

The New Mexico Public Education Commission
&
Public Education Department
State Charter Renewal Application



Revised and Adopted by the PEC, February 2021





Part B—Progress Report

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

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

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
Failing to Demonstrate Progress	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING: The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site including renewal site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

1. Innovative and Distinctive Education Program

Some of the purposes of the Charter Schools Act are to encourage different and innovating teaching and educational programs that improve student achievement, and encourage parental and community involvement. 1978 NMSA §22-8B-3.

a. School or Mission Specific Unique, Innovative, and Significant Contributions

The school shall provide a narrative on how the school has fulfilled its mission and how the equity council has influenced any decisions for the 2020-2021 SY. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs
5. Encouraging parental or community involvement
6. School's Equity Plan
7. Monitoring students' social emotional and behavioral development

School response:

Taos International School is a K-8 state public charter Dual Language School. It is recognized as an International Baccalaureate (IB) World School. Its uniqueness includes several educational offerings:

IB Educational Program

The international Baccalaureate program is a research-based educational framework with more than 5,000 schools worldwide. The IB program is internationally recognized for its academic rigor, and its focus on creating lifetime learners who are successful in college and careers. This model is a learner-centered and inquiry-based approach that empowers students to take ownership of their learning while becoming responsible global citizens with a special emphasis on service learning.

Taos International School is the only IB World School in Taos County, and one of only ten schools in the State of New Mexico currently offering an IB program. We are one of four schools authorized in the IB Middle Years Program in the state. Our Primary Years Program's application to be an official world school has been approved, and we are only awaiting our official verification visit. A face-to

face visit was scheduled to take place on April 6th and 7th of 2020, a virtual visit was scheduled on April 20-21, but due to the Covid-19 outbreak the visit has been rescheduled for October 5th and 6th of 2020.

K-8 Dual Language

Taos international School is the only school in Taos County to offer a 3-hour bilingual program that begins in Kindergarten and continues through 8th grade. We offer a 50/50 dual language program (English/Spanish) in grades K-3. In grades 4th-8th our students participate in a 3-hour heritage language program.

English Language Learner (ELL)

Taos International School has been recognized by the Charter School Division for the administration of its ELL program. All of our classroom teachers are bilingual and/or TESOL endorsed. Our staff has participated in, and receives ongoing professional development in English Language Development(ELD) best practices including:

- *Sheltered Instruction Observation Protocol (SIOP)*

SIOP is an instructional planning and delivery model based on 8 components that are research-based and proven effective for English Language Learners. This protocol helps teachers effectively plan, deliver, assess, and reflect on lessons that support academic language development. At TIS this protocol is applied to both English and Spanish language classes to help support all learners.

- *Guided Language Acquisition Design(GLAD)*

GLAD is an instructional model that utilizes high quality research-based instructional strategies that promote the development of academic language and literacy. These engaging teaching methods are designed to be integrated with general education content to support English Language Learners and general education students.

Community Schools Grant

Based on our application, and the needs of our families, in 2019 Taos International School(TIS) applied for and was awarded the Community Schools Planning Grant to help transform the school into a Community School. A Community School can be defined as follows:

“A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.”

Source: http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

Based on our completion of the Planning Grant, TIS applied for the Community Schools Implementation Grant. In Spring 2020 TIS was awarded \$150,000 to implement the grant over the next 3 years. A coordinator and advisory board have been appointed. As part of our 3 year plan, we will be offering the following services to the community:

- Expanded Mental and Physical health services
- Expanded after school and before school programs for students
- Educational programs focused on substance abuse and bullying prevention
- Math and Reading workshops for parents
- Parenting classes for families
- Community nights
- Community gardening
- A resource room for students with supplies, hygiene products, clothing, washer and dryer, and food items.
- Road Scholars Program, (a program to motivate students to maintain a balance between school work and physical education)
- Rivers and Birds Program, (a hands-on program that aims to inspire students to be leaders for Earth stewardship and peace).
- Child and Adult Care Food Program. TIS will be applying for this program along with Farmhouse Cafe in order to provide free dinner meals for students and families.

Taos Behavioral Health

Taos International School(TIS) has partnered with Taos Behavioral Health to offer on-site services for students identified as having social and emotional needs. These services include counseling, support groups, extracurricular field trips and activities, and tutoring.

Afterschool Program

Taos International School offers free extended-school programs to all students. The offerings include cooking classes, science club, tutoring, technology club, creative game club, and a book club. These programs extend the school day until after 5pm for many of our students.

Lunch Program

Taos International School(TIS) participates in the National School Lunch Program(NSLP) and the School Breakfast Program(SBP). TIS is considered a Community Eligibility Provision(CEP) school, which means 100% of students eat free of charge. Organic and locally sourced breakfast and lunch are provided daily by our community partner, Farmhouse Cafe.

K-5+ Program

Taos International has participated and continues to participate in the summer program--K-5+. This program provides students in grades Kinder-5th 25 extra days of instruction in the summer with their classroom teacher.

Foster Grandparent Program

Taos International School currently works with the Foster Grandparent Program to bring senior citizens to help in the classrooms. In the 2019-2020 school year we had foster grandparents working in 5 of our classrooms.

Sign Language Classes

Students in Kindergarten through second grade receive weekly instruction in American Sign Language(ASL).

b. Equity and Identity within the Culture of the School including Student Support

This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

School response:

Taos International School serves approximately 200 students in Kindergarten through 8th Grade. Our student and teacher population reflects the demographics of our community and includes many diverse voices that make our community vibrant and whole. Being an International Baccalaureate school, we

support the home cultures and languages of our students while encouraging them to respect and seek understanding of cultures in their local, national, and international community.

Taos International School was founded to give a quality, coherent, and culturally responsive K-8 bilingual education for all of our students. Our school is 89% hispanic, and 21% English Language Learner. The vast majority of our students have Spanish as a heritage and/or home language, and our bilingual programs seek to promote a positive sense of identity for all of our students, while simultaneously creating tolerance and respect towards culturally and linguistically diverse communities.

Taos International School also serves Native American, African American, White, and other diverse student populations. Our classroom teachers reinforce a sense of identity through our I.B. units. In our Primary Years Program six transdisciplinary themes are explored in each year of the program. These themes are: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; and Sharing the planet.

In our Middle years program, each of our units are anchored in one of six global contexts which include: Identities and Relationships; Personal and Cultural Expression; Fairness and Judgement; Scientific and Technical Innovation; Globalization and Sustainability; Orientation in Time and Space. By exploring academic content through a holistic lens grounded in international studies, our students develop their own personal and culutural identities while recognizing that differences are an asset and not a liability.

The International Baccalaureatte Organization “aims to develop inquiring, knowledgable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...who understand that other people, with their differences, can also be right,” (I.B. Mission Statement). We at Taos International School incorporate this philosophy into everything we do; it is what sets us apart from every other school in Taos County.

2. 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 student performance standards identified in the charter contract.

a. School Support and Accountability

Any school that has not maintained a “C” or better letter grade in SY2017 and SY2018 OR is not identified in the top 75% of all schools in SY2019 and SY2020 on the NM System of School Support and Accountability, must provide a narrative that describes the improvement actions targeted to improve the student outcomes (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site including renewal 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 renewal site visit or during the “desk audit” review of the application. If providing data, please attach in Appendix E and reference the appendix by name in this narrative. (Appendix E – Academic Data)

Schools that have maintained a “C” or better letter grade in SY2017 and SY2018 and were identified in the top 75% of all schools in SY2019 and SY2020 in the NM System of School Support and Accountability AND have not received a “D” or “F” in any indicator of the state report card during SY2017 and SY2018 do NOT complete this Section.

School response:

- In the 2017-2018 school year Taos International School(TIS) received a grade of “C” on the School Grading Report Card. The school received a “B” in both the “School Improvement” and “Improvement of Higher Performing Students” indicators. We received an “A” in “Opportunity to Learn.” TIS had two indicators that did not receive a “C” or better:
- In SY2018 TIS received an “F” on the indicator “Improvement of Lowest Performing Students.” However, as can be found in the Accountability report, TIS improved its scores for the Q1 Lower-Performing (lower 25%) subgroup in the subsequent 2018-2019 school year. In fact, this subgroup exceeded the statewide benchmark (50 points) in both Reading (51 points), and in Mathematics (66 points).
- TIS received an “F” on the indicator “Current Standing.” Even though our proficiency levels fell short of the threshold for a “C”, they did improve from the 2016-2017 school year. We moved from 10%

proficient to 21% in reading, and from 5% proficient to 6% in Mathematics. In SY2019, TIS exceeded the 50th percentile for growth in 2 out of 3 Subgroups in Reading, and 3 out of 3 in Mathematics.

- Taos International School was identified as being in the top 75% of all schools for SY2018-2019.
- Due to the Covid-19 outbreak, all state assessments were waived for SY2020. However, based on sustained growth in our short cycle assessment data, we fully expect that we would have continued to see improvement in our overall proficiency levels should our students have participated in the annual state testing.
- TIS remains committed to continuing to improve overall proficiency levels for all students.

b. School or Mission Specific Charter Goals

Pursuant to 1978 NMSA, §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 or mission specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal 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 or mission 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 or mission 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 renewal 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 renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A and reference the appendix by name in the narrative. (Appendix A – Mission Goal Data)

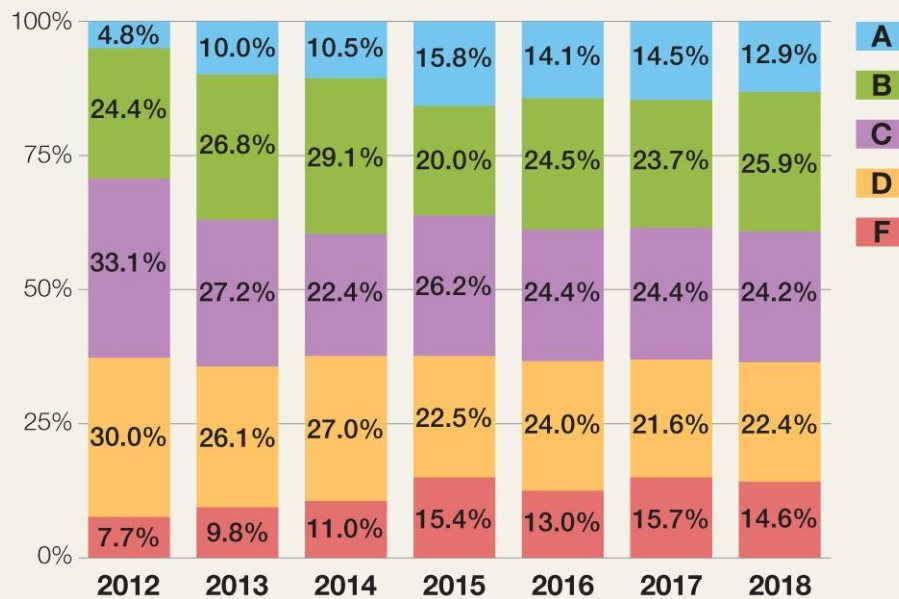
Schools that have met all of their school or mission specific goals in each year of the contract term do NOT provide a narrative.

School response:

As part of its renewal contract laid out in SY2018, Taos International School(TIS) was given three academic conditions:

- i. "The School is required to earn an average grade of "C" or better on the A-F School Grading Report using the 2017-2018, 2018-2019, 2019-2020, school years;"***
- In the 2017-2018 school year, TIS received a letter grade of "C" on the annual A-F School Grading Report. Our score was a 58.57, which missed the threshold for a "B" (60 points) by 1.43 points.
- In the 2018-2019 school year, the A-F letter grading was removed statewide. TIS was instead given a numerical score on the new accountability report. Taos International School received 44 points. It should be noted that this score is not analogous to the previous cutoff scores for letter grades, as a score of 54 would put a school in the top 25% of all schools in the state. Furthermore, the average overall score in New Mexico was a 48. This would put TIS within 4 points of the 50th percentile score.

STATEWIDE SCHOOL GRADES



Source: PED

JOURNAL

Source: <https://www.abqjournal.com/1210112/nm-school-grades-are-out-aps-positive-movement.html>

Based on Taos International School's proximity to the average score, and based on the recurrent trend of schools with scores that fell within approximately the 37th-64th percentile being classified as "C" schools, TIS has strong reason to believe that it would have been given a "C" grade for the 2018-2019 school year had the A-F School Grading system remained in place.

- In the 2019-2020 school year, the Covid-19 outbreak forced the closure of all schools in New Mexico. In addition, the New Mexico Measures of Student Success Assessment(NMSSA) Spring testing was suspended by order of the Public Education Department.
- ii. ***"The School shall be required to attain full International Baccalaureate(IB) authorization for its Primary Years Programme by no later than December 1, 2020 and will attain full authorization or have made substantial progress toward its Middle Years Programme by December 1, 2020."***
- In December of 2019, Taos International School(TIS) received official authorization for its Middle Years Programme. This makes TIS the only IB World School in Taos County, and one of only ten schools in the State of New Mexico currently offering an IB program. We are one of four schools authorized in the IB Middle Years Program.

- As of October 2019, TIS Primary Years Program's (PYP) application for official authorization has been approved. This represents the final step for an International Baccalaureate (IB) Candidate School on its quest for authorization. TIS will complete the official verification visit from the IB organization for its Primary Years Program (PYP) on October 5th-6th. Based on our work with our Primary Years Program consultant, the acceptance of our application, and our experience with our Middle Years Program, TIS fully expects to have full authorization of its PYP program.
 - TIS was scheduled to have its PYP authorization in place sooner, however:
 - A face-to face verification visit for the Primary Years Program was scheduled to take place on April 6th and 7th of 2020. Unfortunately, this visit had to be cancelled for the following reasons:
 - On March 16th, the Governor closed all schools in New Mexico for three weeks. This, along with restrictions imposed by the IB organization on its visiting team forced the in-person visit to be rescheduled as a virtual visit on April 20-21, 2020.
 - On March 27th, 2020 the Governor closed all schools for the remainder of the academic school year. In light of this unforeseen circumstance, the school was forced to reschedule its virtual verification visit for October 5-6 of 2020.
 - The original timeline of the verification visit before the Covid-19 outbreak would have put TIS on track to be authorized well before the contractual deadline. While we are still hopeful that we will have official authorization for the Primary Years Program before December 1, 2020, the time for the IB organization to process our school information makes this a tight turnaround. In the event that we do not have official authorization before December, we ask that the commission will recognize the extraordinary circumstances that prevented our meeting of this deadline. Additionally, we ask the PEC to consider our achievement of full authorization for our Middle Years Program that is above and beyond the original expectation of "substantial progress." Additionally, if we do not have the official documentation of authorization for PYP by December 1st, we ask that the PEC consider offering a short extension that will allow the application sufficient time to process.
- iii. "The School is required to meet or exceed state proficiency averages in English Language Arts and Math in both the 2018-2019 and 2019-2020 school years. The overall statewide proficiency rates from the K-12th grade shall be used to determine achievement of this condition;"**

- Despite consistent, (and above average), growth scores over the course of the current contract term, Taos International School did not meet the state proficiency averages in the 2018-2019 school year. We had hoped to meet those goals in SY2019-2020, however the state testing was cancelled by order of the Public Education Department due to Covid-19.

Despite not yet meeting this condition, Taos International School has taken important Steps that have moved us towards attainment of this goal:

- In SY 2017-2018 Taos International School implemented an array of reforms designed to increase the proficiency levels of students. These reforms centered around the collection and monitoring of student data using data binders for students, and classroom profile sheets for teachers.

Each classroom teacher participated in setting ambitious but realistic goals, and students used goal setting sheets, in coordination with the teacher and parent, to identify areas for growth.

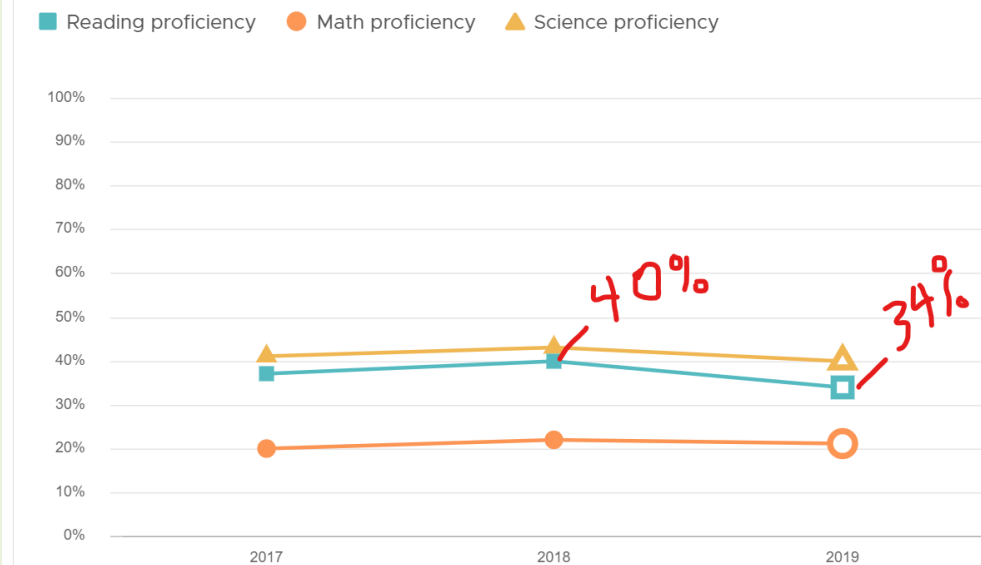
In addition, TIS worked to expand individualized instructional supports based on student needs. This included using flexible grouping of students during a differentiated instruction block.

- These efforts, as well as our increased implementation of IB instructional practices helped TIS accomplish remarkable growth: doubling the proficiency rate in reading from 10% in SY2016—2017 to 21% in SY2017-2018.
- Despite not meeting the state proficiency averages, TIS was recognized as being one of the 10 highest performing State Charter Schools in terms of growth for SY2017-2018 in both English Language Arts and Mathematics.
- Additionally, TIS was also recognized as being in the top ten schools for growth among state charters in English Language Arts for the 4-year period of SY2015-2018.
- In the subsequent 2018-2019 school year, TIS faced a variety of challenges due to the impending closure ordered by the Public Education Commission. This caused our enrollment, which had been growing steadily for several years, to decline drastically. We lost 73 students, or about 35% of our enrollment. This created several problems for our achievement of this condition:

- Due to declining numbers, TIS faced a reduced budget. Several staff members left and were not replaced. We also lost a Kindergarten Aide, and a custodial support staff member. These losses forced TIS to move staff around to plug the gaps in staffing, and remaining staff members had to take on additional responsibilities in order to keep the school moving. Additionally, we had reduced funding for educational resources. We continued implementing the previously successful measures to improve student achievement, however, the threat of closure, and the ensuing litigation, weighed heavily on the school throughout the year. We are not including this information as an excuse, but merely to provide context, and show that we maintained our academic progress despite these challenges.
- Additionally, in SY2019 New Mexico made changes to its accountability system. This included changing from the Partnership for Assessment or Readiness for College and Careers (PARCC) to the New Mexico Measures of Student Success and Achievement (NMMSSA), as well as changing proficiency levels on the I-station assessment. These changes led to a dip in Reading proficiency averages statewide as is evidenced by the State accountability data:

New Mexico

About the State Academic performance Learning Environment Accountability



Source: <https://newmexicoschools.com/state/999999/student-performance>

Taos International's dip in reading proficiency scores is in line with this trend. Taken along with the aforementioned enrollment crisis, Taos International can be said to have maintained the significant gains from SY2018. This is not a matter of opinion, as our growth scores support this assertion, (see the next bullet).

- Despite the deceptive dip in reading proficiency scores, Taos International School again achieved excellent growth scores on the 2018-2019 School Accountability Report. TIS exceeded the 50th percentile for growth in 2 out of 3 Subgroups in Reading, and 3 out of 3 in Mathematics:



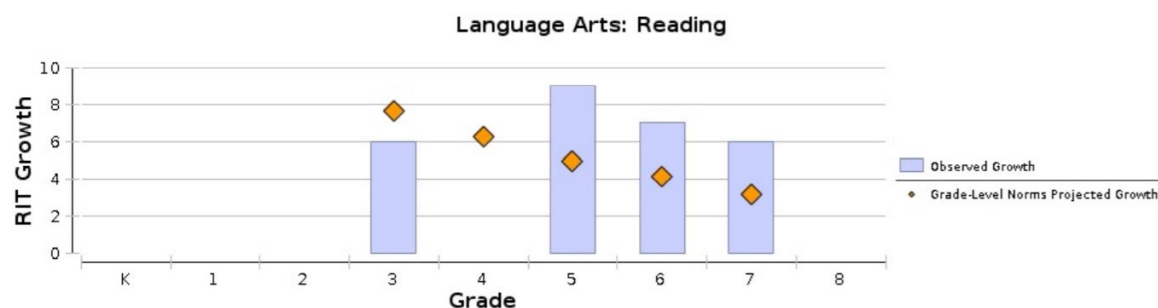
Source: Part A: Data Report and Current Charter Contract Terms from this application

- Even though TIS fell short of the State Proficiency averages in Math and English Language Arts, we met or exceeded the State averages in growth over the contract term. This pattern of growth will allow TIS to continue to improve on its gains in student proficiency, and to meet the proficiency averages over a longer time frame.
- In SY2019-2020, annual state testing was not administered as per orders of the Public Education Department. Additionally, TIS was unable to administer the Spring short-cycle

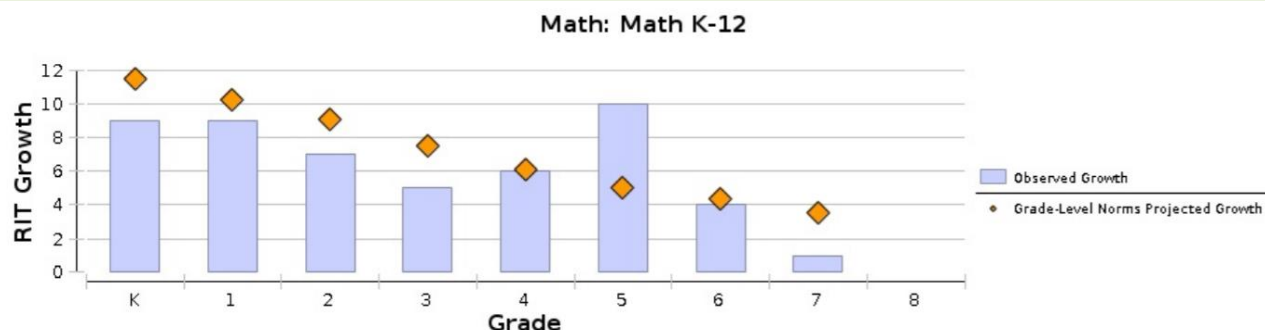
Measures of Academic Progress(MAP) and Istation assessments. However, we do have data for Fall 2019 until Winter 2020 which is presented here:



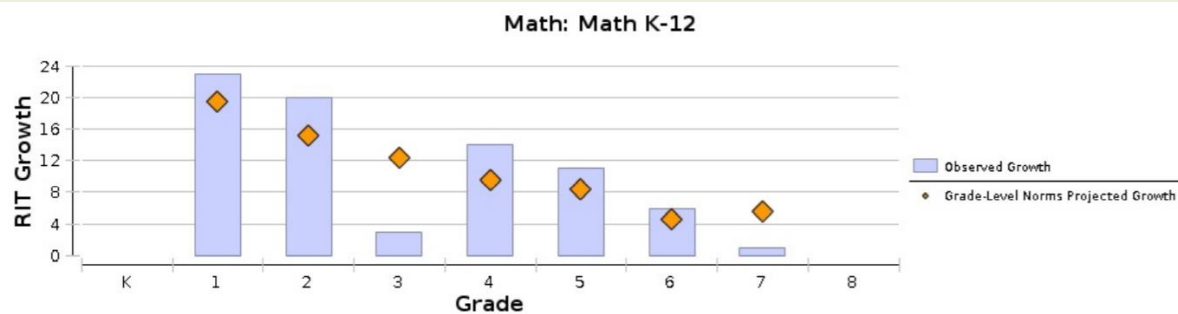
- This data is from the Kindergarten through 5th grade Istation Reading assessment. The green arrow on the left indicates a decrease in the number of level 1 students, while the green arrow on the right indicates an increase in the number of level 3 and level 4 students. Level 4 and above is considered proficient, which means that the number of proficient students **increased** from **16 to 21** and the number of students at level 3 or above **increased** from **27 to 38**. Inversely, the number of students scoring at the lowest level, Level 1, decreased by 10 from 57 to 47. It should be noted that this represents ½ of a school year, and we would expect to see an even bigger positive shift had we taken the Spring assessments.
- Our Students also take the NWEA Map Assessment in 3rd-8th grade for reading. This data is from our Student Growth Summary Report created by NWEA. It represents projected vs. observed performance of our students on the Fall and Winter assessments. The diamond represents the projected growth based on a nationally-normed group of students, and the lavender bar represents our actual growth in scores.



- As you can see, we had growth that was well above the projections for 5th-7th grade, (8th was not shown because the sample size was too small), and growth approaching the projections for 3rd grade. Only one grade level fell far below the projection. This is the kind of data we analyze in order to identify areas for improvement in instruction.
- Additionally, our students take the NWEA MAP assessment in grades Kindergarten-8th grade. These scores are taken from the Student Growth Summary Report Created by NWEA. As with the Reading assessment above, it represents projected vs. observed performance of our students on the Fall and Winter assessments. The diamond represents the nationally normed projected growth, and the lavender bar represents our actual growth in scores.



- While we are close in most of our grades to meeting the projected growth, we did meet or exceeded our projections in 3 out of the 8 grades shown. These scores can be misleading though, because they represent $\frac{1}{2}$ year's instruction. Due to a variety of factors including curriculum pacing associated with Math subjects, students may have been unfairly disadvantaged due to a disconnect between the tested and taught content. It is more appropriate to look at a full year's worth of data—particularly in Math.
- We do not have scores for the Spring due to Covid-19, however we can compare Winter 2019 to Winter 2020 scores on this same report. This method should yield a slightly more complete picture, but due to differing grade level content and instructors, it is still not quite as accurate as a Fall to Spring report would be.



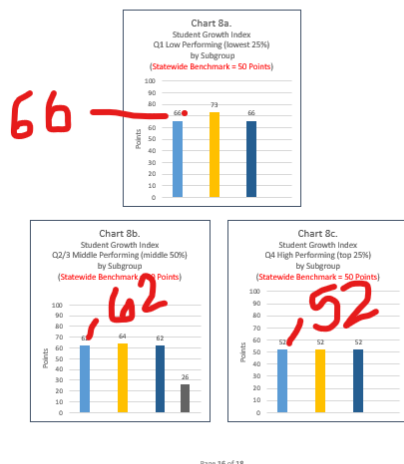
- Important takeaways here are that we see more grade levels, (5 out of 7) meeting or exceeding nationally normed growth. Interestingly, we also see a moderating of scores in 5th grade. This also implies that the fall to winter testing window in Math is problematic due to the discrepancies between material tested and material taught at that point in the year. Having said that, we see that our conditional growth measures compared to a nationally normed group are quite good overall as is evidenced by the data:

Growth Evaluated Against						
Grade-Level Norms			Student Norms			
Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
			**			
19.5	1.57	94	11	6	55	69
15.1	2.90	99	17	12	71	79
12.4	-5.66	1	15	3	20	3
9.5	2.70	99	14	9	64	55
8.4	1.22	89	15	10	67	63
4.7	0.50	69	13	8	62	58
5.6	-3.33	1	12	1	8	20
			*			

The measure School Growth Conditional Percentile represents our scores normed to schools nationally and the measure Student Median Conditional Growth Percentile compares students in this class to nationally normed students. We can see that the majority of our students and classes scored well above the 50th percentile. Again, we would have a more accurate score had we been able to compare Fall 2019 to Spring 2020 instead of Winter 2019 to Winter 2020, but it is the most reliable measure we currently have when looking at Math scores for the last school year. These high growth percentiles mirror the high overall Math growth scores we showed on the SY2018-2019 testing data:

Growth Index for Math FY2019

Overall White African American
Hispanic Asian Native American
Economically Disadvantaged Students with Disabilities English Learner



These two pieces of data taken together lead us to believe that we would have seen continued improvement on SY2020 end of year assessments—both MAP and NMMSSA.

In summary:

Based on our achievement of the 1st condition, our exceeding of the 2nd, and our substantial progress on the 3rd, we ask that the CSD recommend, and that the PEC vote to give approval to a recharter in the term of 5 years.

Going Forward: Our Plan to Address Learning Gaps Caused by Covid-19

As per the request of the Public Education Commission, Taos International has put plans in place to address the learning gaps created by the Covid pandemic.

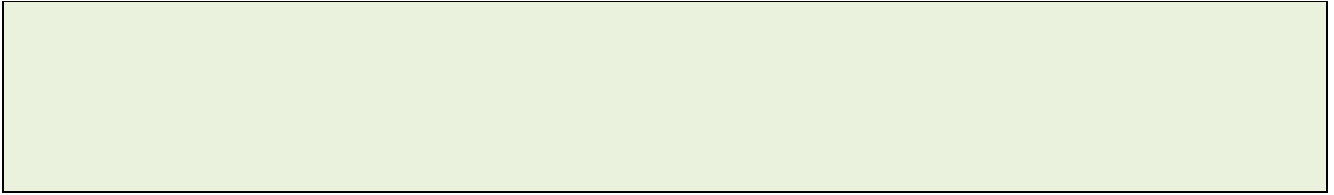
Before we do that, we feel it is important to remind the Commission of the measures TIS has taken prior to the pandemic to address the systemic inequities that our students face. Firstly, it is important to recognize that many of our students come from economically disadvantaged situations. As mentioned before, 100% of our school population is eligible for and receives free lunch. In addition, we serve a majority of historically disadvantaged groups including 88% hispanic and 20% English Language Learner. Due to systemic inequalities, these groups face persistent shortfalls in achievement as evidenced by the National Association for Educational (NAEP) testing that is administered nationwide to 4th and 8th graders, (Source: <https://nces.ed.gov/nationsreportcard>).

Taos International School recognizes that in order to address the persistent gap in achievement between disadvantaged and non-disadvantaged groups requires an approach that addresses inequalities that exist beyond the confines of the classroom. While we don't think enough has been done as a nation or state to meet these inequities, we have adopted 3 primary strategies to serve our students:

1. **We have implemented the International Baccalaureate instructional model.** This is a research-based model that sets high standards for all students that exceed those laid out in the CCSS adopted by New Mexico. Our attainment of authorization is evidence of meeting these high standards for instruction.
2. **We have the only long-term developmental bilingual program in Taos.** This type of program is the **only** type of bilingual or ESL program that has been shown to close the achievement gap for English Language Learners, and can improve educational outcomes for non-ELL students as well (Thomas & Collier; 1993, 2003, 2020). Furthermore, this program affirms our Hispanic students cultural identity, and provides them with a linguistically and culturally relevant education as required by the New Mexico State Constitution.
3. **Community School Program:** With the award of the Community Schools Implementation Grant, TIS is providing necessary expanded services to the community, while simultaneously providing for expanded community involvement.

Taos International School recognizes the additional adverse impact Covid has had on our students' education. To specifically address Covid-related loss of instructional time, TIS has implemented the following measures:

- **Extended School Year:** TIS has added 10 days to its SY2020-2021 calendar
- **K-5+:** TIS has participated in, and will continue to participate in a 25 day summer program for K-5 students
- **Technology:** TIS has provided all students in our school a computer or iPad to complete classwork and join Zoom meetings.
- **Daily Zoom classes for all students during Remote Learning:** TIS recognizes that nothing replaces a teacher in the classroom, and all of our students receive synchronous instruction in the form of daily Zoom meetings in addition to asynchronous assignments completed through a Learning Management System.
- **Classroom assessments:** as part of our IB units, all teachers are required to use both formative and summative assessments judged on IB criterion and rubric, and must report those scores to students and families, as well as use them to inform instruction.
- **Short Cycle Assessments:** TIS will continue to use short cycle assessments, and the data analysis measures specified in this application to identify learning gaps and modify instruction as needed so that all students can continue to grow.



3. 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 Report Summary

Every charter school is subject to the Audit Act. (1978 NMSA §22-8B-4; 1978 NMSA 22-8-1 *et. seq.*) 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.

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School’s Corrective Action Plan
FY17-18	0	N/A	N/A
FY18-19	0	N/A	N/A

FY19-20			
	0	N/A	N/A

b. Board of Finance

Pursuant to 1978 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 1978 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 (Appendix B – Board of Finance) and verifiable through evidence at the renewal site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

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

School response:

N/A-- Taos International School maintained all Board of Finance authority during the entire term of the contract.



4. 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... or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms of Comprehensive Educational Program

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of “working to meet standard” or “falls far below standard” for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.

School response:

N/A- Taos International School did not receive a rating of “working to meet standard,” or “falls far below standard” on indicator 1.a in any year of the contract term.

b. Organizational Performance Framework

Pursuant to NMSA §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 standard” rating or any “falls far below standard” 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 Office of Civil Rights complaints, formal special education complaints or NM Attorney General complaints or enforcement action, or, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix (Appendix C – Complaint Communications), 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 renewal site visit.

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

School response:

For the 2018-2019 school year, Taos International had 1 repeating “Working to Meet Standard” on its organizational performance framework evaluation, and 0 “falls far below findings.”

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
5c -/Working to Meet Standard	Master Immunization Log	Taos Interntional had up to date immunization log information on K & 7th grade students. CSD provided clarification that K-8 grade student information was required on immunization log. Log has been updated.

c. Governance Responsibilities*

Pursuant to 1978 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 requirements.

Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA §22-8B5.2.

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 renewal site visit. **ce/**

SY2020-2021				
Member Name	Role	Beginning date of Service Term	End Date of Service Term	Committee Membership
Clifford Johnson	President	July 2019	June 2022	Finance/Audit
Anna Paraz-Romero	Vice-President	July 2019	June 2022	Finance/Audit
Carla Romero	Secretary	July 2019	June 2022	
Amalia Martinez	Member	August 2020	June 2023	
Claudio Martinez	Member	August 2020	June 2023	
Alice Garcia	Member	July 2018	June 2021	
SY2019-2020				
Member Name	Role	Beginning date of Service Term	End Date of Service Term	Committee Membership
Clifford Johnson	President	July 2019	June 2022	Finance/Audit
Anna Paraz-Romero	Vice-President	July 2019	June 2022	Finance/Audit
Amanda Arellano	Secretary	July 2019	June 2022	
Carla Romero	Member	July 2019	June 2022	
Edna Pena	Member	July 2017	June 2020	
Alice Garcia	Member	July 2018	June 2021	
SY2018-2019				
Member Name	Role	Beginning date of Service Term	End Date of Service Term	Committee Membership
Clifford Johnson	President	July 2016	June 2019	Finance/Audit
Anna Paraz-Romero	Vice-President	July 2019	June 2022	Finance/Audit
Amanda Arellano	Secretary	July 2018	June 2021	
Carla Romero	Member	July 2016	June 2019	
Edna Pena	Member	July 2017	June 2020	
Alice Garcia	Member	July 2019	June 2022	
SY2017-2018				
Member Name	Role	Beginning date of Service Term	End Date of Service Term	Committee Membership
Carla Romero	President	July 2019	June 2022	Finance/Audit
Clifford Johnson	Vice-President	July 2019	June 2022	Finance/Audit
Anna Parraz-Romero	Secretary	July 2019	June 2022	
Florina Cordova	Member	July 2019	June 2022	
Edna Pena	Member	July 2017	June 2020	
Lorraine Cordova	Member	July 2015	June 2018	
Amanda Arellano	Member	December 2017	June 2019	

- At no time during the contract term did the membership on the Taos International School Governing Council fall below the requirements of its by-laws or the state statutory minimum of 5 members.
- The Taos International School Governing Council maintained the required committee membership at all times during the contract term.
- There were no vacancies on the Taos International School Governing Council during the contract term.
- All members of the Taos International School Governing Council completed all training-hour requirements in every year of the contract term.

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

