experience.</li> <li>• Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade.</li> <li>• High school students will successfully complete and implement a College/Career Pathway plan.</li> <li>• Students will have the opportunity to attend virtual summer school to further promote academic success.</li> <li>• 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.</li> </ul>	
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"> <li>• Town of Taos dated 8/9/2011;</li> <li>• State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 1/6/2012;</li> <li>• State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/11/2014;</li> <li>• State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/28/2017.</li> </ul> <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><i>Improvement Action:</i></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"> <li>• Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018.</li> <li>• Finance Committee records showing review of the financial statements and procedures of the Foundation.</li> </ul> <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	
<b>Members 2017-2018</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
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	
<b>Member 2016-2017</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
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	
<b>Member 2015-2016</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>

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.**