



STATE OF NEW MEXICO
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RYAN STEWART, ED.L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

2021 Charter School Renewal Recommendation – Taos International School

PED RECOMMENDATION

The PED recommends a renewal term of five (5) years with contract conditions (or a corrective action plan) that include specific goals for each of the first three (3) years regarding:

- demonstrating significant growth in reading and math for all students
- increasing academic proficiency rates in both reading and math
- positive yearend operational fund balance

The school earned 44 points in 2018-2019, the most recent school year with state assessment data. (The cutoff for Spotlight School designations was 53.33; the lowest 25% were at or below 42 points.) The school is identified as a school in need of Targeted Support and Improvement (TSI). Both reading and math proficiencies are below the local district and statewide averages. The school's current contract was for only three (3) years and mission goals were not included.

The current contract for the school contained three (3) conditions:

1. Earn an overall school score of "C" or better in 2017-2018 through 2019-2020: *Inconclusive due to change in Accountability data in 2018-2019 and waiver of state assessments in 2019-2020. The school earned a "C" letter grade in 2017-2018 and 44 points, which was in the middle 50%, in 2018-2019.*
2. Obtain International Baccalaureate Certifications
 - a. Middle Years Programme: *Obtained in December 2019*
 - b. Primary Years Programme: *Pending; Verification site visit was postponed from April to October due to COVID; Visit occurred virtually on October 25th and 26th and the school is awaiting the final report which typically takes 6-8 weeks.*
3. Meet or exceed state proficiency averages in English Language Arts and Math in both 2018-2019 and 2019-2020 school years: *This goal was not met in 2018-2019 and is unable to be verified for 2019-2020 due to waiver of state assessments that year.*

For remote learning during the pandemic, the school's schedule is closely aligned to the regular, in-person schedule with instruction occurring throughout the day, four days per week. In addition, the school offers all specials.

continued on next page

continued from page 1

In 2019-2020, the school’s organizational performance ratings were excellent, meeting standards in 16 of 18 indicators with the remaining two (2) indicators rated as working to meet standard.

The school’s published financial audit reports are stellar with zero findings for the past two years. However, there are concerns regarding declining membership, ending each fiscal year with a negative cash balance, and the potential of having to report monthly to NMPED School Budget Bureau.

The schools membership appears to have rebounded according to the first reporting period of fiscal year 2021 exceeding budgeted expectations. In every year of the contract term, the school’s annual operational expenses exceeded annual operational revenue, reducing operational cash proportionately. FY21’s first quarter reporting shows a decrease in operational expenses, over last year during the same period, however continued close monitoring is advised to ensure the school sustains the positive financial outlook throughout the year and into annual financial close of each year in the upcoming contract term.

The school spent an average of 62.3% of its annual operating budget on instructional costs (categories 1100, 2100, and 2200) over the last three (3) years, which is close to the 68% recommended per 2020 NM HB002. The percentage of operating budget spent on administrative support was 19% with an average funded membership of 164 students.

The school does not have the support of a foundation.

EVALUATION SUMMARY

Section	Indicator	Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Demonstrates Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Meets the Standard</i>
2.b	Board of Finance	<i>Meets the Standard</i>
2.c	Financial Performance	<i>Some Concerns</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Meets the Standard</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

NMPED Accountability Data 2018-2019

	Overall	Reading Proficiency	Math Proficiency	Science Proficiency	English Learner Progress
Taos International School	44	13	6	13	32
Local District	55	35	19	41	26
Statewide	-	34	21	40	29

Public Education Commission (PEC) Performance Framework

Taos International		2018-2019	2019-2020
Category I. Academic Performance Framework			
	School Grade: C		
Indicator 1	Components of School Accountability System	44 points	
Indicator 2	Subgroup Performance	42.875 points	
Indicator 3	Mission Specific Goals	Falls Far Below (or Does Not Meet) Standard	Not Applicable
Category II. Organizational Performance Framework			
Indicator 1a	Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b	Educational Program: state assessment requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
Indicator 1c	Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1d	Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard
Indicator 1e	Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1f	Educational Program: NM DASH Plan	Not Applicable	Not Applicable
Indicator 2a	Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2b	Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2c	Financial Mgmt & Oversight: responsive to audit findings		Meets (or Exceeds) Standard
Indicator 2d	Financial Mgmt & Oversight: managing grant funds responsibility		Meets (or Exceeds) Standard
Indicator 2e	Financial Mgmt & Oversight: staffing to ensure proper fiscal management		Meets (or Exceeds) Standard
Indicator 3a	Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3b	Governance & Reporting: complying with nepotism and conflict of interest requirements		Meets (or Exceeds) Standard
Indicator 3c	Governance & Reporting: meeting obligations timely / appropriate internal controls		Meets (or Exceeds) Standard
Indicator 4a	Students & Employees: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard
Indicator 4b	Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 4c	Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 4d	Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 4e	Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 5a	School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 5b	School Environment: complying with transportation requirements		Not Applicable
Indicator 5c	School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard
Indicator 5d	School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Financial Performance Framework			
	Financial Self-Assessment Survey	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

Date: November 23, 2020

RE: Taos International School's Responses

Submitted by: Nadine M. Vigil, Head Administrator/Director

To: Karen Woerner Karen.Woerner@state.nm.us

Cc: Megan Maestas Megan.Maestas@state.nm.us

Taos International School's responses to Part A: Data Report and Current Charter Contract terms:

3c. Governing body Performance

Correction: The school currently has six members serving on their Governing Body not 5.

Figure 7 lists the members who are currently serving on the school's Governing Body. It lists Anna Parraz-Romero as resigned. This is incorrect. The members that resigned are Amanda Arellano and Edna Pena.

Amalia Martinez was designated to the school's board on 8/10/2020

Claudio Martinez was designated to the school's board on 8/31.2020

Taos International School's responses to Analysis of Renewal Application and Site Visit

Academic: Math and Reading Short Cycle Assessments Data of student achievement and growth was not considered in summary of performance. No indication of Taos International School utilizing assessments for continuous improvement is in summary.

In response to the Charter Schools Division's recommendation that Taos International School be required to implement a rigorous academic improvement plan approved by the Public Education Commission, we provide the following.

Taos International School has pursued and will continue to pursue all resources available to address the disparity in funding and resources for our students as identified in the Yazzie/Martinez lawsuit. Taos International School exceeds the State and local district in the percentage of those students identified in the lawsuit as "at-risk" (100% of our students are eligible for free and reduced lunch and 21% of our students are English Learners. Of note, 89% of our students identify as Hispanic.). Our School has yet to see the full benefits of measures the State was required to implement to ensure these students have the resources necessary

to make academic gains comparable to non-disadvantaged students. The Charter Schools Division makes no mention of the impact our population's demographics have on academic gains in light of the Yazzie Martinez lawsuit.

The following is a summary of the elements of Taos International School's ongoing strategic plan that includes but not limited to:

- Teachers use data to customize and differentiate instructional planning for the class, individual students and groups comprised of students with similar skills
- Attention to increasing rigor for
 - a. low achieving students
 - b. low-income students,
 - c. students with disabilities
 - d. English Learners
 - e. students of color
 - f. and high-achieving students
- Ongoing professional development opportunities that provide educators with strategies for increasing rigor and using supports to meet the needs of all students
- Opportunities for advanced coursework offerings or enrichment; use of in-class strategies such as small group instruction that meets the needs of all students
- Lesson planning/units of inquiry templates that prompt teachers to describe how they will challenge high-achieving students and support students who are below grade level
- A variety of formal and informal assessments that provide actionable, unique, and timely data on student progress
- Ongoing, varied assessment data is used to guide differentiated instructional practices to meet the needs of all students
- Opportunities for students to have ownership of learning goals and outcomes (e.g. student-led conferences)
- Teachers utilize a checklist of strategies: Teaching and Learning, Coaching, School Leadership and District and State Leadership to assess and address gaps in student learning

Financial. The chart was presented with incorrect and misleading information. Following is an explanation:

As noted, the School received no audit findings from the independent auditor included within the Public Education Department's annual audit for the two years audited under its current contract, i.e. FY 19 and FY 20. The audit for FY21, the third year of the School's contract, has not been released. TIS continues to report on a quarterly basis. Also, according to the PEC's

performance framework criteria 2a. and 2b. for Financial Compliance, the Charter Schools Division states that the School “Meets the Standard.”

The school membership on the FY21 40-day STARs report exceeds the projected membership by 23 students contrary to the information on the operational budget CSD inserted on page 4 of the “Preliminary Analysis of Renewal Application and Site Visit.” It is estimated that the additional 23 students will generate in excess of \$110,000 in additional revenue for FY21. The school administration and business manager continue to work to make budget adjustments as they receive them from the PED. The school will have a positive fund balance at the end of FY21, even with all the issues associated with COVID-19.

To provide clarification of the operational budget presented by CSD, please find below the same schedule extended to include accrued liabilities and actual reconciled cash as reported to the PED and included within the FY21 audit. As can be seen, Budget Balance does not equal cash balance. In addition, the school is submitting Requests for Reimbursement monthly which also helps with the cash balances.

The September 30, 2020 cash report reported a reconciled operational cash balance of \$49,884 which is approximately 2.89% of the operational budget. Total all funds reconciled cash balance reported was \$158,276. It should be noted that nowhere, in the Public School Finance Act or applicable regulations are schools required to maintain a 3% cash balance.

OPERATIONAL BUDGET	2017-18	2018-19	2019-20
Beginning Cash Balance	276,620	120,797	98,935
Revenues	1,705,455	1,525,060	1,568,375
Direct Inst	1,153,071	877,263	1,118,677
Student Sup	26,910	30,911	26,581
Inst Sup	3,440	2,062	2,820
Central Adm	165,321	145,262	122,823
School Adm	72,439	74,945	74,150
Central Svcs	113,526	115,769	114,435
Maint/Ops	299,508	300,710	320,699
Food Svc	27,048		
	1,861,263	1,546,922	1,780,185
Ending Budget Balance	120,797	98,935	(112,875)
Payroll Liabilities	213,599	192,873	208,720
Operational Fund only: Reconciled Cash 6/30/2020	334,396	291,808	95,845
RFRs outstanding	26,963	170,599	12,346
Operational Budget FY21			1,725,600
			3%
			51,768
Cash balance 9/30/2020			49,884
Actual Percentage of Budget			2.89%
Reconciled Cash All Funds 6-30-2020			130,610



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Preliminary Analysis of Renewal Application and Site Visit

School Name: Taos International School

School Address: 118 Este Es Rd., Taos, New Mexico 87571

Head Administrator: Nadine Vigil

Contracted Business Manager: The Vigil Group, specifically Ryan Fox

Authorized Grade Levels: Kindergarten – Grade 8

Authorized Enrollment: 360

Contract Term: July 1, 2018 – June 30, 2021

Mission: *"We at Taos International School through inquiry based learning will acquire languages and the academic and social skills necessary to function in our local, national and international community."*

Summary of Performance

Academic. The school's academic performance has been evaluated under two different accountability systems throughout the term of its contract; A-F School Grading Report in school year 2017-2018 & the New Mexico System of School Support and Accountability in school years 2018-2019 and 2019-2020.

As a result of the school's 3-year charter contract, Taos International School (TIS) has only two years of academic data to evaluate. During the first-year of the school's contract (2017-18) the school earned a "C" letter grade on the state's grading report, specifically earning an overall score of 58.57 points out of 100 total points available.

During the second-year of the school's contract, the school's academic performance was evaluated under the (newly implemented) New Mexico System of School Support and Accountability, earning a total of 44 points out of the 100 overall points available. Please note, the two accountability system performance outcomes cannot be compared to one another in terms of comparing overall points earned in 2017-18 versus overall points earned in 2018-19.

However, TIS demonstrated a significant decline in its Reading proficiency from 21% in 2017-18 to 13% in 2018-19. While demonstrating 6% Math proficiency for both the 2017-18 and 2018-19 academic years. In 2018-19 academic year, the State's Reading proficiency is reported at 34% rate, while the State's Math proficiency rate was 21.0%.

The school's Overall Academic Performance during the contract term was a **C letter grade** and **Traditional Support School** designation. The range for Traditional Support is 40 – 53 points; the school earned 44 points. The school has been identified as a school in need of **Targeted Support and Improvement (TSI)**.

When the school and the Public Education Commission entered into the current contract, mission-specific goal(s) were not required and the school elected not to have mission goals.

Pending the charter contract renewal decision, the Charter School Division will recommend that the school be required to implement a rigorous academic improvement plan approved by the Public Education Commission.

Financial. Over the course of the contract, the school received no audit findings derived from published audited financial statements from 2017-2018 through 2018-2019. TIS is on a quarterly reporting schedule and is being considered for monthly reporting by School Budget Bureau. Business Manager services are provided through the Vigil Group and for the most part, the Business Manager is responsive to requests and reports are submitted in a timely manner, although multiple corrections have sometimes been required to achieve approvable budget status.

While it is encouraging to see the first reporting period of this year, showing a higher than anticipated membership, the school will need to maintain this membership to avoid funding adjustment decreases. The school has consistently shown an inability to operate within current operating revenue resulting in a projected negative cash balance at the end of last fiscal year. The first quarter of this year reflects a positive cash balance but nowhere near the recommended 3% of projected expenses. The school displays a commitment to prioritizing spending in the classroom; however, they have not reigned in spending to match the decrease in membership. The school needs to make immediate, permanent decisions to decrease spending to remain viable.

For the FY21 fiscal year, School Budget Director David Craig recommended that the school budget Emergency Reserve due to cash flow issues that the Charter has experienced over the last several years.

Pending the charter contract renewal decision, the Charter School Division will recommend that the school be required to implement a rigorous financial improvement plan approved by the Public Education Commission.

Organizational. During the most recent year evaluated (2019-20), the school did not receive any "*Falls Far Below Standard*" indicator ratings. TIS received two (2) "*Working to Meet Standard*" indicator ratings; one of which was a repeated "*Working to Meet Standard*" rating from the previous academic year for the School Environment: complying with health and safety requirements indicator. TIS has demonstrated consistent performance in its organizational framework from the first year of its contract earning four (4) "*Working to Meet Standard*" ratings to the most recent year (2019-20) receiving two (2) "*Working to Meet Standard*" ratings.

PART A:	Data analysis provided by CSD Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a virtual renewal site visit on October 15, 2020. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— Overall NM School Grade 2017-2018: <i>C letter-grade</i> NM System of School Support and Accountability 2018-2019: Traditional School with a need for Targeted Support and Improvement (TSI) 2019-2020: <i>No data available for schools</i>	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals Not Applicable	
FINANCIAL COMPLIANCE		
2.a	Audit 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. <i>[Organizational Performance Framework 2a and 2b]</i> <i>[Organizational Performance Framework 2a-2e]</i>	<i>Meets the Standard</i>
2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>

2c	<p>Additional Financial Information</p> <table border="1"> <thead> <tr> <th colspan="4" style="background-color: #ffffcc;">TAOS INTERNATIONAL SCHOOL</th> </tr> <tr> <th colspan="4" style="text-align: center;">MEMBERSHIP</th> </tr> </thead> <tbody> <tr> <td>Enrollment CAP</td> <td>360</td> <td></td> <td></td> </tr> <tr> <td>2021 Budgeted MEM</td> <td>159</td> <td></td> <td></td> </tr> <tr> <td>Actual 40D 10-01-2020</td> <td>190</td> <td></td> <td></td> </tr> <tr> <td>Funded Membership</td> <td style="border: 1px solid black;">163</td> <td>202</td> <td>134</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4" style="text-align: center;">OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE</th> </tr> <tr> <th></th> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Direct Inst</td> <td>1000</td> <td>1,153,071</td> <td>877,263</td> <td>1,118,677</td> </tr> <tr> <td style="background-color: #d9ead3;">Student Sup</td> <td>2100</td> <td>26,910</td> <td>30,911</td> <td>26,581</td> </tr> <tr> <td style="background-color: #d9ead3;">Instrtnl Sup</td> <td>2200</td> <td>3,440</td> <td>2,062</td> <td>2,820</td> </tr> <tr> <td style="background-color: #fce5cd;">Central Admin</td> <td>2300</td> <td>165,324</td> <td>145,262</td> <td>122,823</td> </tr> <tr> <td style="background-color: #fce5cd;">School Admin</td> <td>2400</td> <td>72,439</td> <td>74,945</td> <td>74,150</td> </tr> <tr> <td style="background-color: #fce5cd;">Central Svcs</td> <td>2500</td> <td>113,526</td> <td>115,769</td> <td>114,435</td> </tr> <tr> <td>Maint/Ops</td> <td>2600</td> <td>299,508</td> <td>300,710</td> <td>320,699</td> </tr> <tr> <td>Food Svc</td> <td>3100</td> <td>27,048</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other</td> <td>other</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total Operating Exp</td> <td></td> <td>1,861,266</td> <td>1,546,922</td> <td>1,780,185</td> </tr> <tr> <td>Total Operational Rev</td> <td></td> <td>1,705,455</td> <td>1,525,060</td> <td>1,568,375</td> </tr> <tr> <td>Surplus</td> <td></td> <td style="color: red;">(155,811)</td> <td style="color: red;">(21,862)</td> <td style="color: red;">(211,810)</td> </tr> <tr> <td>Year End CASH balance</td> <td></td> <td>120,798</td> <td>98,935</td> <td style="background-color: #ffffcc;">(112,875)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4" style="text-align: center;">DISTRIBUTUION OF EXPENSES</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Instructional Cost</td> <td></td> <td>1,183,421</td> <td>910,236</td> <td>1,148,078</td> </tr> <tr> <td style="background-color: #d9ead3;">% of total operating exp</td> <td></td> <td>64%</td> <td>59%</td> <td>64%</td> </tr> <tr> <td style="background-color: #d9ead3;">Per student membership</td> <td></td> <td>\$7,260</td> <td>\$4,506</td> <td>\$8,568</td> </tr> <tr> <td style="background-color: #fce5cd;">Admin Support</td> <td></td> <td>351,289</td> <td>335,976</td> <td>311,408</td> </tr> <tr> <td style="background-color: #fce5cd;">% of total operating exp</td> <td></td> <td>19%</td> <td>22%</td> <td>17%</td> </tr> <tr> <td style="background-color: #fce5cd;">Per student membership</td> <td></td> <td>\$2,155</td> <td>\$1,663</td> <td>\$2,324</td> </tr> </tbody> </table>			TAOS INTERNATIONAL SCHOOL				MEMBERSHIP				Enrollment CAP	360			2021 Budgeted MEM	159			Actual 40D 10-01-2020	190			Funded Membership	163	202	134	OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE						2017-18	2018-19	2019-20	Direct Inst	1000	1,153,071	877,263	1,118,677	Student Sup	2100	26,910	30,911	26,581	Instrtnl Sup	2200	3,440	2,062	2,820	Central Admin	2300	165,324	145,262	122,823	School Admin	2400	72,439	74,945	74,150	Central Svcs	2500	113,526	115,769	114,435	Maint/Ops	2600	299,508	300,710	320,699	Food Svc	3100	27,048	0	0	Other	other	0	0	0	Total Operating Exp		1,861,266	1,546,922	1,780,185	Total Operational Rev		1,705,455	1,525,060	1,568,375	Surplus		(155,811)	(21,862)	(211,810)	Year End CASH balance		120,798	98,935	(112,875)	DISTRIBUTUION OF EXPENSES				Instructional Cost		1,183,421	910,236	1,148,078	% of total operating exp		64%	59%	64%	Per student membership		\$7,260	\$4,506	\$8,568	Admin Support		351,289	335,976	311,408	% of total operating exp		19%	22%	17%	Per student membership		\$2,155	\$1,663	\$2,324
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Per student membership		\$2,155	\$1,663	\$2,324																																																																																																																																			
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE																																																																																																																																							
3.a	<p>Material Terms All schools must provide a response for this section of the application.</p> <ul style="list-style-type: none"> • Implementation of International Baccalaureate (IB) Standards and Principles for the School's Primary Years Programme • Implementation of IB Standards and Principles for the School's Middle Years Programme • Implementation of Inquiry-Based Learning through student-centered lessons as evidenced by unit planners • Implementation of Dual Language 50/50 model K-3rd grades • Implementation of Heritage Model 4-8th grades <p>It is noted that the school earned IB accreditation for the Middle Years Programme in December, 2019. As of the date of this report, the school has not received IB accreditation for the Primary Years Programme and is awaiting a determination.</p>	<p><i>Meets the Standard</i></p>																																																																																																																																					

3.b	<p>Organizational Performance Framework 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. <i>[Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c]</i> <i>[Organizational Performance Framework 1b-1f, 4a-4e, and 5a-5d]</i></p>	<i>Meets the Standard</i>
	<p>Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in an Appendix, referenced in narrative by name.</p> <ul style="list-style-type: none"> No OCR or special education complaints identified at this time. While a licensure complaint was submitted against the Head Administrator, it is pending review and, therefore, is not discussed or detailed for the purposes of this report. 	
3.c	<p>Governance Responsibilities All schools must provide a response for this section of the application. <i>[Organizational Performance Framework 3a and 3b]</i> <i>[Organizational Performance Framework 3a-3c]</i></p>	<i>Meets the Standard</i>

Parts C, D, and E were provided by the school as part of the renewal application.

PART C:	<p>Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.</p>
PART D	<p>Petitions</p> <ol style="list-style-type: none"> A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>26 out of 26</u> Percentage: <u>100%</u> A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>104</u> Percentage: <u>100%</u>
PART E:	<p>Description of the Charter School Facilities and Assurances A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p> <ol style="list-style-type: none"> A copy of the facility lease agreement as Appendix D A narrative description of its facilities and attach the school’s Facility Master Plan, if available, as Appendix H Attach a copy of the building E Occupancy certificate(s) Dated: <u>24 JUN 2014</u> Maximum Occupancy (if listed): <u>Not listed on Certificate</u> Most recent facility NMCI Score <u>6.82%</u> indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 If the charter school is relocating or expanding, provide assurances that the facilities comply with the requirements of Section 22-8B-4.2 NMSA 1978 _____ Public (Cert A) <u>X</u> Private (Cert B) _____ Foundation (Cert C)
PART F:	<p>Amendment Requests The school has not requested or been granted any amendment request(s) during the current contract term.</p>

Taos International School Stakeholder Interviews

Stakeholder interviews were conducted on October 15, 2020 via the Zoom Meetings platform. The participants included four (4) parents, fifteen (15) students, three (3) governing council member, and twelve (12) staff members.

Parents unanimously stated they chose TIS for the small class sizes making way for the one-on-one opportunities this provides. Most included the dual language and the IB program as additional reasons they chose to send their children to Taos International School. Parents also appreciate the inquiry-based learning their children experience at the school and how they are allowed the opportunity to explore different thoughts and ideas. Parents did not have any concerns, but when asked about improvements, most expressed they wish the school went up to 12th grade.

When asked why they chose to attend Taos International and what they like about their school, several students shared that when they get an answer wrong or do not understand the lesson, the teachers find new ways to explain until they understand. Numerous students liked the dual language; one student said his dad only speaks Spanish so now he knows how to communicate with him. Other shared likes were they learn to be part of a caring community, they feel safe - not bullied, and they do not feel judged. Teachers are open-minded, always want to hear your ideas, and are patient. Many agreed student behavior was good.

The governing board members became board members because either the Head Administrator approached them or they wanted to support their community. They all agreed the Head Administrator keeps them well informed. Every board meeting includes a detail of the schools financial situation, academics and enrollment. The board's greatest concern is the school is Nadine's "baby". She had the vision to form the school and the board worries it will not be able to replace her when she decides to retire. Currently there is a teacher shadowing her whom they hope will be available to take over when the time comes.

Some teachers interviewed have been with the school since its inception and other teachers sought out the opportunity to teach at the school because of its good reputation. Many teachers expressed they feel supported by the school administration; teachers work collaboratively – always willing to work on behalf of the students; parents are appreciative and students are respectful and feel cared for. Teachers said another reason they choose to teach at Taos International School is they are able to teach in a way that makes sense to them. Teachers also said they appreciate the IB and dual language programs.



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RYAN STEWART, ED. L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Data Report and Current Charter Contract Terms

TAOS INTERNATIONAL SCHOOL

School Address: 118 Este Es Rd., Taos, NM 87571

Head Administrator: Nadine Vigil

Business Manager: Ryan Fox

Authorized Grade Levels: Kindergarten – Grade 8

Mission:

“We at Taos International School through inquiry based learning will acquire languages and the academic and social skills necessary to function in our local, national and international community.”

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

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

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

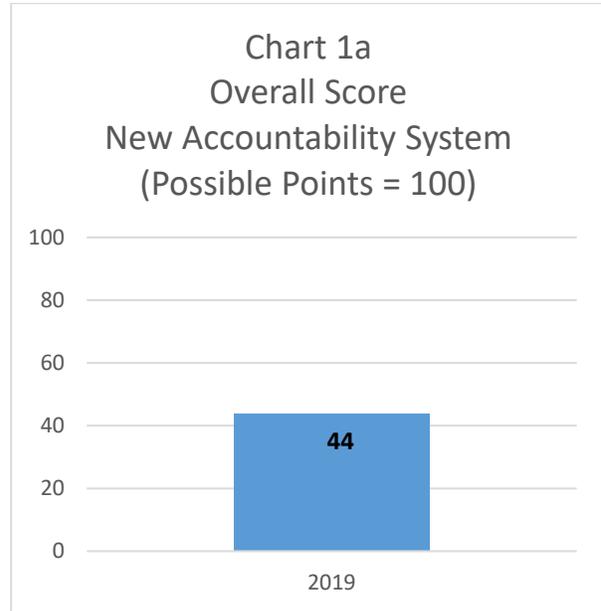
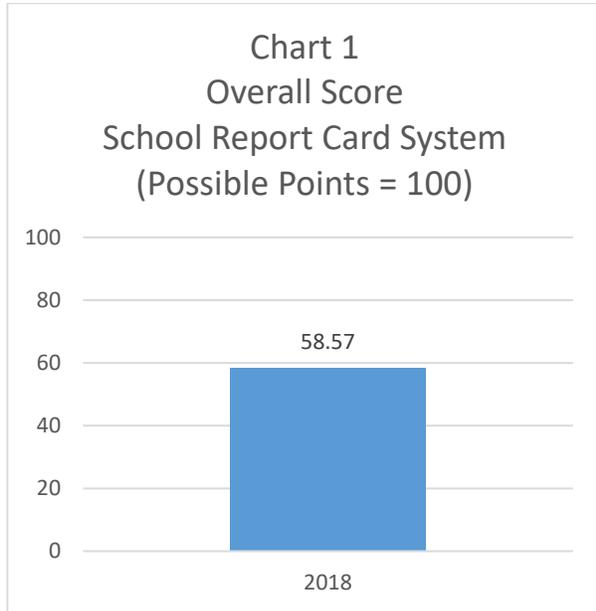
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from the NM System of School Support and Accountability Reports is also provided.

For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state mandated assessments and were unable to complete other assessments and projects required to meet mission specific goals. Therefore, state assessment data is not available.

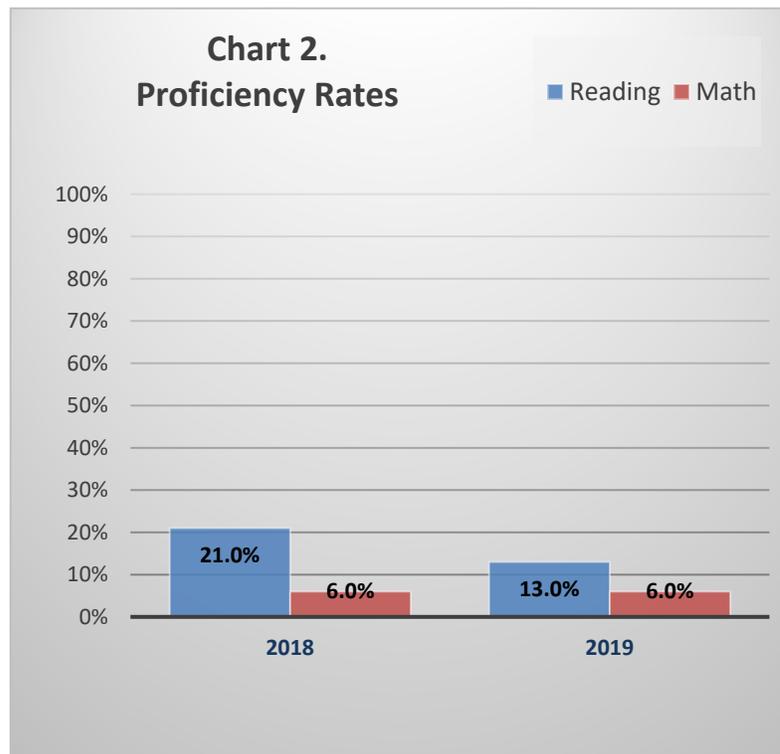
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

1a. Department's Standards of Excellence

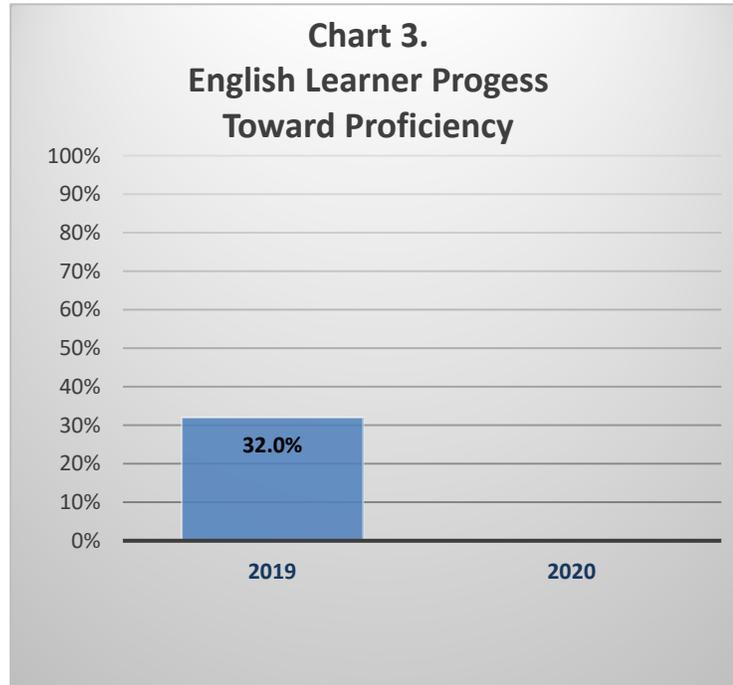
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



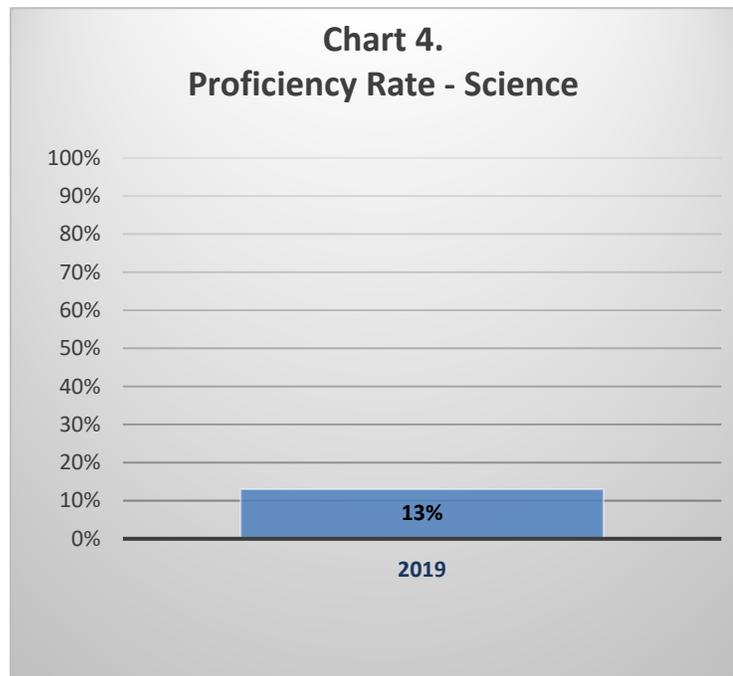
Proficiency Rates: Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



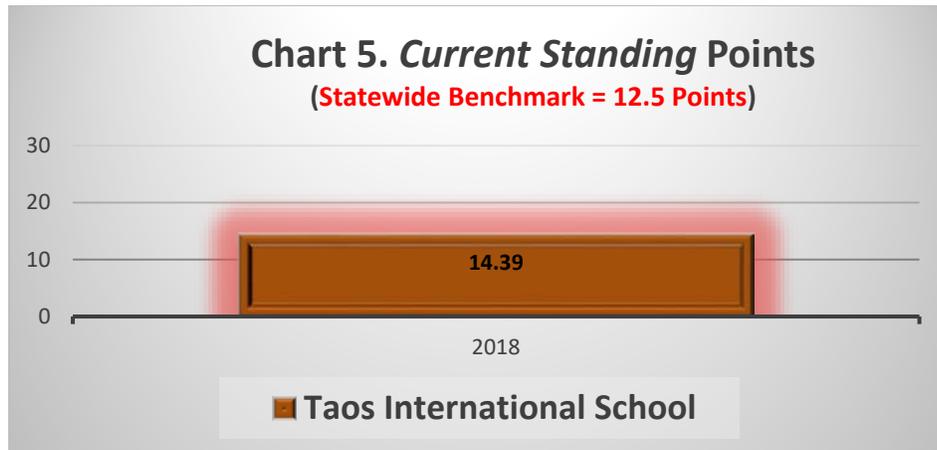
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



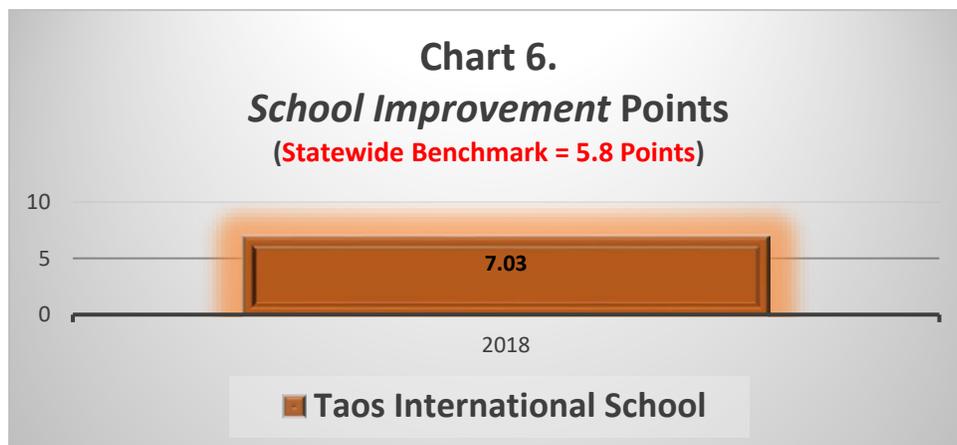
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. *As of FY19, this measure is no longer available.*

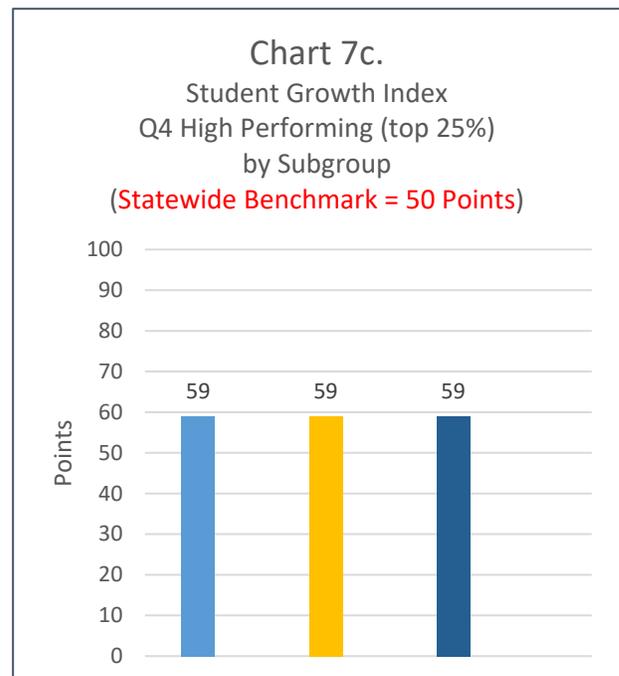
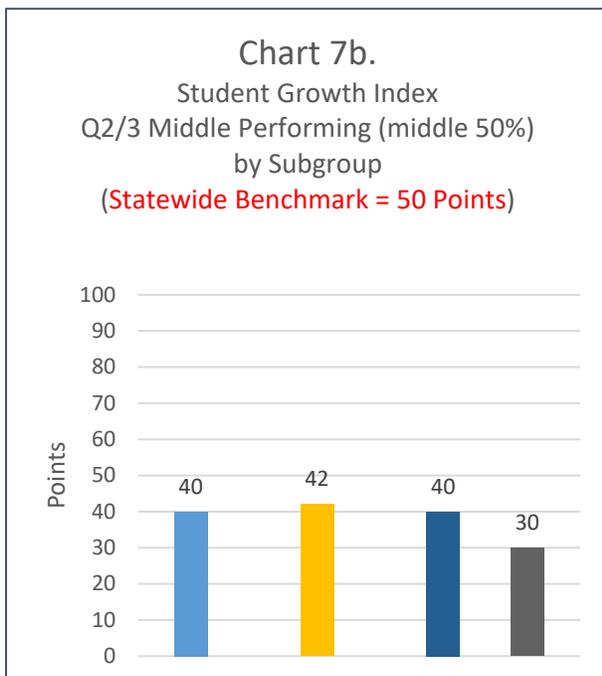
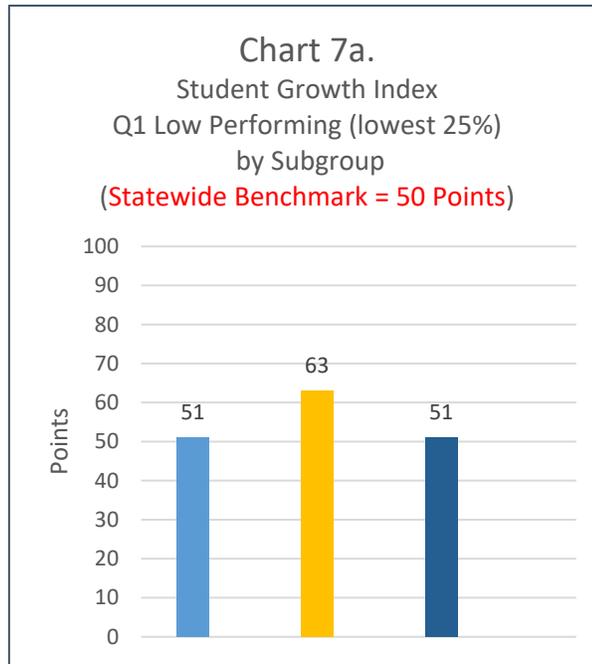


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. *As of FY19, this measure is no longer available.*



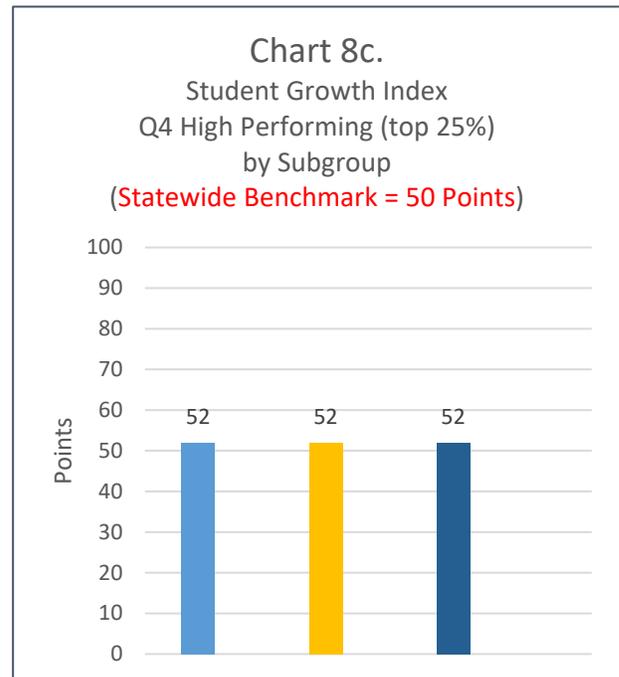
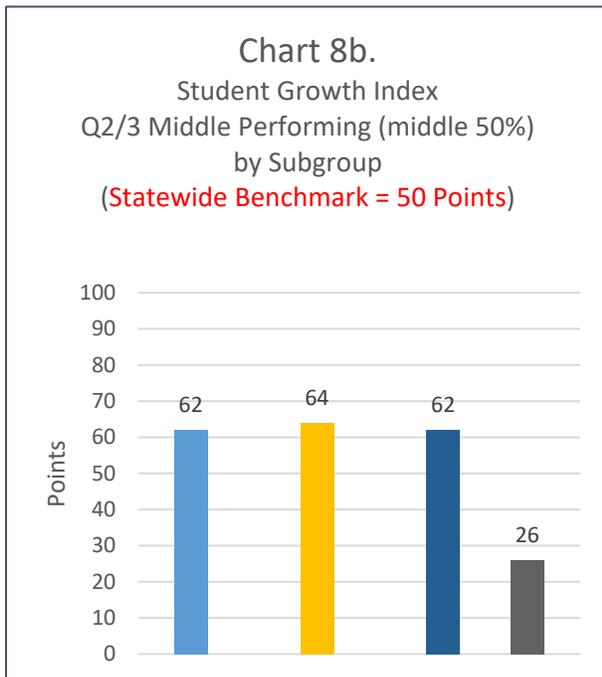
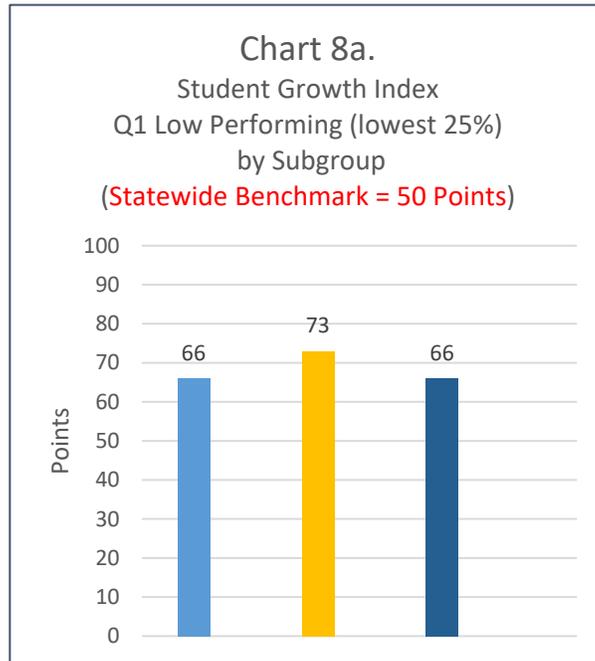
Growth Index for Reading FY2019

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

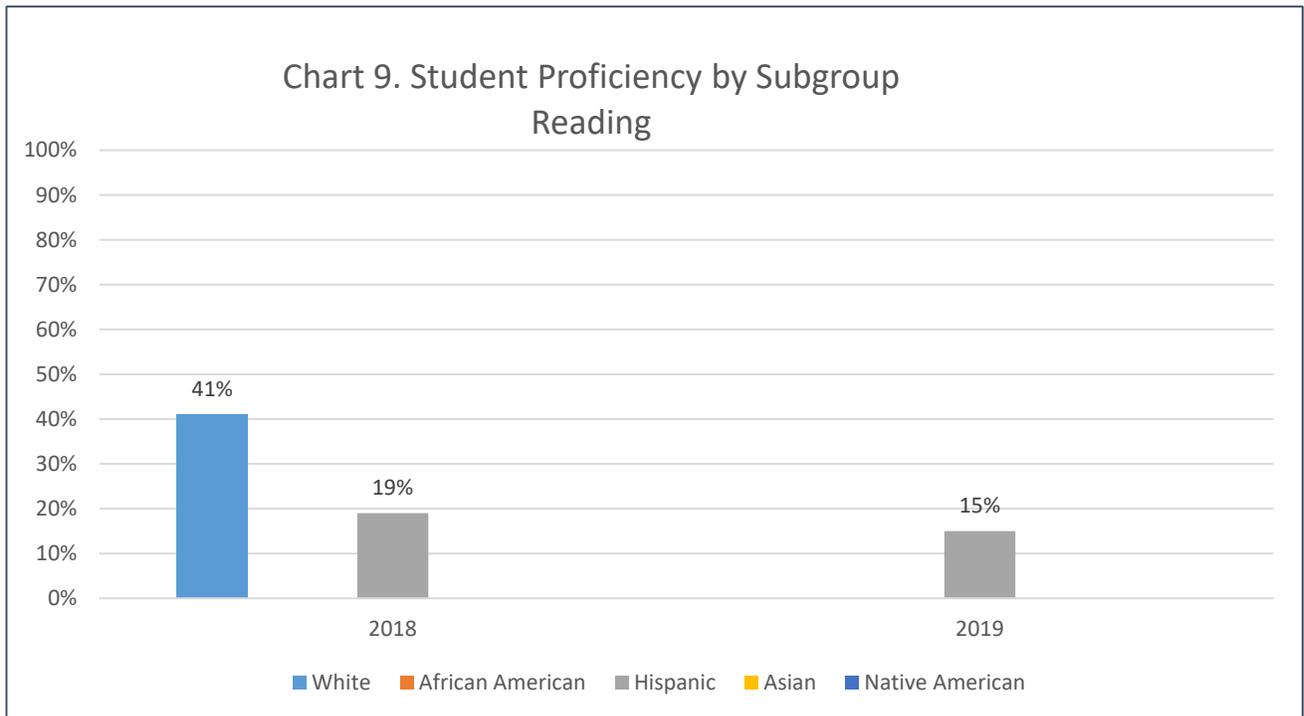


Growth Index for Math FY2019

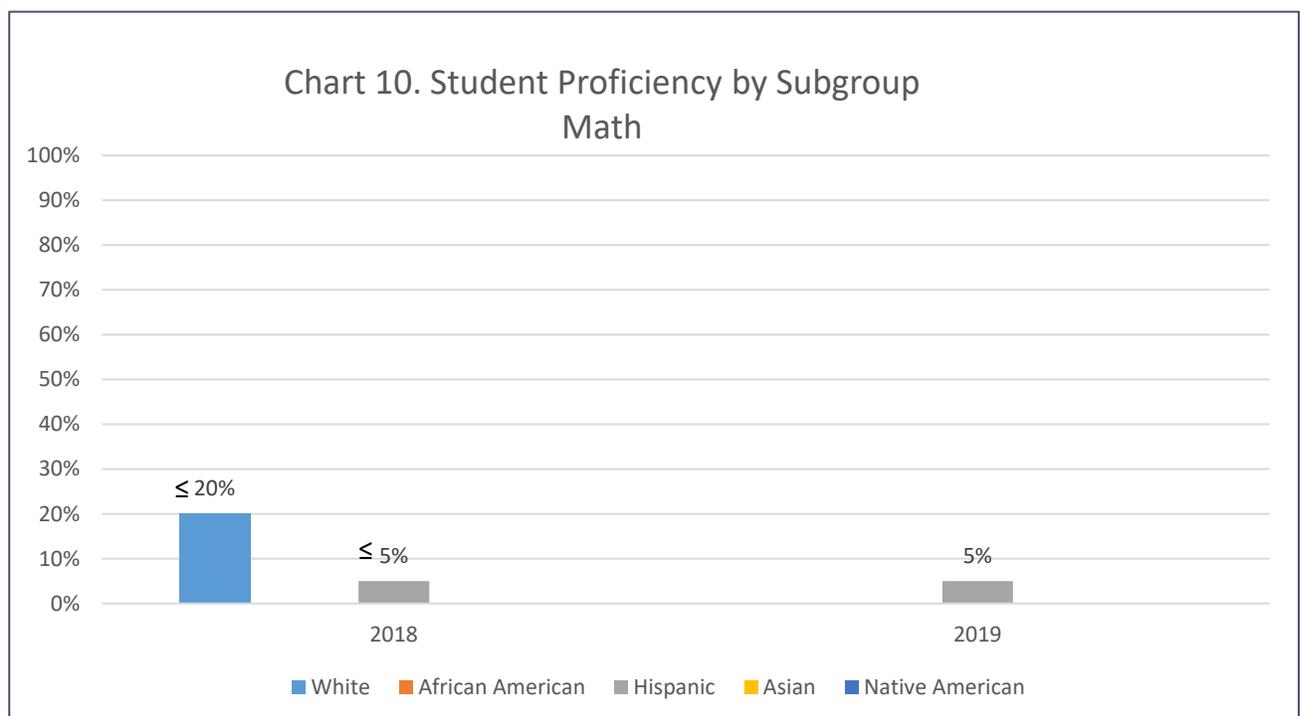
- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner



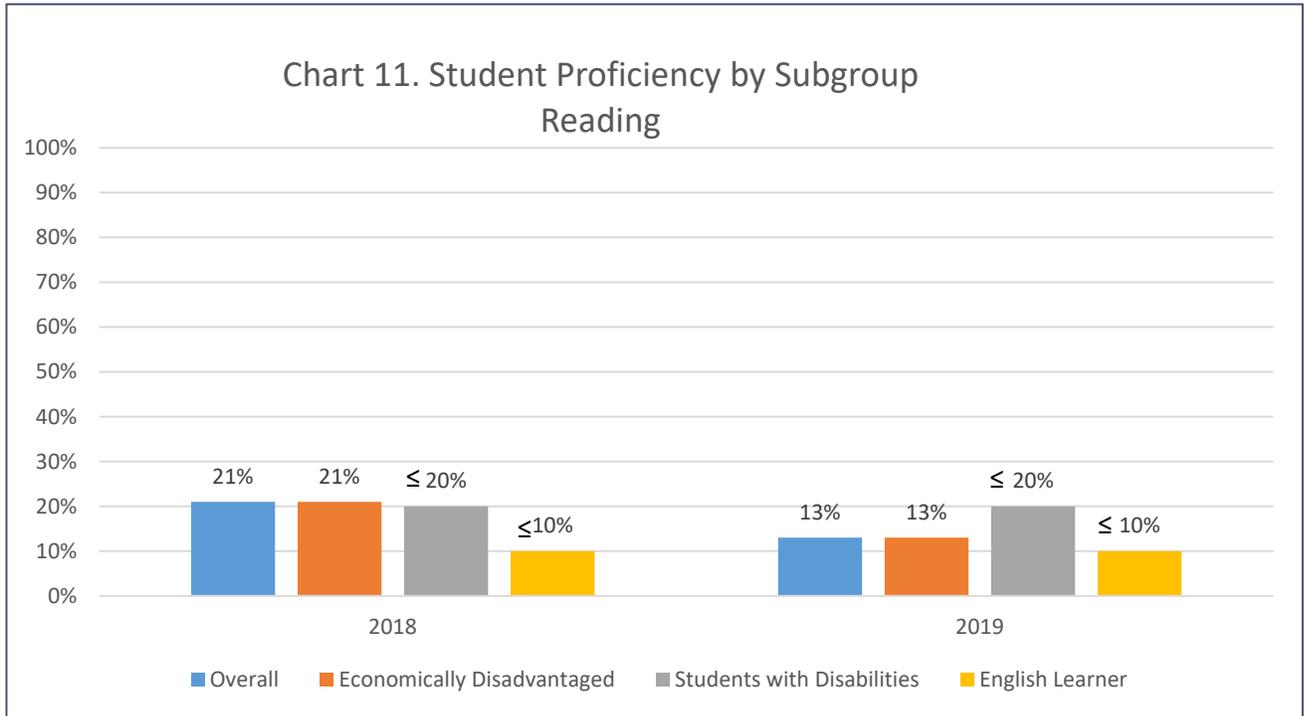
Race/Ethnicity Subgroups - Proficiency in Reading



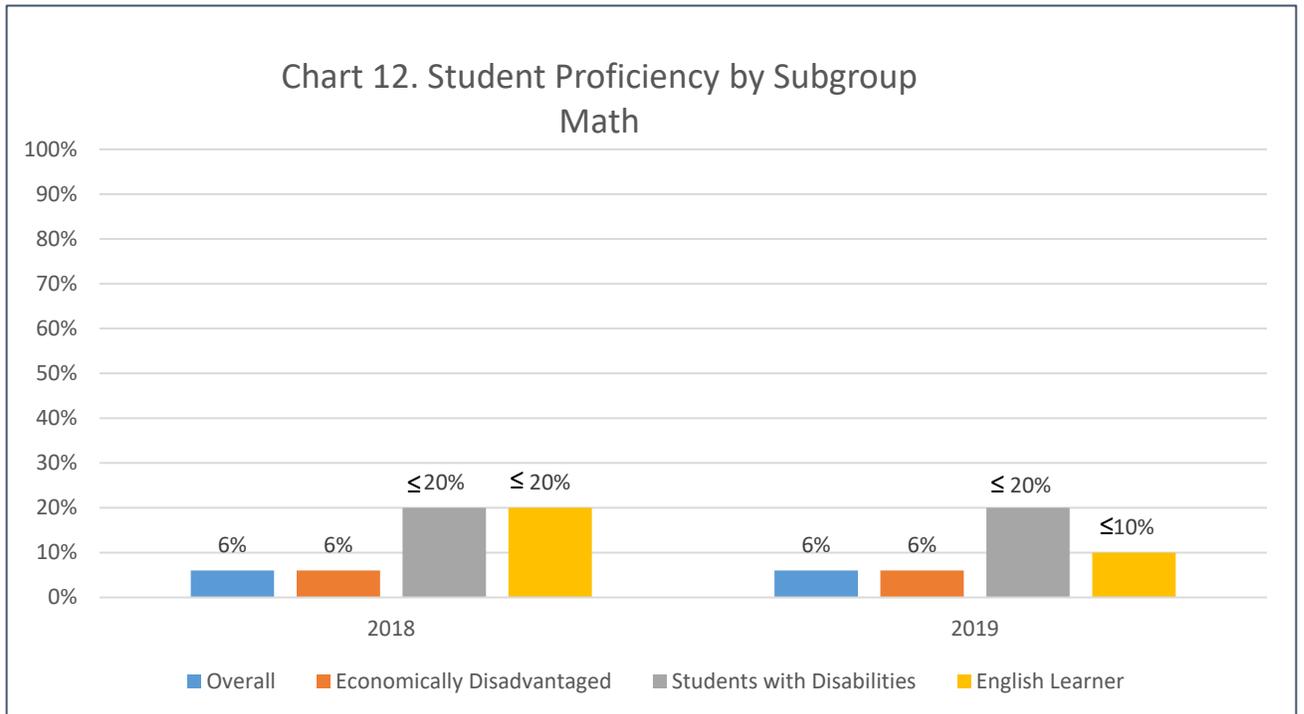
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



1b. Specific Charter Goals

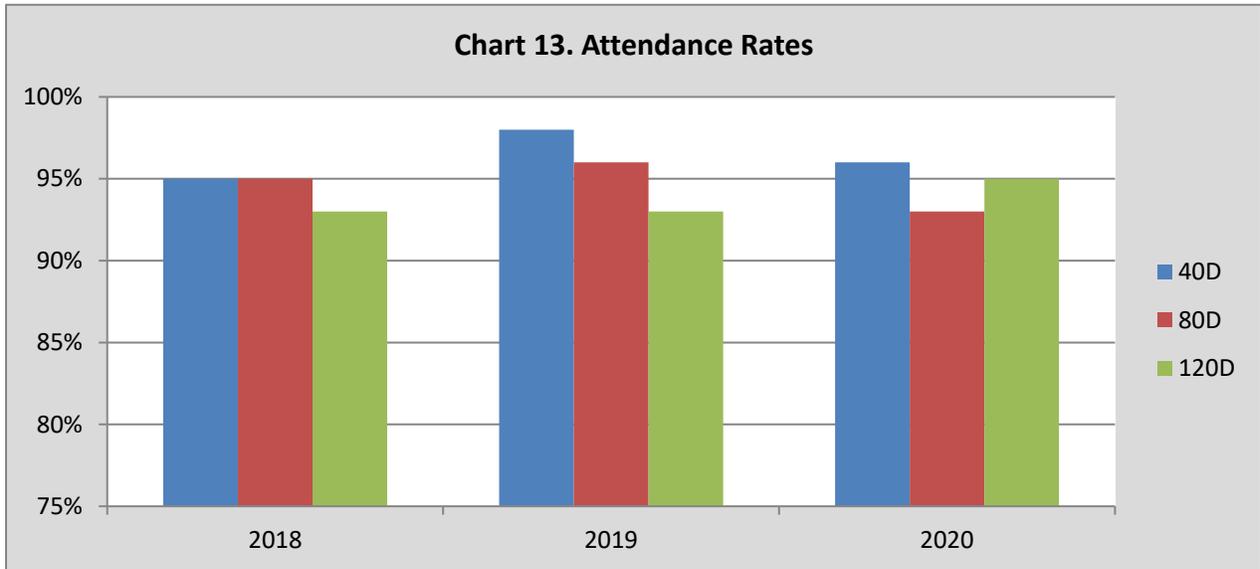
In the 2018-version of the PEC-approved charter contracts, mission goals were optional. Taos International School did not include mission goals in the school's performance review and accountability plan.

1c. Student Attendance and Enrollment

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

Attendance Rate (The statewide target is 95% or better.)

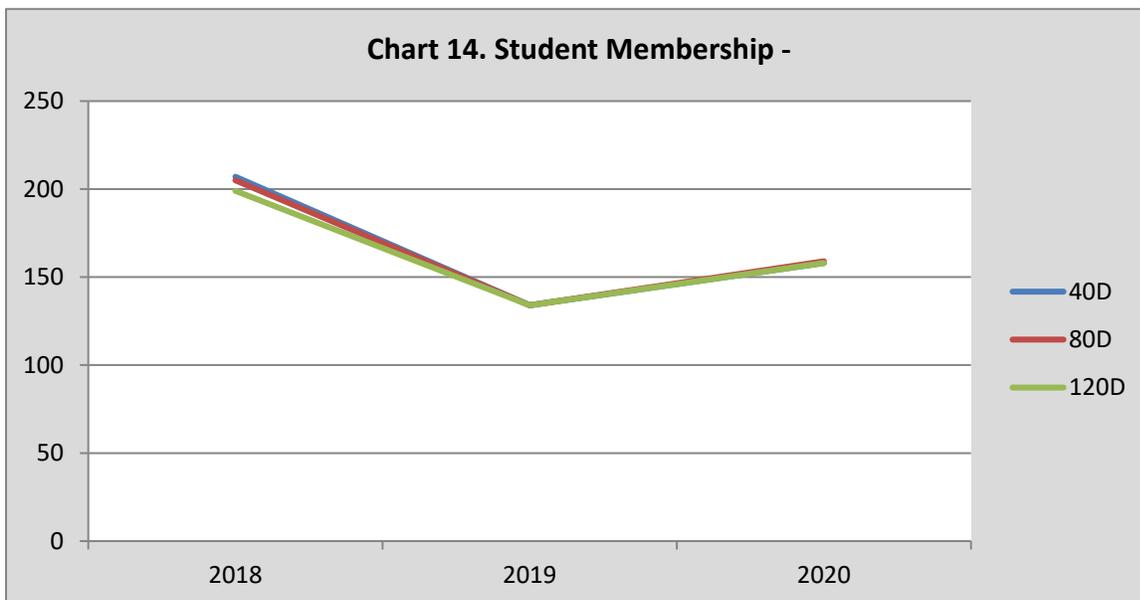
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



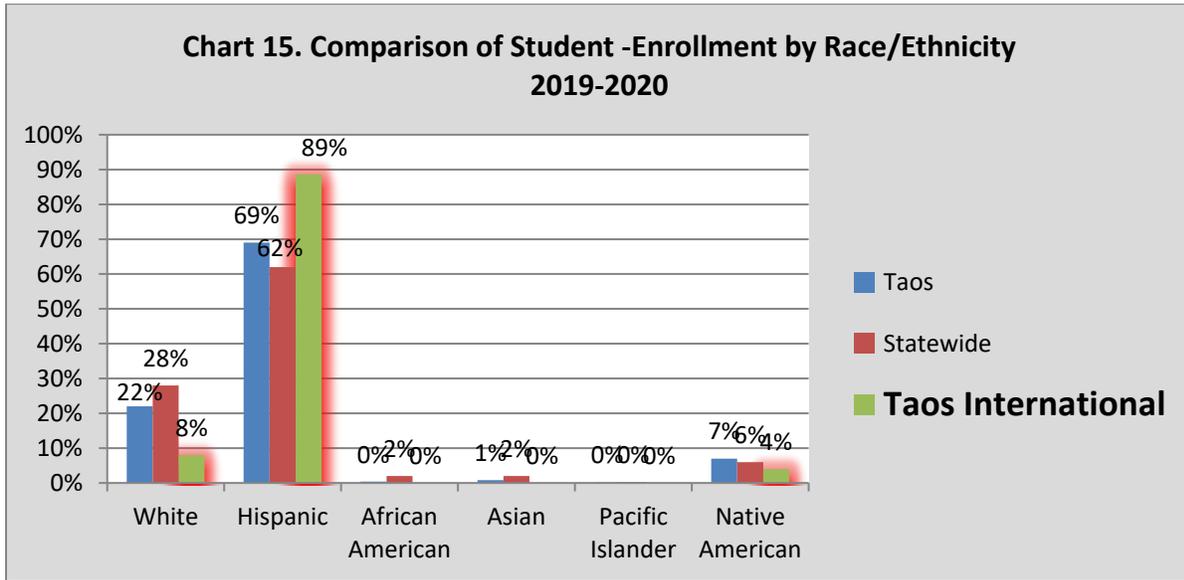
Student Membership (Enrollment)

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

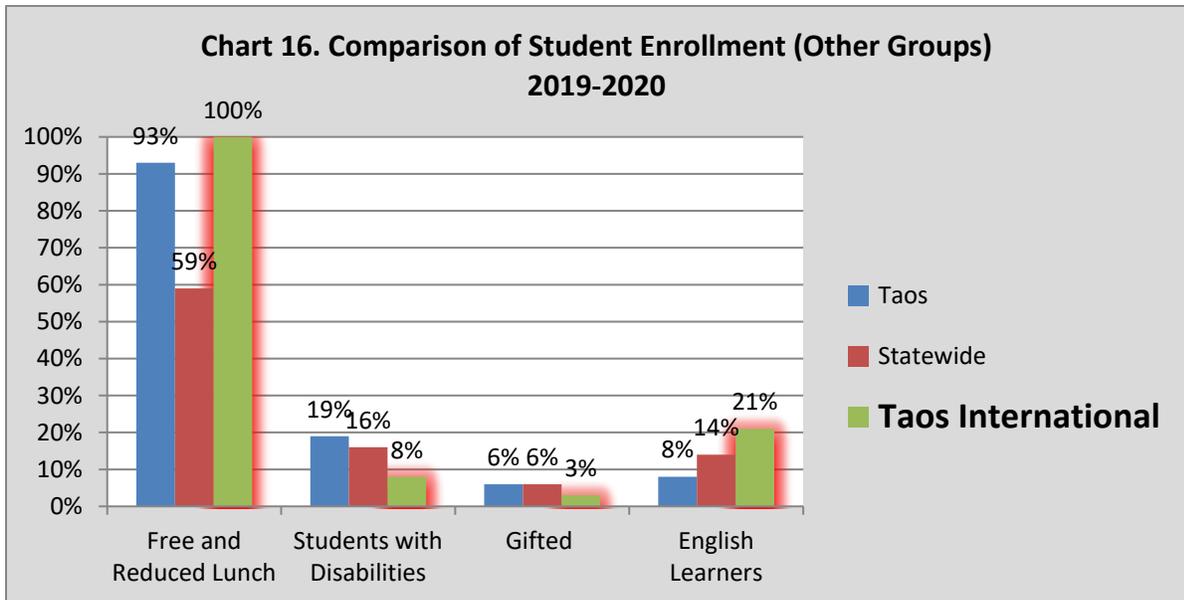


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

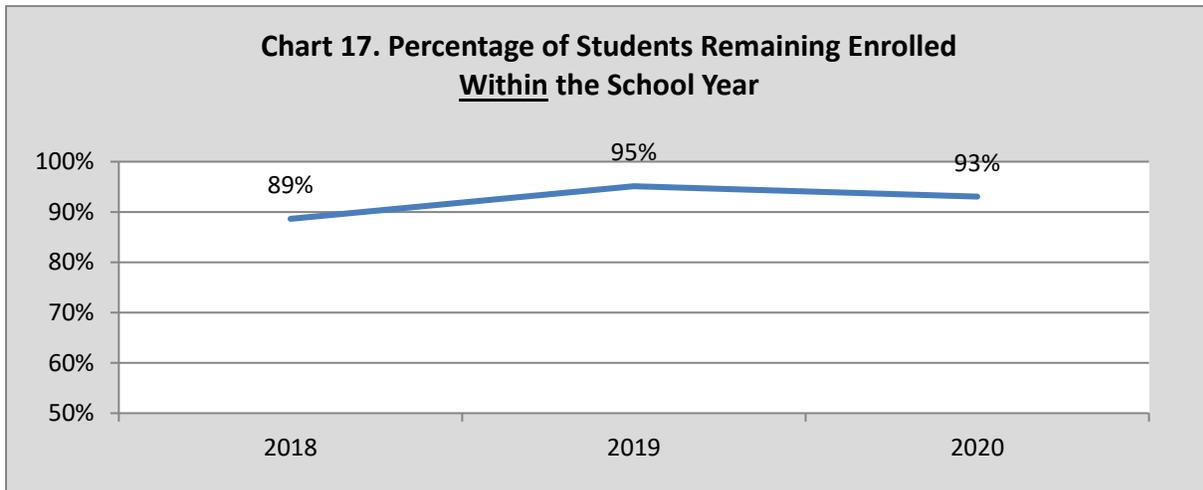


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

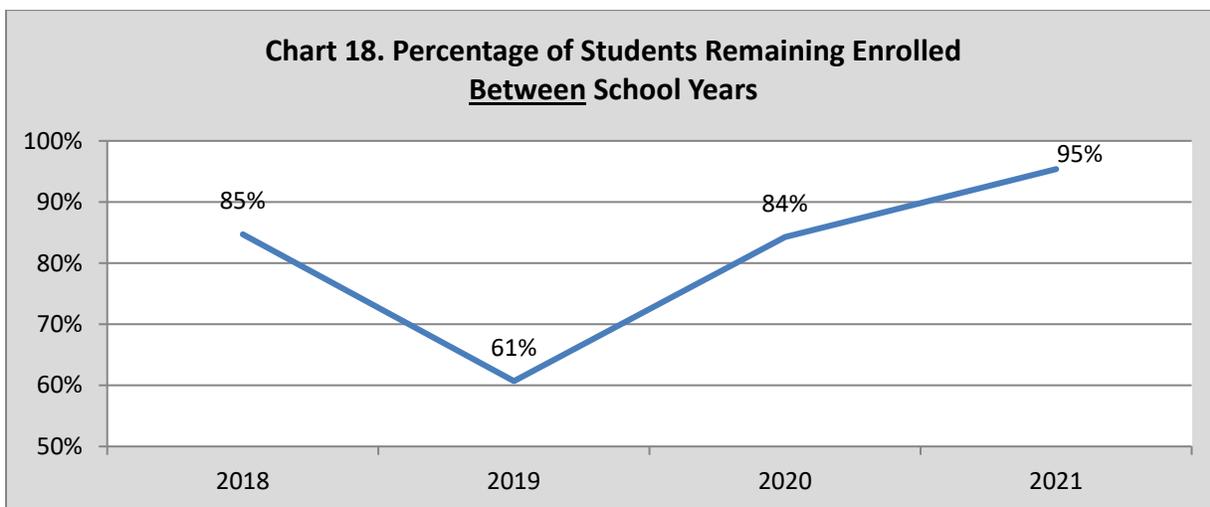
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 17, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



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

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set, as outlined in Chart 18.

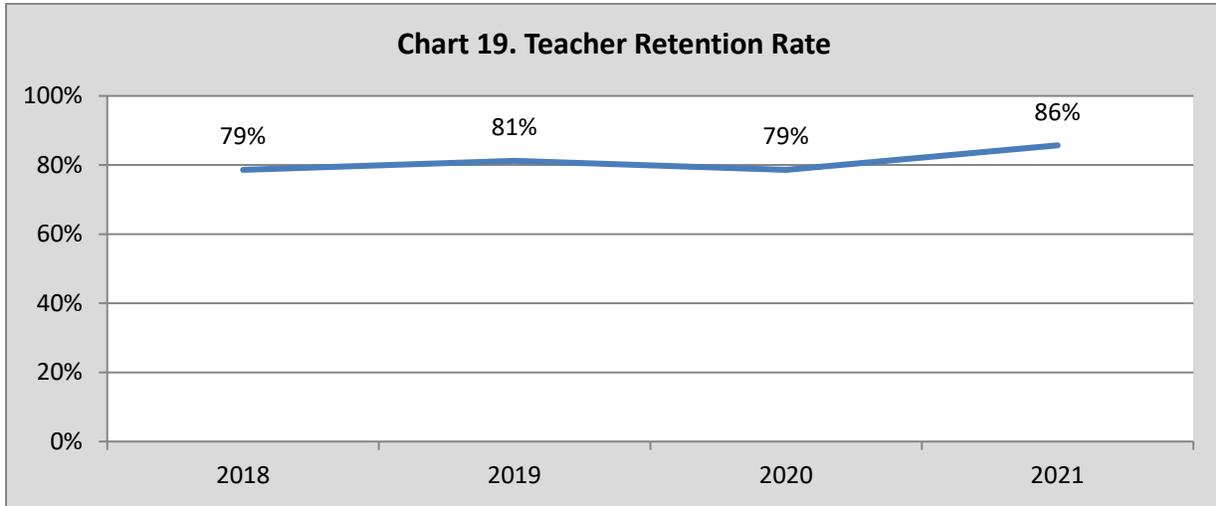


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 19 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2016-2017 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	0	0	0
FY18	0	0	0
FY17	6	1	0

Summary of Most Recent Fiscal Report

In FY19, the school received no audit findings.

2b. Board of Finance

The school's Board of Finance has been maintained during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

- i. Implementation of IB Standards and Principles for the School's Primary Years Program. This will be evaluated for compliance through reports issued by the IB Organization.
- ii. Implementation of IB Standards and Principles for the School's Middle Years Programme. This will be evaluated for compliance through reports issued by the IB Organization.
- iii. Implementation of Inquiry-Based Learning through student-centered lessons as evidenced by unit planners
- iv. Implementation of Dual Language 50/50 model K-3rd grades as evidenced by a Department annual report or in the absence of a state-funded program evidenced by daily schedule of classes.
- v. Implementation of Heritage Model 4-8th grades as evidenced by a Department annual report or in the absence of a state-funded program evidenced by daily schedule of classes.

3b. Organizational Performance Framework

Taos International		2018-2019	2019-2020
Category I. Academic Performance Framework		School Grade: C	
Indicator 1 Components of School Accountability System	Meets (or Exceeds) Standard	44 points	
Indicator 2 Subgroup Performance		42.875 points	
Indicator 3 Mission Specific Goals	Falls Far Below (or Does Not Meet) Standard	Not Applicable	Not Applicable
Category II. Organizational Performance Framework			
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1f Educational Program: NM DASH Plan		Not Applicable	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 4a Students & Employees: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 5b School Environment: complying with transportation requirements		Not Applicable	Not Applicable
Indicator 5c School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
Indicator 5d School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Financial Performance Framework			
Financial Self-Assessment Survey	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

3c. Governing Body Performance

The school currently has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who were serving on the school’s Governing Body in 2019-2020.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
Carla Romero		7/8/2015	Active	8	8	0
Clifford Johnson	President	5/9/2016	Active	8	8	0
Amanda Arellano	Secretary	12/11/2017	Resigned 8/10/2020	8	8	0
Alice Garcia		9/10/2018	Active	8	8	0
Edna Pena		8/14/2017	Resigned 8/10/2020	8	8	0
Anna Parraz-Romero	VP	5/9/2016	Active	8	8	0

Amalia Martinez was designated to the school’s board on 8/10/2020.

Claudio Martinez was designated to the school’s board on 8/10/2020.

*Training requirements reduced by any approved exemptions.



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 Baccaulaurette 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)

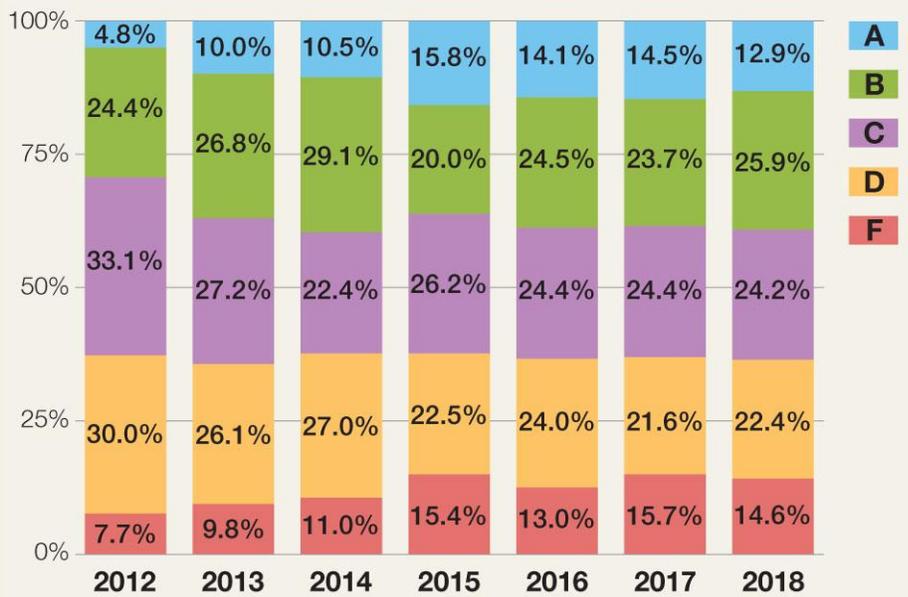
Schools that have met all of their school or mission specific goals in each year of the contract term do NOT provide a narrative.

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.

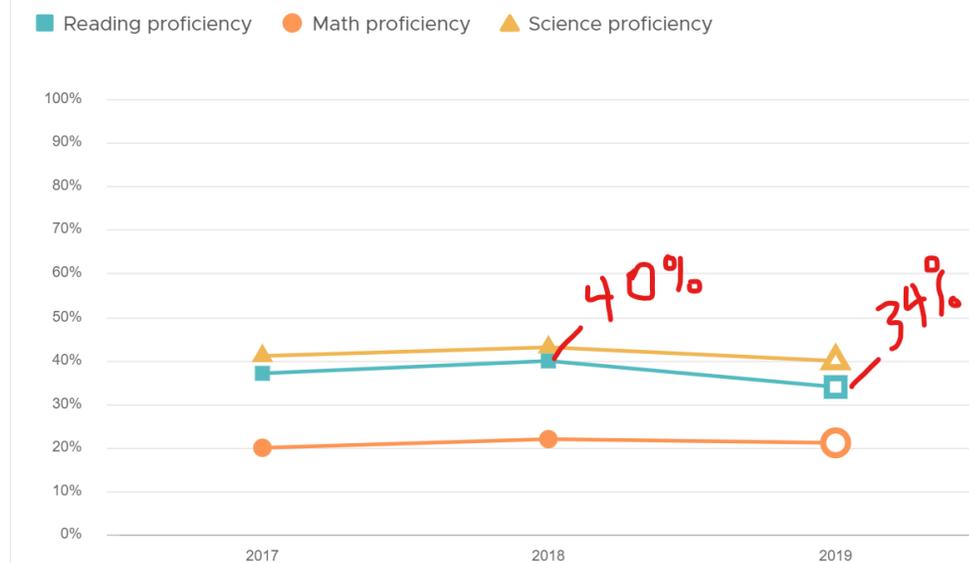
In addition, TIS worked to expand individualized instructional supports based on student needs. This included using flexible grouping of students during a differentiated instruction block.

- 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

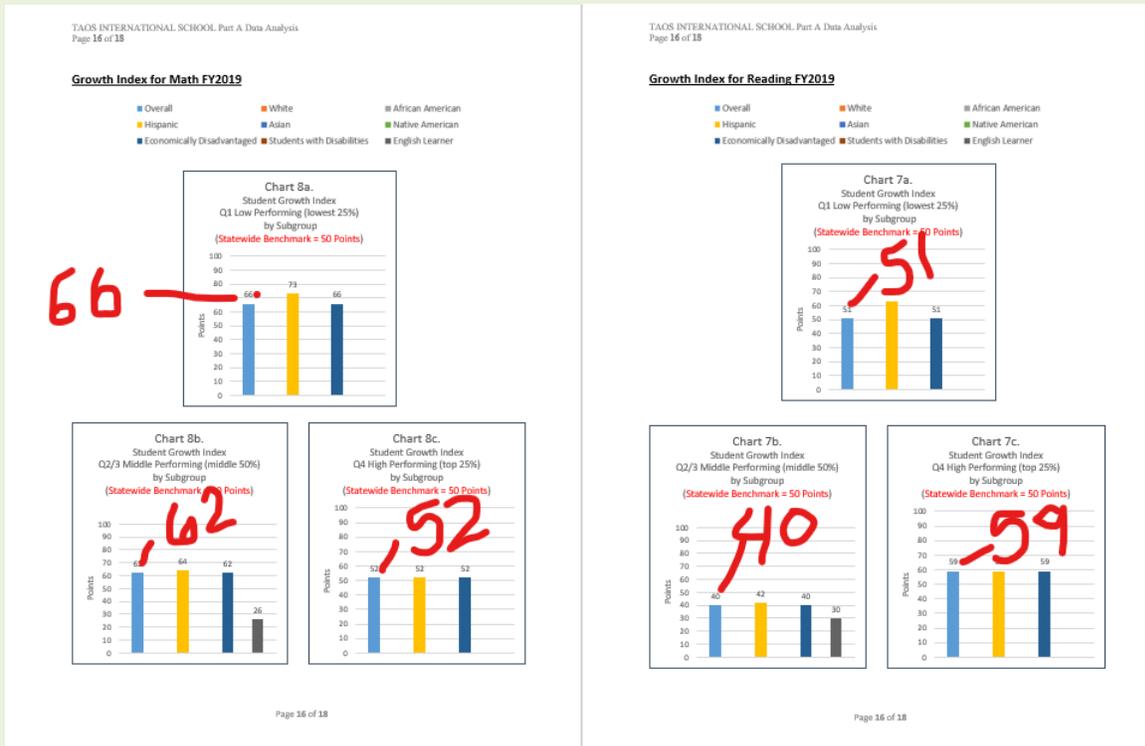
About the State Academic performance ▾ Learning Environment ▾ Accountability



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:



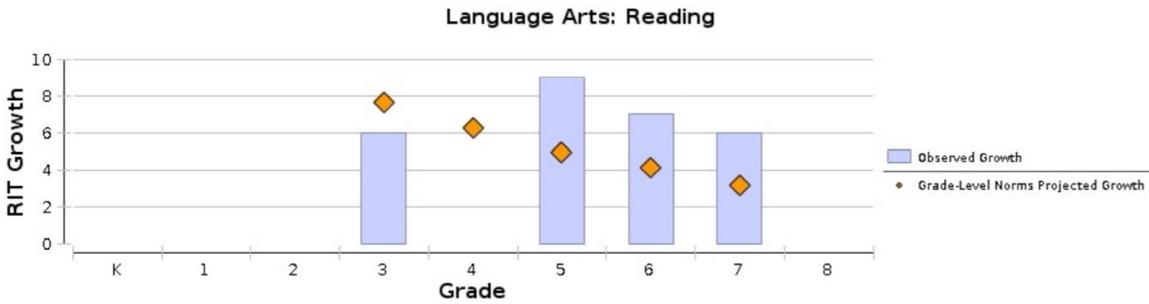
Source: Part A: Data Report and Current Charter Contract Terms from this application

- 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

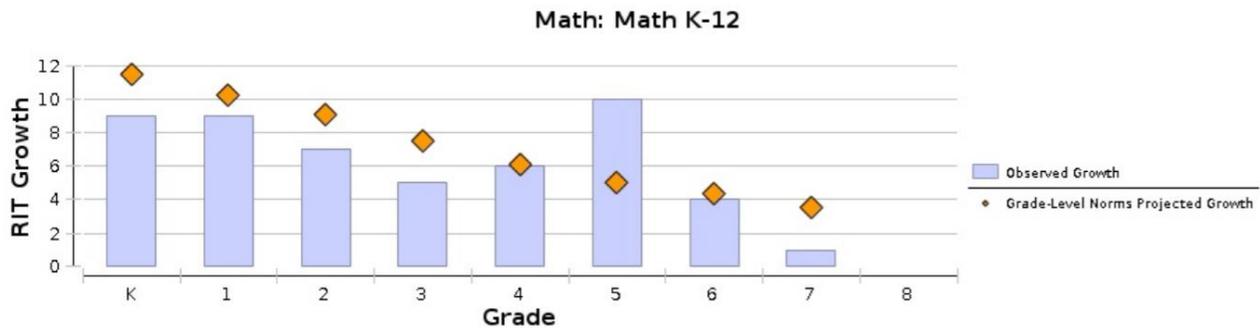
Measures of Academic Progress(MAP) and Istation assessments. However, we do have data for Fall 2019 until Winter 2020 which is presented here:



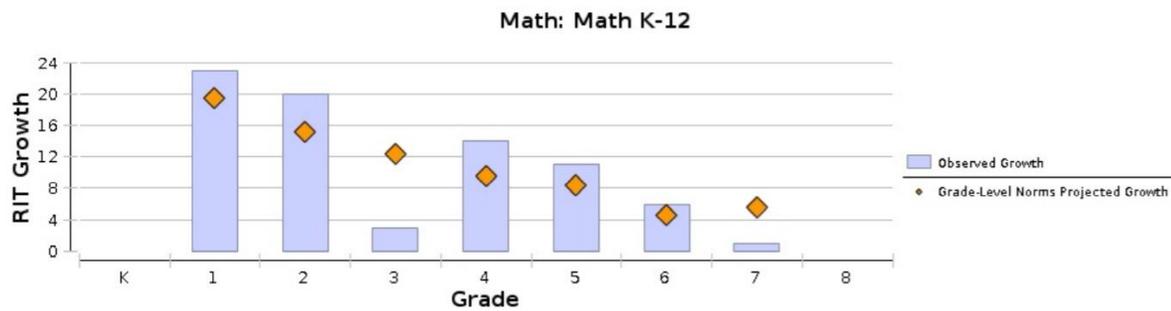
- This data is from the Kindergarten through 5th grade Istation Reading assessment. The green arrow on the left indicates a decrease in the number of level 1 students, while the green arrow on the right indicates an increase in the number of level 3 and level 4 students. Level 4 and above is considered 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 ½ 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
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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.



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Renewal Application 2020-21, Approved by the PEC February 2020

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.**



School Name: Taos International

Part C—Financial Statement*

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is 1) understandable to the general public; 2) that allows comparison of costs to other schools or comparable organizations; and 3) that is in a format required by the department

Instructions:

- a. Complete the table specific to your operational budget for each fiscal year within the school’s current charter contract (Year 1 through 4). **Please edit the actual year you are referring to in each table (such as FY16 and so forth).*
- b. Input totals for functions 1100 and 2300/2400/2500 (combined) for each year into chart at the end of this section.

Year 1 FY17

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	%63.06	\$1,024,746
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	%0.80	\$13,000
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	%0.28	\$4,476

2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	%1.56	\$25,293
2400	School Administration	School Administrator, etc.	%11.17	\$181,452
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	%6.53	\$106,060
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	%13.68	\$222,331
	Other	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	%2.93	\$47,686
Grand Total			%100	\$1,625,044
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			%75.85	\$1,232,673

Year 2 FY18

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	%61.95	\$1,153,071
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	%1.45	\$26,910
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	%0.18	\$3,440
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	%8.88	\$165,324
2400	School Administration	School Administrator, etc.	%3.89	\$72,439
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	%6.10	\$113,526
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	%16.09	\$299,509

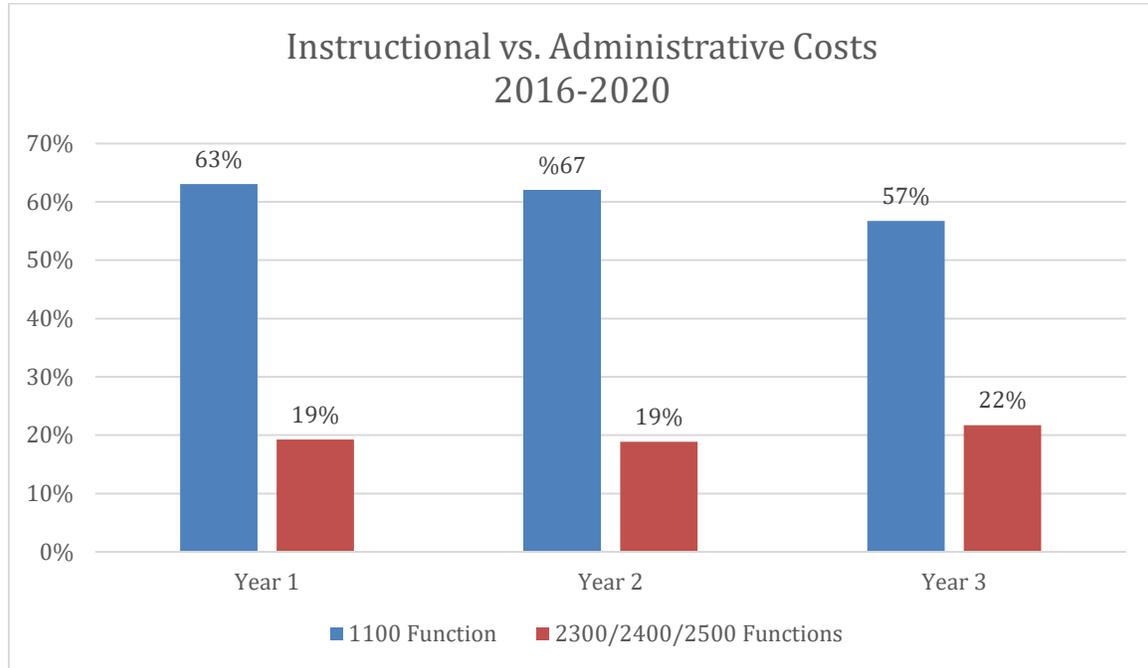
	Other	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	%0.00	\$0.00
Grand Total			%100	\$1,861,267
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			%67.47	\$1,225,860

Year 3 FY19

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	%56.71	\$877,263
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	%1.10	\$30,911
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	%0.13	\$2,062
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	%9.39	\$145,262
2400	School Administration	School Administrator, etc.	%4.84	\$74,945
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	%7.48	\$115,769
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	%19.44	\$300,710
	Other	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	%0.00	\$0.00
Grand Total			%100	\$1,546,923
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			%63.69	\$985,180.80

Operational Budget in Bar Graph (right click on chart and input % for each field):

**Please edit the actual year you are referring to in the graph below*



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

The percentages are of the TOTAL budget from the tables on the previous pages.

1100 (Direct Instruction) is compared to 2300/2400/2500 (Central Administration/School Administration/Central Services)

The chart does NOT include Student Support, Instructional Support, Maintenance and Operations, Food Services and Other funding and therefore does not add up to 100%.

1. Petition of Support from Employees

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

A certified petition in support of the charter school renewing its charter status signed by no less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 § NMSA 1978.

Include, as **Appendix F – Employees Petition**, a certified affidavit of the Employees' Support Petition from no less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

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

I am the head administrator of the Taos International Charter School and hereby certify that: the attached petition in support of the Taos International Charter School renewing its charter was circulated to all employees of the Taos International Charter School. There are 26 persons employed by the Taos International Charter School. The petition contains the signatures of 26 employees which represents 100 percent of the employees employed by the Taos International Charter School.

STATE OF NEW MEXICO)

ss.

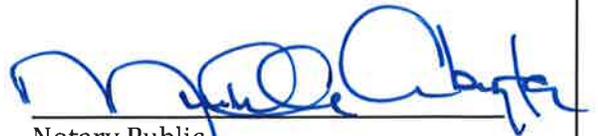
COUNTY OF TAOS)

I, Nadine M. Vigil, being first duly sworn, upon oath state:

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



Subscribed and sworn to before me this 30 day of Sept. 2020.



Notary Public

My Commission Expires: NOV. 8, 2020



E. Facility and Assurances

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

The school must provide a copy of the facility lease agreement in APPENDIX D – Lease Agreement.

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

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix I – E-Occupancy certificate and Appendix J – New Mexico Condition Index letter from PSFA**, indicating that the school facility meets the requirements of 1978 NMSA §22-8B-4.2(C)

If the charter school is relocating or expanding to accommodate more students, the school must also provide assurances that the facilities are in compliance with the requirements of 1978 NMSA §22-8B-4.2, – Additional Facility Assurance.

School response:

Taos International School (TIS) is located within the boundaries of Taos County. It is the only school that is visible from the main highway in Taos, NM. It is approximately half a mile from the entrance to the main highway, making accessiblity easy for students and parents. TIS has maintained a lease agreement with Diamond Plaza LLC. (Please see Appendix D) . TIS maintains an E-Occupancy certificate, (Please see Appendix D for pertinent documents such as E-Occupancy, Facility Map Diagram and PSFA with the facility NMCI Score indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA (C).

The current facility, which is 24,416 square feet, is comprised of: two offices, 19 classrooms, 1 Art Classroom, 1 Music Classroom, 1 Library, 13 restrooms, a multipurpose room utilized as a cafeteria/gym, and an enclosed outdoor palyground area, (Please see Appendix H- Facily Master Plan). The current facility is appropriate for fulfilling the school vision of “Students at Taos International School will learn to respect themselves, their community and the larger diverse world in whtich they live while developing the skills necessary to achieve their goals.” TIS follows Section 22-8B-4.2 NMjSA pertaining to charter school facility requirements. TIS’ facility will accommodate 360 students—2 classes per grade K-8.

TIS

**TAOS INTERNATIONAL CHARTER
SCHOOL**

Facilities Master Plan

SUBMITTED TO BILL SPRICK, PSFA

bsprick@nmpsfa.org

BY:

Nadine M. Vigil, Head Administrator/Director

118 Este Es Rd

Taos, NM 87571

CHARTER SCHOOL OVERVIEW

Taos International opened in 2014-2015 SY. It is located in Taos, NM, a rural area in Northern New Mexico (Taos County).

Year of application: July 2, 2012

As Head Administrator/Director of Taos International School, I reviewed and used the Adequacy Planning Guide and Charter-Alternative School Statewide Adequacy Standard Variance in assisting me to prepare the Facilities Master Plan designed to meet the schools' mission and vision which will lead to student achievement and success.

1.1 GOALS

Taos International School (TIS) will partner with parents and community and will provide K-8 students an opportunity to reach their maximum potential through a standard based, multicultural Dual Language and International Baccalaureate Program.

1.1.1 MISSION

Taos International School will provide K-8 students an educational program focused on inquiry-based teaching and learning, the acquisition of languages, and the development of social, emotional, and rigorous academic skills necessary to function in our local, national, and international community.

VISION

Students at Taos International School will learn respect for themselves, their community, and the larger diverse world in which they live while developing a moral consciousness that will help them build integrity into their lives.

1.1.2 EDUCATIONAL PHILOSOPHY

Taos International School's philosophy and instructional approach is research-based and incorporates best-practices in all aspects of instruction.

Taos International School's curriculum framework consists of three components that are aligned with the school's mission statement. The first component is the written curriculum. This component explains in great detail the school's instructional philosophy and approach. It addresses the question, "What will students learn?"

The second component of TIS' framework is the taught curriculum. In this section, the question, "How will students learn?" is addressed. The International Baccalaureate planning
Taos International School

documents provide some guidance in this area. However, the primary instructional strategies will derive from inquiry-based research and best practices. This component will also explain the one-way immersion approach to second and third language learning.

The third and final component of TIS' framework is the assessed curriculum. This component describes and explains all the formative and summative assessment that will be administered to monitor student progress and to generate quantitative and qualitative data to analyze. It will also provide important information on the alignment of the written, taught, and assessed curriculum. Most of the assessment information is provided in Section II J. (3) of this charter application.

The Written Curriculum: International Baccalaureate Primary Years Program (PYP)

New Mexico Common Core Standards and the International Baccalaureate Organization (IBO) curriculum documents provide the guidance in determining the written curriculum. NM Common Core Standards and IBO documents have been reviewed and topically aligned to ensure that the written curriculum is taught and assessed effectively.

TIS's curriculum materials and instructional strategies focus on carrying out educational goals identified in our mission and vision statement. TIS has applied and met all requirements to be designated as an IB Candidate school. TIS is currently applying for IB authorization to be designated as an International Baccalaureate (IB) world school. IB designation will allow TIS to offer the Primary and Middle Years Program (PYP, MYP) which has been proven to assist students in the acquisition of rigorous academic skills while embracing world cultures and languages.

The study of a second and third language is a required component of the TIS educational program. Students at TIS are expected to be proficient by the end of eighth grade in both English and Spanish and to begin studying a third language, Mandarin Chinese, at the beginning of fourth grade. Spanish proficiency is measured not only by the student's ability to speak the language, but also by the student's ability to engage with native-like fluency in writing and reading activities. TIS implements a one-way immersion approach to teach languages.

1.1.3 SERVING THE COMMUNITY

Taos International School serves students that come from many different backgrounds and that are at many different ability levels. Offering the programs that TIS offers assist in activating the learning process. Integrated instruction with Dual Language and International Baccalaureate Programs is an approach that addresses the common classroom problems of: lack of student interest and motivation, the diversity of student ability levels, students' multiple intelligences and learning styles, meaningful content, and student choice. An integrated curriculum provides a framework and methodology to address these problems, and accomplish classroom learning goals.

Taos International School

Taos County is a rural area and its schools demographic data currently consists of 78% Hispanic, 13.7% Caucasian, 6.6% Native Americans, 0.6% African American and 1.0% Asian. Taos has an English Language Learners (ELL) Population of 15.7% and 0.2% special education students. 100% of all these students is designated economically disadvantage. The target population of the school reflects the demographics of the community schools, none of which met AYP requirements. Out of the seven schools in the district, two are listed under schools in improvement, one under schools in corrective action, and four under schools in restructuring.

Currently, not all students requesting the dual language program that is offered in only one of the three public elementary schools have the opportunity to participate because of limited space. A continuation of this dual language program is no longer offered for sixth grade students at the middle school level resulting in limited choices to a mono-lingual, mono-cultural schooling system. Therefore, this substantiates the need to provide these essential educational services for students within the Taos community.

TIS provides a greater focus on a multilingual curriculum and addresses the international education and foreign language needs of New Mexico students by offering the International Baccalaureate's Primary Years Programme for students aged 3-12 which focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Middle Years Programme for students aged 11-16 which provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers will also be offered at TIS.

One of the Middle Years Programme areas of interaction is community service. Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. Giving importance to the sense of community throughout the programme encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

International Baccalaureate programs are not offered within the Taos Municipal Schools. The study of foreign languages in a one-way language immersion educational environment enhancing student's long-term achievement and performance will also be offered at TIS.

Enhanced learning and best practice strategies are implemented to meet and exceed the state Common Core Standards. TIS also provides students with skills necessary to compete in the global economy and workforce by entering a K-8 educational program that is rigorous, standards-based, and focused on addressing the academic and linguistic needs of students. One of the schools required components is that students be proficient in two languages by the end of eighth grade. By the beginning of fourth grade students will begin studying a third language: Mandarin Chinese.

PROCESS

Process for Data Gathering and Analysis

The process for gathering data and analysis was conducted through a series of interviews involving the founders of Taos International School. Promising facilities and their owners were interviewed to acquire data and analysis.

1.2.2 AUTHORITY AND FACILITIES DECISION MAKING

Nadine M. Vigil, Head Administrator/Director was the individual representing the school authorized as contact on issues and questions related to the submission. The process for capital planning and decision making was with founders of Taos International School and Governing Council Members. Community input was also considered by holding public forums where the community was able to voice their opinions. Following is the list of Head Administrator/Director and Governing Council Members and their affiliation.

Nadine M. Vigil, MA, Head Administrator/Director/Founder of Taos International
 Taos Municipal Schools Retired Principal (2010)
 Adjunct Professor, University of New Mexico-Taos
 Adjunct Professor, Northern New Mexico College-Taos
 Ms. Vigil has served in various administrative and teaching roles for over forty years including Teacher Assistant, Teacher, Assistant Principal, Principal, Adjunct Professor and Head Administrator/Director. Ms. Vigil is Bilingual (English/Spanish) and holds a New Mexico Level III-A Instructional Leader K-8 Elementary License with Bilingual, TESOL and Modern and Classical Languages endorsements along with a Level III-B PreK-12 Administrative License.

2018-2019 Governing Council

Carla Romero, Governing Council President-Ms. Romero is a Title Examiner with New Mexico Title & Abstract Company, Inc. Her knowledge and expertise in this area helped TIS find the appropriate land/facility to accommodate the school's population.

Clifford Johnson, Governing Council Vice President-Mr. Johnson is a retired Lawyer. His expertise contributes extensive advice in following school law.

Anna Parraz-Romero, Governing Council Secretary- Ms. Romero is a retired educator. Her extensive knowledge of the educational profession allows for a wealth of professional advice. She is bilingual (English/Spanish) and holds a New Mexico Instructional Leader K-8 Elementary License.

Edna Peña- Governing Council Member-Ms. Peña is a retired educator. She holds a New Mexico Instructional Leader K-8 Elementary License and an Administrative License. She is bilingual (English/Spanish). Her extensive knowledge of the educational profession allows for a wealth of professional advice.

Amanda Arellano-Governing Council Member- Ms. Arellano works for Taos County in the Human Resources (HR) department. Her expertise and knowledge as an HR employee provides TIS with a wealth of professional advice.

Alice Garcia-Governing Council Member-Ms. Garcia works as an Office/Budget Manager for Hinds & Hinds Storage. Her experience assists TIS in the operation of the school.

2. PROJECTED CONDITIONS

2.1 PROGRAMS AND DELIVERY METHODS

Taos International School Curriculum has been selected/developed. The International Baccalaureate Primary Years Program (IB PYP) and Middle Years Program (MYP) curriculum documents and the New Mexico Common Core Standards and Anchor Standards are the foundation documents for the school. The IB PYP scope and sequence for all content areas and supporting documents are available in English and Spanish. Although not as extensive, documents are also available in Mandarin Chinese.

New Mexico Common Core Standards will be addressed by aligning the IB PYP and MYP documents with standards in all core content areas.

The IB PYP and IB MYP scope and sequence for all content areas and supporting documents are available in English and Spanish. Although not as extensive, documents are also available in Mandarin Chinese. New Mexico Common Core Standards will be addressed by aligning the IB PYP/ MYP and documents with standards in all core content areas.

The Written Curriculum: One-way Language Immersion (Spanish and Mandarin Chinese Instruction)

The second part of Taos International School’s curriculum framework and written curriculum is the study of languages in a one-way immersion classroom environment. TIS will adopt and revise if necessary the Spanish language arts standards, “Estándares de Artes del Lenguaje en Español”, available on the New Mexico Public Education Department Bilingual and Multicultural

Education web site. Exhibit 4.0 provides a first grade sample of this important curriculum document. The standards cover grades K-8.

Exhibit 4.0

Sample Spanish Language Arts Standards K-8 (Estándares de Artes del Lenguaje en Español)

First Grade

Primer Grado

Énfasis: La comprensión de la lectura y la comprensión auditiva

Estándar 1: Los estudiantes aplicarán las estrategias y destrezas para comprender información leída, oída y observada.

Cota A: Escuchar, leer, reaccionar y recontar información

Actividades

1. Escuchar y recontar cuentos cortos.
2. Reconocer la repetición y predecir expresiones repetidas.
3. Responder y elaborar a las preguntas (¿quién?, ¿qué?, ¿cuándo?, ¿dónde? y ¿cómo?).
4. Discutir y explicar las respuestas a preguntas relacionadas a textos narrativos y expositivos.
5. Hacerse preguntas, recontar y resumir para evaluar su propia comprensión.
6. Seguir instrucciones sencillas tanto escritas como orales.
7. Aumentar el vocabulario al leer y escuchar, y por medio de la interacción personal.

Cota B: Localizar y usar una variedad de recursos para adquirir información.

Actividades

1. Demostrar familiaridad con una variedad de recursos (p. ej., cuentos, poemas, periódicos, discos compactos, "software", guías telefónicas, piezas teatrales cortas).

Cota C: Demostrar destrezas analíticas para comprender la información oral, observada y escrita.

Actividades

Taos International School

1. Asociar palabras claves con conocimiento anterior y explorar el uso de vocabulario del autor.
2. Predecir y explicar lo que pasará próximamente en un cuento.
3. Demostrar familiaridad con una variedad de textos (p. ej., cuentos, poemas, periódicos, etc.).
4. Describir las diferencias y semejanzas entre cuentos distintos (p. ej., personajes, argumento, lugar).

Cota D: Adquirir destrezas de lectura y demostrar competencias en las destrezas y estrategias del proceso de la lectura.

Actividades

1. Desarrollar el conocimiento fonético.
2. Demostrar estrategias y destrezas para reconocer palabras.
3. Leer a voz alta con fluidez y comprensión textos del primer grado.
4. Utilizar el significado de las oraciones, el cuento mismo y la sintaxis para asegurar la comprensión.
5. Aumentar el vocabulario al leer y escuchar, y por medio de la interacción personal.

Énfasis: La expresión oral y escrita.

Estándar 2: Los estudiantes comunicarán efectivamente por medio del habla y la escritura.

Cota A: Demostrar competencia oral para comunicar información.

Actividades

1. Leer a voz alta con fluidez y comprensión textos del primer grado.
2. Participar en discusiones que resultan en algo escrito.
3. Escoger y usar vocabulario y estructuras lingüísticas nuevas (p. ej., recontar, usar exclamaciones para responder emotivamente a acontecimientos o ideas).

Cota B: Implementar convenciones gramaticales y lingüísticas para comunicar.

Actividades

1. Confirmar predicciones sobre lo que pasará en el texto al identificar vocabulario clave.
2. Usar el contexto para resolver dilemas.
3. Relacionar el conocimiento anterior a la información en el texto.
4. Practicar las letras mayúsculas y minúsculas para asegurar su formación
5. Usar oraciones completas para escribir un texto sencillo.

6. Usar las mayúsculas y la puntuación para
 - la primera palabra de una oración;
 - los nombres propios;
 - el uso del punto al final de oraciones declarativas;
 - el uso apropiado de los puntos de interrogación,
7. Evaluar su propia composición al leerla otra vez y/o consultar con los compañeros.

Cota C: Demostrar competencia en las destrezas y estrategias del proceso de la escritura.

Actividades

1. Escribir siguiendo el estilo de algún autor.
2. Crear una variedad de textos (p. ej., cuentitos, cartas, poemas sencillos, diarios, etc.).
3. Escribir descripciones de personas, lugares u objetos conocidos.
4. Escribir usando borradores para realizar un texto legible y lógico.
5. Empezar a usar ortografía precisa.

Énfasis: La literatura y los medios de comunicación

Estándar 3: Los estudiantes usarán la literatura y los medios de comunicación para desarrollar una mayor comprensión de la sociedad en general, de la comunidad y de sí mismos.

Cota A: Utilizar el idioma, la literatura y los medios de comunicación para llegar a un mayor aprecio de las diferentes culturas que le rodean.

Actividades

1. Aumentar el vocabulario y comprender las expresiones que se encuentran en obras literarias apropiadas.
2. Identificar las personas y los argumentos sencillos de mitos y cuentos de otras partes del mundo.
3. Describir acontecimientos relacionados a otras naciones y/o culturas (p. ej., drama, dibujos, construcciones, etc.).

Cota B: Identificar y utilizar los géneros literarios según su propósito.

Actividades

1. Identificar los elementos de argumento y lugar en un cuento.
2. Demostrar la comprensión de la secuencia y la caracterización en el cuento por medio de la actuación, el dibujo, la declamación y/o la redacción.

In addition to the Spanish Language Arts Standards recommended by the Bilingual and Multicultural Education Division, TIS has reviewed the Las Vegas City School's Spanish language arts curriculum document. This document is also available on the New Mexico Public Education Department web site.

Mandarin Chinese Language Curriculum

The written curriculum for classical Mandarin Chinese instruction will originate from a variety of sources. The International Baccalaureate Organization's Online Curriculum Center provides a variety of reference material for the study of the language.

Another important resource is the Center for Applied Linguistics. Their resource database produced hundreds of materials in Mandarin Chinese. The site listed dictionary, texts, literature books, readers or anthologies, references materials as well as general guidance on how to teach the language. The University of New Mexico's foreign languages division will also be source of information and possibly teachers to assist TIS in implementing a Mandarin Chinese language program for fourth through eighth grade students.

Mandarin Chinese Language Curriculum development will begin during the first year along with the development of "Program of Inquiry." Although students will not be enrolled in Mandarin Chinese classes until the 4th grade, Mandarin Chinese teachers will be hired on a very limited basis to develop the curriculum, secure instructional materials, and explain the Mandarin Chinese language program to staff members and families.

Textbooks and Other Instructional Materials

Taos International School has adopted the following state approved textbooks/resources to assist teachers in implementing the written curriculum in the four core content areas in either English and/or Spanish:

CONTENT	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
Language Arts: Houghton Mifflin (English and/or Spanish)	X	X	X	X	X	X	X	X	X
Mathematics: Everyday Math (English	X	X	X	X	X	X	X	X	X

Taos International School

and/or Spanish)									
Science: Center for Hands on Learning	X	X	X	X	X	X	X	X	X
Social Studies: Scott Foresman (Spanish)	X	X	X	X	X	X	X	X	X

Additional materials such as dictionaries, maps, readers, phonic (English and Spanish) programs, manipulative, visuals, and computers will be purchased to assist teaching staff in delivering the written curriculum.

The Taos International School Curriculum has been selected/developed. As described above, the International Baccalaureate Primary Years Program (IB PYP) and Middle Years Program (MYP) curriculum documents and the New Mexico Common Core Standards are the foundation documents for the school. The IB PYP scope and sequence for all content areas and supporting documents are available in English and Spanish. Although not as extensive, documents are also available in Mandarin Chinese.

New Mexico Common Core Standards will be addressed by aligning the IB PYP and MYP documents with standards in all core content areas.

According to second language research, the most effective approach to learning a language is through complete immersion. (Lambert and Tucker 1972; Swain 1982) Therefore, students Kindergarten through third grade at TIS will engage in the 50/50 Dual Language model. Classroom instruction is delivered 50 percent of the time in Spanish and 50 percent of the time in English. Fourth- Eighth grade will be implementing the "Heritage Model."

The formal study of the third language, Mandarin Chinese, begins in 4th grade. By this time, students will have reached sufficient command of English and Spanish skills to allow for the introduction of Mandarin Chinese. It is anticipated that no more than 5-10 percent of the regular school day will be allocated to the acquisition of Mandarin Chinese language skills. Student outcomes for Mandarin Chinese will be at the beginning to intermediate level. The goal is for conversational skills that emphasize pronunciation and vocabulary.

2.1.1 PROGRAMS OVERVIEW

Below is a proposed staff plan for TIS. The maximum number of students is 20 or a 20:1 ratio per class.

Year One: 2014-2015	Year Two: 2015-2016	Year Three: 2016-2017	Year Four: 2017-2018	Year Five: 2018-2019
6 Teacher FTEs (K, 1, 6)	10 Teacher FTE (K, 1,2, 6,7)	14 Teacher FTEs (K, 1,2,3,6,7,8)	16 Teacher FTEs (K,1,2,3,4, 6,7,8)	18 Teacher FTEs (K,1,2,3,4,5,6,7,8)
1 Special education FTE	1 Special education FTE	2 Special education FTE	2 Special education FTE	2 Special education FTE
.5 Art teacher FTE	.5 Art teacher FTE	.5 Art teacher FTE	.5 Art teacher FTE	.5 Art teacher FTE
.5 Music teacher FTE	.5 Music teacher FTE	.5 Music teacher FTE	.5 Music teacher FTE	.5 Music teacher FTE
			.5 Mandarin Chinese Teacher FTE	.5 Mandarin Chinese Teacher FTE
.25 Head Administrator	.25 Head Administrator	.25 Head Administrator	.25 Head Administrator	.25 Head Administrator
1 School Director	1 School Director	1 School Director	1 School Director	1 School Director
1 Bilingual Director	1 Bilingual Director	1 Bilingual Director	1 Bilingual Director	1 Bilingual Director
1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager

Year One: 2014-2015	Year Two: 2015-2016	Year Three: 2016-2017	Year Four: 2017-2018	Year Five: 2018-2019
1 Office Manager/Bookkeeper (clerical)	1 Office Manager (clerical)			
2 Educational Assistants	4 Educational Assistants	4 Educational Assistants	4 Educational Assistant	4 Educational Assistants

2.2 PROPOSED ENROLLMENT

Taos International School, was approved, and opened doors during the 2014-2015 school year. During the first year, 49 students were enrolled in K-1 and 14 in 6th grade. The school has continued to add a grade level to its elementary program and middle school.

2.2.1 PROPOSED ENROLLMENT CAP

Taos International School's five year projection for enrollment is outlined in the chart below. It illustrates a scheme to phase in enrollment with middle school grade levels.

2.2.2 PLANS FOR PHASED ENROLLMENT

The rationale for this phase-in program is that Taos International School believes a smaller enrollment will be more manageable for the start-up project. As the school grows; as more classroom space is acquired, TIS will be able to absorb more students. The total projected student enrollment is 360 for a K-8th grade curriculum. This would be 20 students per 9 grades.

Taos International School classes and teachers are organized by grade level. The school's first year of operation began with two Kindergarten classes, one first grade class and one sixth grade class. In the future, the school expanded through to K-8th. Each grade currently has one teacher; as is planned for future expansions. Taos International School will require an average

of twenty students per class. Their class room loads, will typically remain the same with the need for more classrooms in the future.

GRAPH OF PROJECTED ENROLLMENT CAP IDENTIFIED BY GRADE LEVEL

2.2.4 CLASSROOM LOADING POLICY

Taos International School will require an average of 20 students per class. Their class room loads will typically remain the same with the need for more classrooms in the future. Square footage per student will be the same as the required square footage per the Facilities Planning Guide.

FIVE YEAR PROJECTION

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1 2014-15	120	K-1 & 6th	20/1
Year 2 2015-16	200	K-2 & 6 th , 7th	20/1
Year 3 2016-17	280	K-3, 6 th , 7 th , 8 th	20/1
Year 4 2017-18	320	K-4, 6 th , 7 th , 8th	20/1
Year 5 2018-19	360	K-8th	20/1
At Capacity (Enrollment Cap)	360	K-8	20/1

2.2.5 CLASSROOM NEEDS

The following chart illustrates the anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. The square footage breakdown is as follows:

Classrooms: _____

Classrooms will allow for closet/storage space

Year	Grades	Square Footage	Total of Students
2014-2015	2 Kindergarten	650 sf (20 students per classroom)	40
	2 First Grade	650 sf (20 students per classroom)	40
	2 Sixth Grade	650 sf (20 students per classroom)	40
		*classroom 650 sq. ft. x 8 = 5,200 sq. ft.	

			120
2015-2016	2 Kindergarten 2 First Grade 2 Second Grade 2 Sixth Grade 2 Seventh Grade	650 sf (20 students per classroom) 650 sf (20 students per classroom) *classroom 650 sq. ft. x 10=6,500 sq. ft.	40 40 40 40 <u>40</u> 200
2016-2017	2 Kindergarten 2 First Grade 2 Second Grade 2 Third Grade 2 Sixth Grade 2 Seventh Grade 2 Eighth Grade	650 sf (20 students per classroom) 650 sf (20 students per classroom) *classroom 650 sq. ft. x 14 x = 9,100 sq. ft.	40 40 40 40 40 40 <u>40</u> 280
2017-2018	2 Kindergarten 2 First Grade 2 Second Grade 2 Third Grade 2 Fourth Grade 2 Sixth Grade 2 Seventh Grade 2 Eighth Grade	650 sf (20 students per classroom) 650 sf (20 students per classroom) *classroom 650 sq. ft x 16 = 10,400 sq. ft.	40 40 40 40 40 40 40 <u>40</u> 320
2018-2019	2 Kindergarten 2 First Grade 2 Second Grade 2 Third Grade 2 Fourth Grade 2 Fifth Grade 2 Sixth Grade 2 Seventh Grade 2 Eighth Grade	650 sf (20 students per classroom) 650 sf (20 students per classroom) *classroom 650 sq. ft. x 18 = 11,700 sq. ft.	40 40 40 40 40 40 40 40 <u>40</u> 360

COMMON AREAS:

1. Classroom 650 square feet each x 18 = 11,700 sq. ft.

Taos International School

The general classroom space aesthetics at TIS should not be different from other schools. Colors should not be too bright or overbearing.

2. Multipurpose Room 1,500 square feet x 1 = 1,500 sq. ft.
Multipurpose room will be sized to accommodate 90-110 students, respectively, at any given time. Multipurpose Room will be utilized as a Response to Intervention (RTI) classroom, during inclement weather and also an eating area for students. TIS is providing free food services-Breakfast and Lunch.

3. Library/Tech Center 650 square feet x 1= 650 sq. ft.

4. Music Room-650 sq. ft. x 1 = 650 sq.ft.

5. Art Room -650 square feet x 1=650 sq.ft.

All of the above are sized to accommodate one full grade, per the square footage chart.

ADMINISTRATION:

1. Office Space 100 square feet (Head Administrator/ School Director, Office Manager, Specialists including PT, OT, Speech and other required resources) x 5 = 500 sq. ft.
Administrative spaces should be equipped with storage space as well. The administrative offices should have clear site lines to the main campus entry and be provided with storage space as well as a print copy room.
2. Storage, Bathrooms, Hallways approximately 4,000 square feet.

Grand Total: 20,300 sq. ft. needed by 5th year.

2.3 SITE AND FACILITIES

Taos International School secured leased-property, that is suitable for the implementation of the school's educational program. Taos International School has secured a facility large enough to accommodate a student body of 360 students. The Governing Council established participated in the decision-making process of the school facility.

2.3.1 LOCATION/SITE

Below are photographs of facility located on 118 Este Es Rd, Taos, NM 87571. ADA parking spaces are available and meet all required safety standards. It has paved circulation, and each building entrance is also paved.

IMPORTANT ASSUMPTIONS:

- A second third grade classroom will be added as enrollment increases.
- A 4,000 sq. ft. portable building will be added to campus as enrollment increases.

PLAYGROUND AND PHYSICAL EDUCATION NEEDS:

- Playground is established and CES approved.
- More playground structures will be added as school grows.
- During inclement weather, multi-purpose room is utilized for physical educational needs.

Photograph #1- Playground

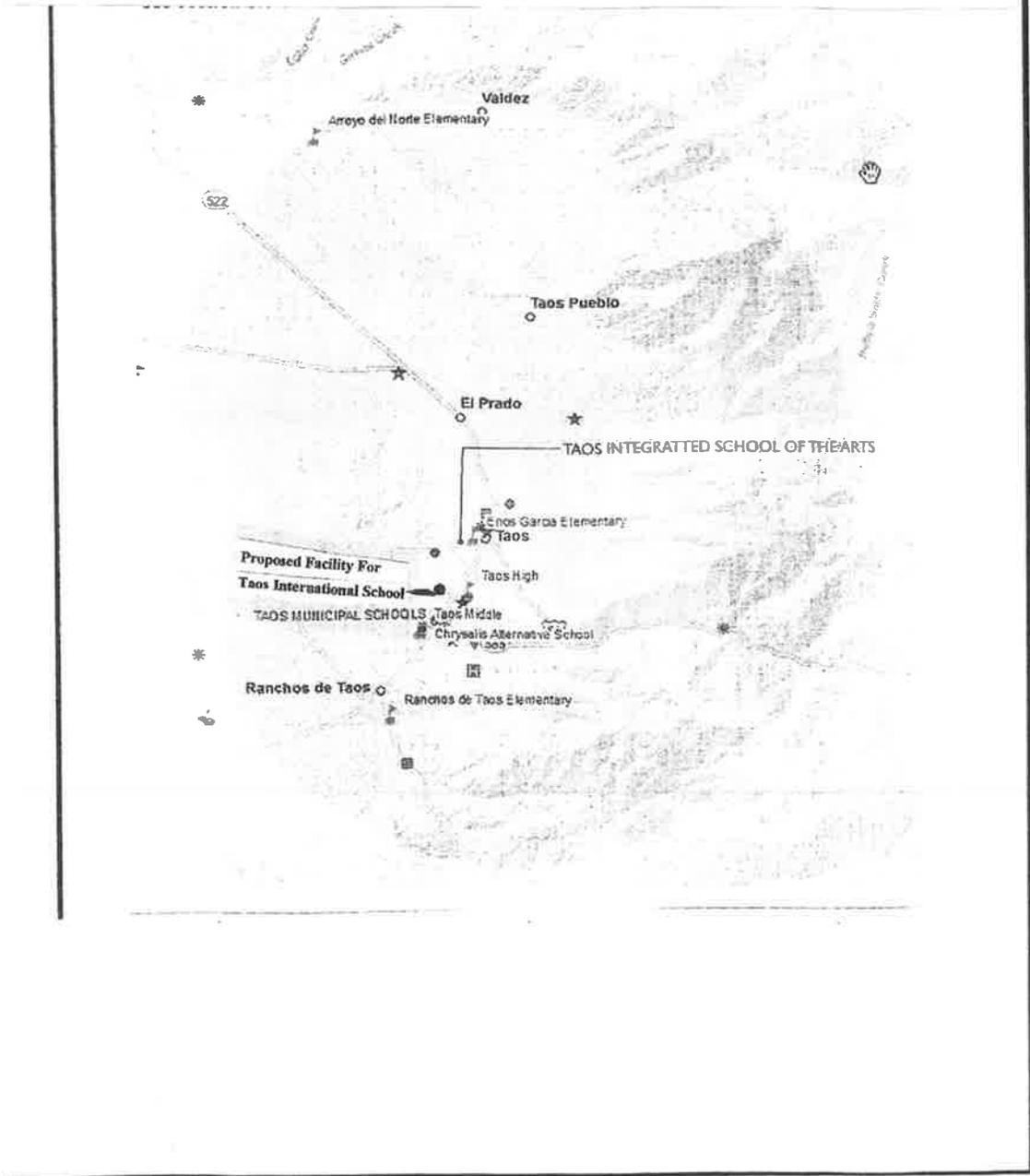
Photograph #2- Front view of Building One (K-3rd grades)



Photograph #3- Front view of Building Two (4th-8th grades)



Map of Taos Municipal Schools surrounding area where facility houses Taos International School is located.



Taos International School

2.3.4 FACILITY EVALUATION

PSFA performed an assessment on April 27, 2017. PSFA was pleased to advise that the assessment which included both Building One and Building Two, has resulted in a weighted New Mexico condition Index (wNMCI) score of 2.10% which is better (lower is better) than the current wNMCI statewide average of 16.79% as required by this statute.

3. PROPOSED FACILITY REQUIREMENTS (ED Spec)

3.1 Facility Goals and Concepts

3.1.1

In complying with HB283 Public School Facilities, Nadine M. Vigil, Head Administrator/Director worked closely with PSFA in acquiring a building that met HB283 requirements.

3.1.2 CONCEPTS

Taos International School's philosophy and instructional approach is research-based and incorporates best-practices in all aspects of instruction. TIS' philosophy that students learn through powers of observation and creativity outlines a need for flexible teaching spaces that are easily rearranged and spacious. The aesthetic of the spaces at TIS will be energetic, with copious day lighting and open plans. Outdoor education also plays a strong role. The outdoor learning environment should be equally flexible and handicapped accessible.

Spatial relationships, classroom clustering, and supplementary spaces also play a critical role in the success of TIS's curriculum. Kindergarten-2nd grade classrooms, 3rd -5th grade classrooms as well as 6th – 8th grades should be clustered. Special Education should be clustered with respective ancillary spaces; the nurse, counselor, and administration.

SAFETY

TIS' has worked hard along with Landlord to ensure campus has been renovated to ensure buildings are suitable and safe for the students as a learning environment.

SECURITY

As part of TIS' plan to secure campus, a secure perimeter, surveillance cameras, electronic gates, etc. will be utilized to provide better security for the students. The plan will also include keeping out unwanted visitors as well as making the site more easily monitored.

SUSTAINABILITY

TIS is interested in the sustainability of its campus both as a duty and as a means to educate.

SPACE FLEXIBILITY

TIS' curriculum requires that each class be spacious and flexible enough to support numerous teaching atmospheres within classroom. Some of the teaching spaces that need to be incorporated in the classroom space are quiet reading areas including space for book shelves, standard teaching space with a whiteboard, promethean and projector, a smaller circular

teaching area, casework for supply storage. The campus is also flexible for recess events and outdoor teaching.

COMMUNITY USE

TIS does not currently have any plans to make the campus available for community use.

3.2 SPACE REQUIREMENTS

3.2.1 SPACE SUMMARY

The proposed facility is 10,000 square feet and would house with renovations the first year of TIS operation if approved. The attached building with an additional 8,000 sq. ft. would allow for growth.

Classrooms:

2 Kindergarten	650 sq. ft.	(20 students @ 32.5 sf/student)
2 First Grade	650 sq. ft.	“ “
2 Second Grade	650 sq. ft.	“ “
2 Third Grade	650 sq. ft.	“ “
2 Fourth Grade	650 sq. ft.	“ “
2 Fifth Grade	650 sq. ft.	“ “
2 Sixth Grade	650 sq. ft.	“ “
2 Seventh Grade	650 sq. ft.	“ “
2 Eighth Grade	650 sq. ft.	“ “
1 Special Education	650 sq. ft.	“ “
Storage per classroom	30 sq. ft.	

COMMON AREAS

Multipurpose Room	1500 sq. ft.	(90 students @ 17 sf/student)
Library/Computer Lab	650 sq. ft.	(20 students @ 15 sf/student)

Multipurpose room is sized to accommodate 90-110 students, respectively, at any given time.

Multipurpose room is utilized as a Response to Intervention (RTI) classroom, Physical Education classroom, indoor area for inclement weather along with serving breakfast and lunch area. TIS is providing free food services to students. Students are allowed to bring their own lunch if they wish.

Music Room

A 650 sq. ft. Music Room has been constructed with good acoustics and with little to no sound leakage to adjacent rooms. Also, there is enough storage space for music instruments and chairs, either in built in casework or closet space.

Art Room

A 650 sq. ft. Art Room has been constructed to accommodate one full grade, per the square footage chart. There is enough storage space for Art supplies either in built in casework or closet space.

Physical Education

Physical Education activities are held in 1500 sq. ft. multi-purpose room which accommodates one full grade per the square footage chart.

Library/Tech Center

A 650 sq. ft. Library/Tech center is sized to accommodate one full grade, per the square footage chart.

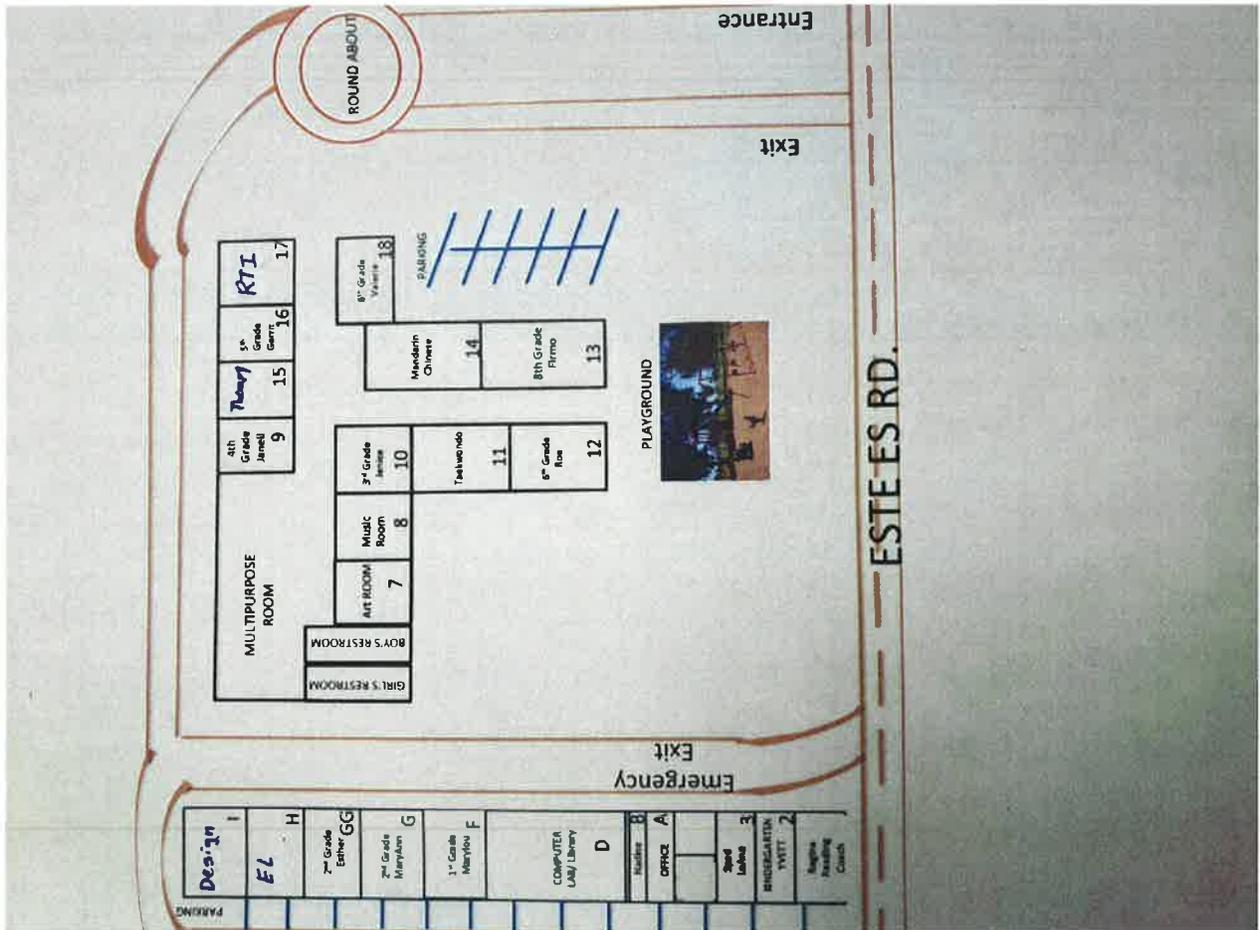
ADMINISTRATION:

Head Administrator/School Director	100 sq. ft.
Administrative Assistant/attendance Clerk	100 sq. ft.
Counselor/Nurse	100 sq. ft.
Work/Break Room	100 sq. ft.
Ancillary	100 sq. ft.

Administrative spaces are equipped with storage space as well. The administrative offices have clear site lines to the main campus entry and are provided with storage space as well as a print copy room.

Storage, Bathrooms, Hallways approximately 4,000 square feet.

GRAPHIC DIAGRAM ILLUSTRATING RELATIONSHIP BETWEEN THE PROGRAM AREAS



4. CAPITAL PLAN: Taos International School applies for grants, federal funds, and state funds available to charter schools. TIS also receives SB-9 funds to meet the campus needs.

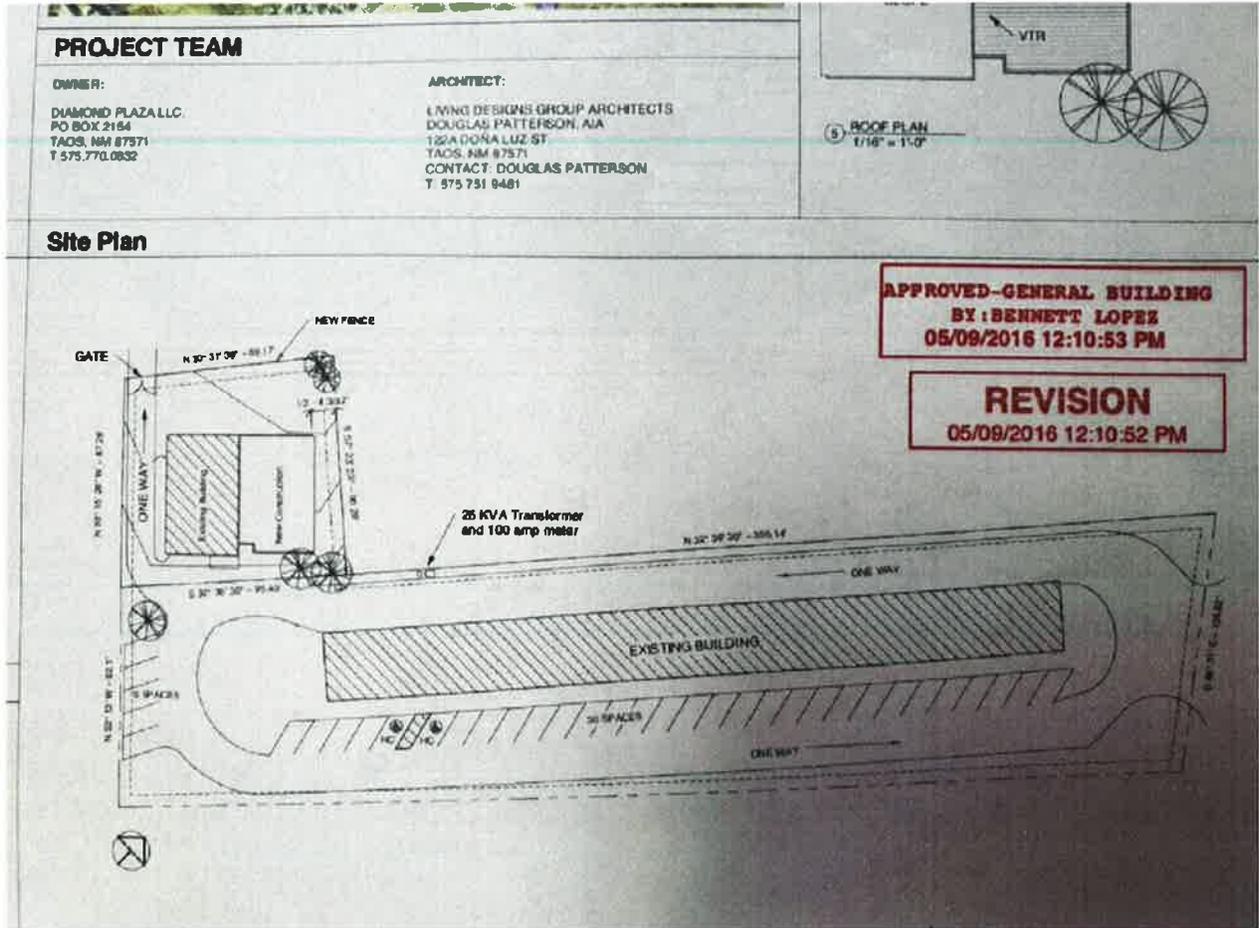
5.MASTER PLAN SUPPORT MATERIAL

5.1 SITES AND FACILITIES DATA TABLE

- NAME OF FACILITY-TAOS INTERNATIONAL SCHOOL
- State ID#-555
- Physical Address-118 Este Es Rd
- Date of opening-2014-2015 school year
- Dates of major additions and renovations-2013, 2014, 2015, 2016.
- FCI Index and NMCI-2.10% (April 27, 2017)
- Site owned or leased-If approved, site is being leased
- Total building area gross sq./ft.-20,300
- Site acreage-4 acres
- Total # permanent general classrooms-18 by fifth year
- Total # of permanent specialty classrooms-1
- Total # of portable classrooms-0
- Total number of classrooms-19 by fifth year
- Percentage of portable classrooms to total permanent classrooms-no portable classrooms
- Total enrollment current year-140 (2018-2019 SY)
- Number of gross sq. ft. per student per school facility

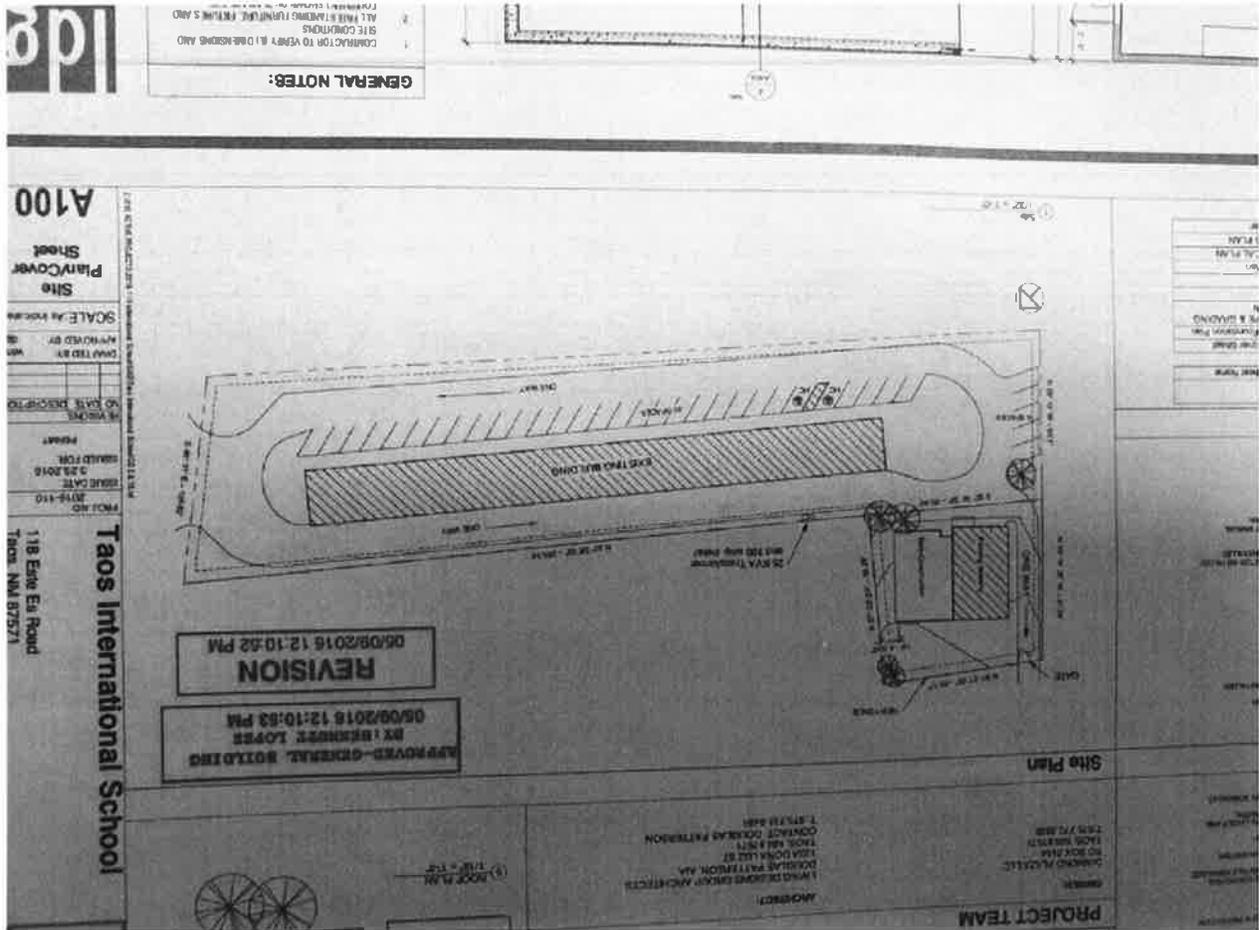
<u>GRADE</u>	<u>SF</u>	<u>#OF STUDENTS</u>	
KINDERGARTEN	650 SF	20 STUDENTS @ 32 SF/STUDENT	
FIRST GRADE	650 SF	"	"
SECOND GRADE	650 SF	"	"
THIRD GRADE	650 SF	"	"
FOURTH GRADE	650 SF	"	"
FIFTH GRADE	650 SF	"	"
SIXTH GRADE	650 SF	"	"
SEVENTH GRADE	650 SF	"	"
EIGHTH GRADE	650 SF	"	"

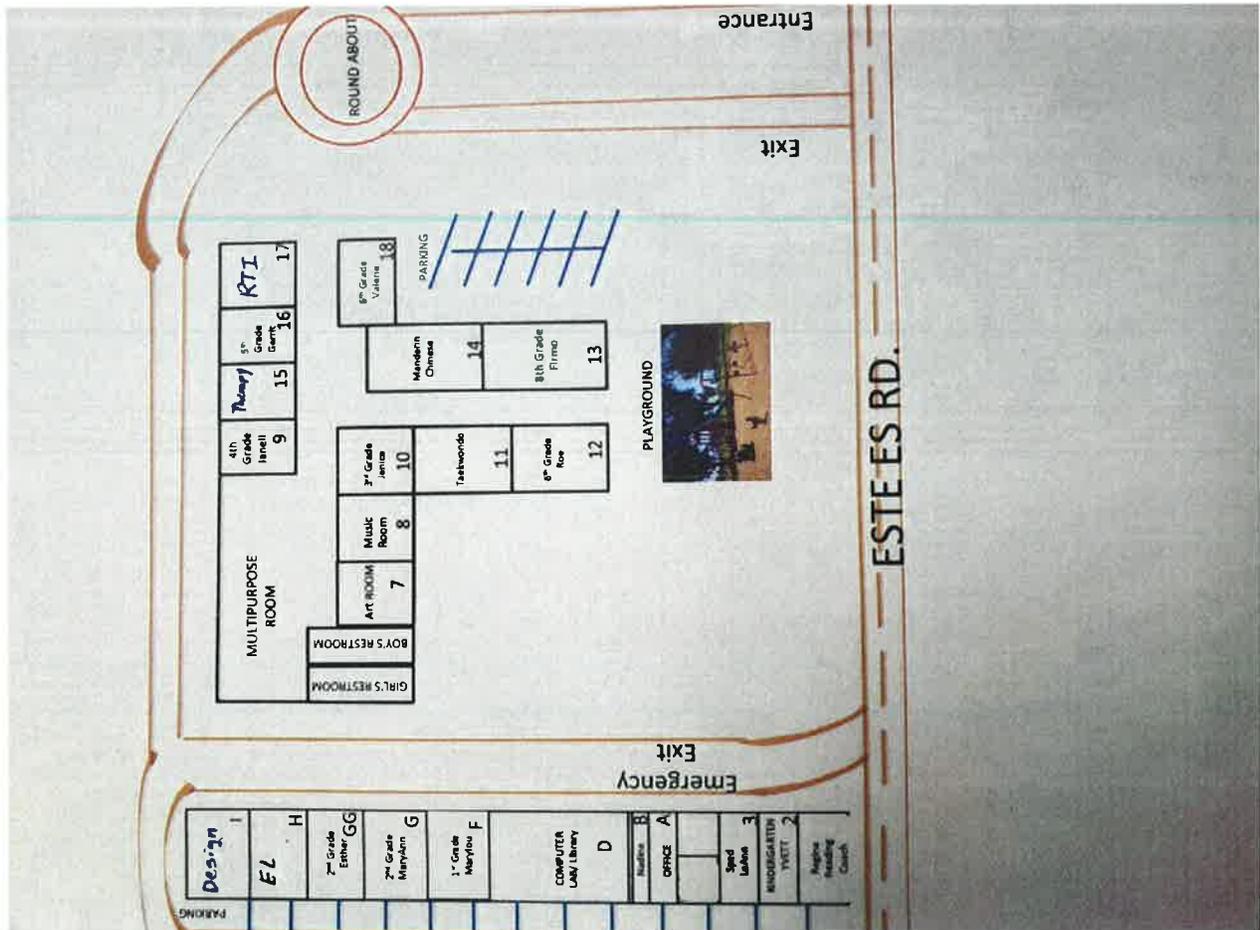
5.2 SITE PLAN:



SCALED SCHOOL SITE PLAN:

1/32=1 ft. by scale.





FAD FORMS UPDATED:

5.8 DETAILED SPACE AND ROOM REQUIREMENTS (ED SPEC)

5.8.1 TECHNOLOGY AND COMMUNICATIONS CRITERIA: Technology Services, Lab Dell computers, classroom Dell computers (teachers), Telephone system, Hardware (PCs), Software (Microsoft Office, Photoshop), Office Printers (laser), Wireless Internet Service , Office Supplies, etc. will be required to meet the campus needs.

5.8.2 POWER CRITERIA: Taos Net

5.8.3 LIGHTING AND DAY LIGHTING CRITERIA: The aesthetic of the spaces at TIS will be energetic, with copious day lighting and open plans.

5.8.4 ENVIRONMENTAL CONDITIONING CRITERIA

5.8.5 CLASSROOM ACOUSTICS CRITERIA: Classrooms should be constructed with good acoustic and with little to no sound leakage to adjacent rooms.

5.8.6 FURNISHING AND EQUIPMENT CRITERIA: Office desks, office chairs, office bookshelves, administrative desks, administrative chairs, administrative bookshelves, Fire proof cabinets, fax machine, lateral file drawer cabinet, folding chairs, folding tables, miscellaneous supplies; power strips, extension cords, flash drives, etc., classroom (teacher) HP Printers, Classroom (teacher) desk, Classroom teacher chair, Science Equipment (scales, model rockets, glass wear, safety supplies, etc), E-Series Compound Microscope, NexStar 4SE Telescope, Center for Hands-On-Learning Science Kits (Physical Science, Earth/Space, Life), Music Supplies (violins, other music instruments, sheet music, etc.), Art class supplies (easels, paint brushes, paint), Language Learning Supplies (pocket charts), Overhead Projector, Special Education Class Supplies (ADA Furniture, etc.) Math Equipment (Calculators, Rulers, Scales, Charts, etc.) Recess Equipment (Ball, Games, etc.), DVD/Blu-Ray Player, Canon 10.1 Megapixel Rebel Camera, HD Projectors, LCD Projectors, Deluxe Portable PA System, Student Chairs (small, grades 1-2, 25 per classroom), Student Chairs, (large, grades 3-8, 25 per classroom), Student Wood Chairs (Kindergarten), Student Desks (open front, grades 1-8th per classroom), Bulletin Boards, Dry Erase Boards, Trash cans, Bookcase, Bookcase (mobile), Student Computer Lab, Laptops, Classroom Supplies (Paper, pencils, globes, maps, etc.), Athletic/Equipment (Martial Arts, Soccer, gymnastics), class set of Student Health Supplies, Refrigerators (one for health services, the other general use), Mass Production Copier (paper for copier, toner, etc.) plus Instructional Materials.

5.8.7 TABLE TYPES: Kindergarten Wood Tables; classroom tables, kidney shaped tables; computer lab tables; cafeteria tables; Computer Lab Tables,

5.8.8 STORAGE TYPES: Wardrobe, Storage Cabinets, etc.

5.8.9 CRITERIA SHEETS: Not Applicable.

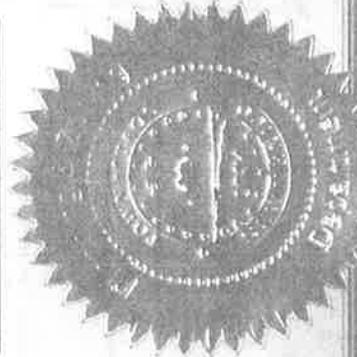
5.9 SUBMISSION

5.9.2 FINAL ELECTRONIC COPY

TOWN OF TAOS CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE HAS BEEN ISSUED PURSUANT TO THE REQUIREMENTS OF SECTION 111 OF THE 2009 INTERNATIONAL BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE APPEARED TO BE COMPLIANCE WITH THE VARIOUS ORDINANCES AND CODES OF THE TOWN OF TAOS REGULATING BUILDING CONSTRUCTION OR USE. THE BUILDING OFFICIAL IS AUTHORIZED TO SUSPEND OR REVOKE A CERTIFICATE OF OCCUPANCY WHEREVER THE CERTIFICATE IS ISSUED IN ERROR, ON THE BASIS OF INCORRECT INFORMATION SUPPLIED, OR WHERE IT IS DETERMINED THAT THE BUILDING OR STRUCTURE OR PORTION THEREOF IS IN VIOLATION OF ANY ORDINANCE, REGULATION, OR ANY OF THE PROVISIONS OF THIS CODE.

Use Classification: Commercial Zone: HCPD
Building Address: 118 Este Es Road Building Permit No. BP2014-34
Group: E Construction Type V-B License No. 92593
Contractor: Diamond Finish Inc.
Owner of Building: Diamond Plaza LLC
Owner Address: PO Box 2154, El Prado, NM 87529



Julie Stewart
Building Official
Date Issued: 24 June '14



**State of New Mexico
Public School Facilities Authority**

Jonathan Chamblin, Director; Martica Casias, Deputy Director

**1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106
(505) 843-6272 (Phone) | (505) 843-9681 (Fax)**

Website: www.nmpsfa.org

September 25, 2020

Nadine Vigil, Head Administrator/Director
Taos International School
118 Este Road, Taos New Mexico

Taos International Charter School

RE: 2020-2021 Published wNMCI Score

Greetings Director Vigil,

At your request, the Public School Facilities Authority (PSFA) is providing you with your current weighted New Mexico Condition Index (wNMCI) Score.

PSFA is pleased to advise you that your wNMCI meets and exceeds the current average wNMCI. Your wNMCI is 6.82% which is better (lower is better) than the current wNMCI statewide average of 21.15%.

Please feel free to contact me if you have any questions or concerns regarding this correspondence. I can be reached at (505) 468-0274.

Respectfully,

Martica Casias, Deputy Director
Public School Facilities Authority

Cc; Alyce Ramos, PSFA Analyst

