



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

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

MICHELLE LUJAN GRISHAM  
GOVERNOR

## Part A: Data Report and Current Charter Contract Terms

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# TAOS INTERNATIONAL SCHOOL

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

**Head Administrator:** Nadine Vigil

**Business Manager:** Ryan Fox

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**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**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

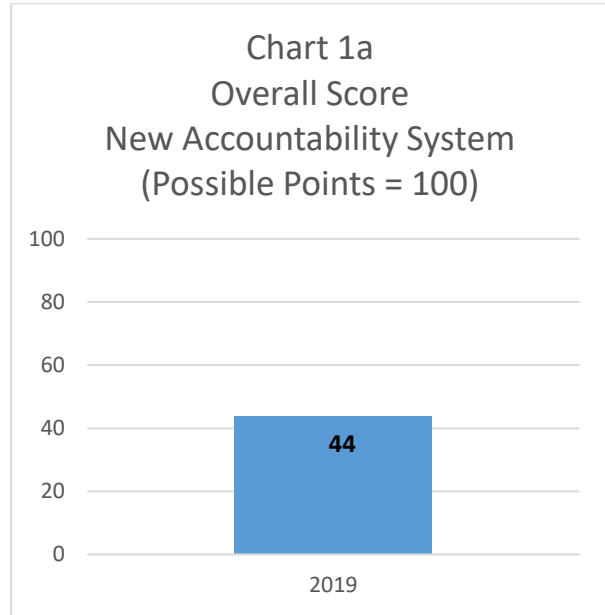
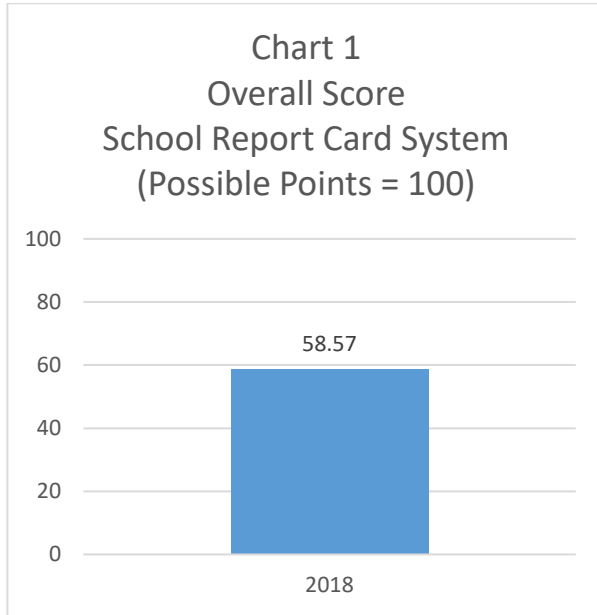
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from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

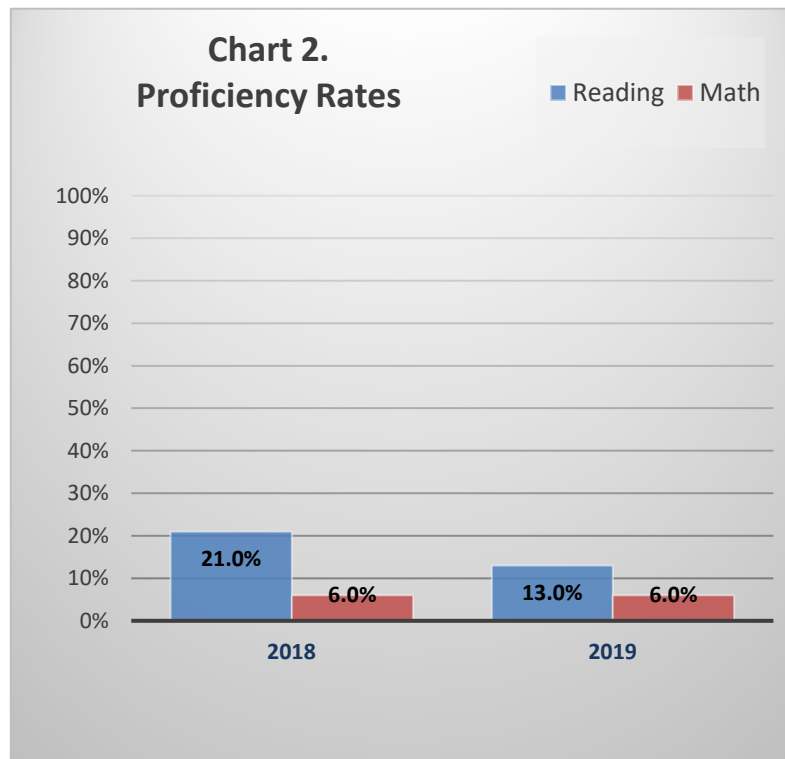
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

## 1a. Department's Standards of Excellence

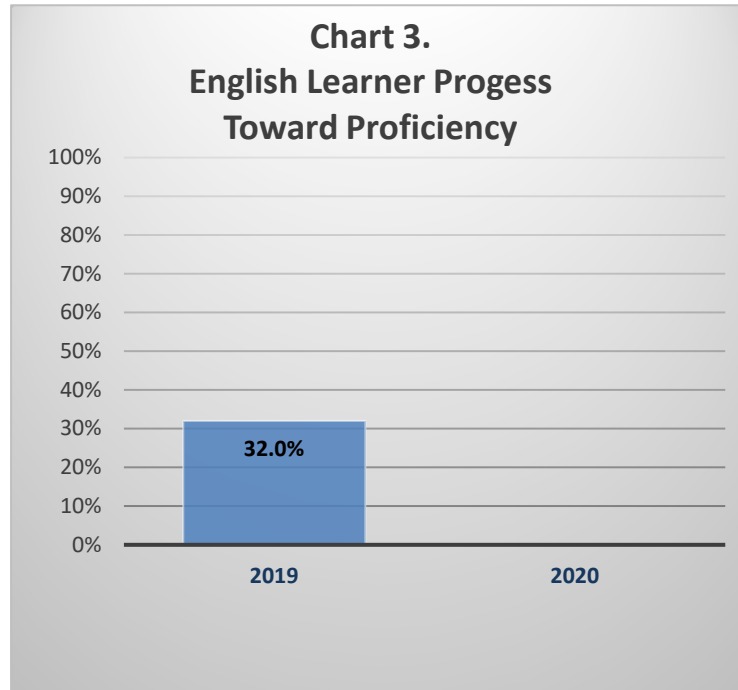
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



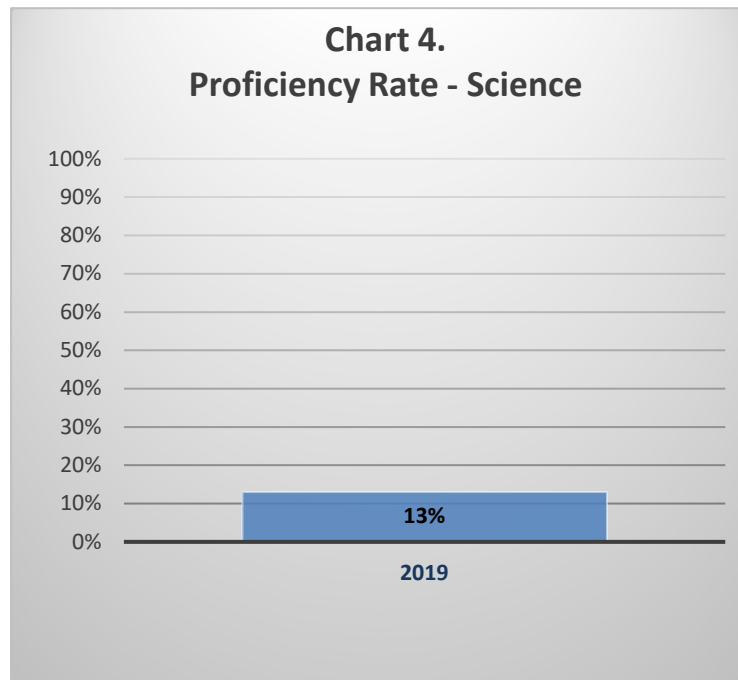
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



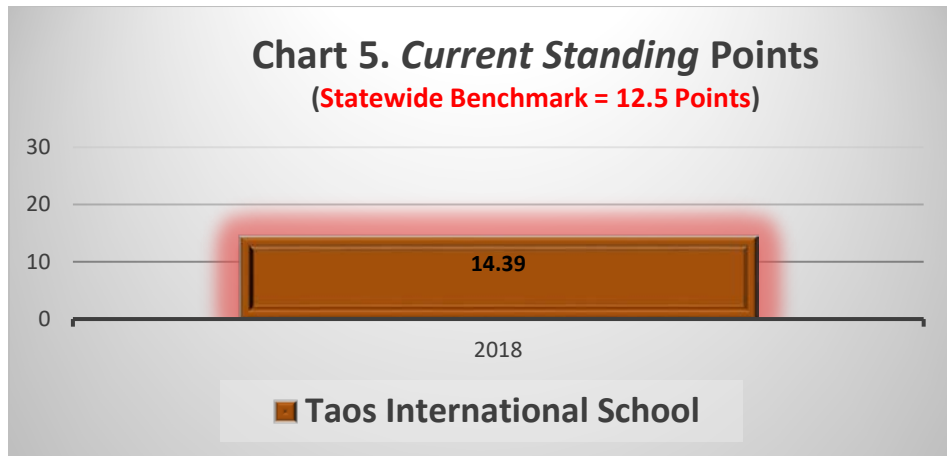
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



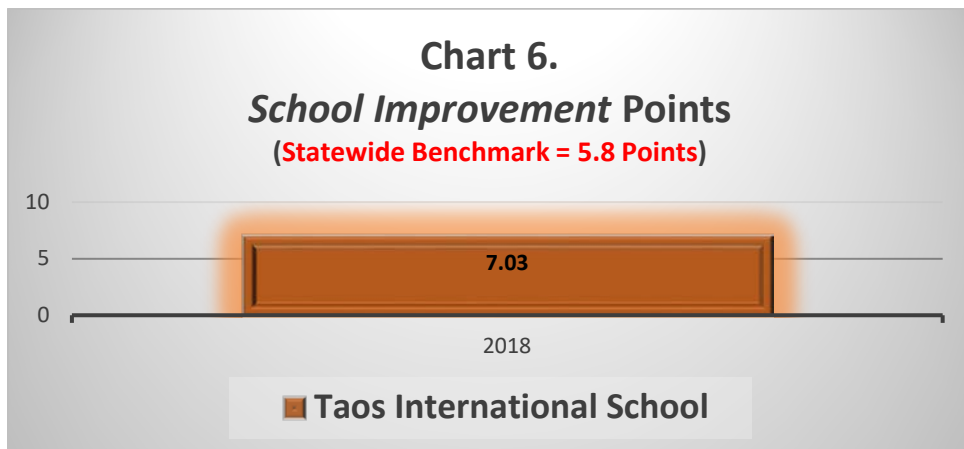
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



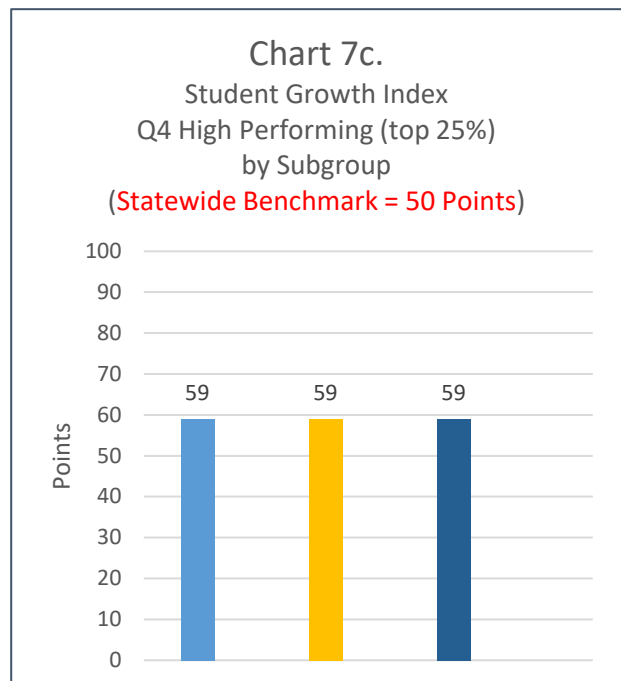
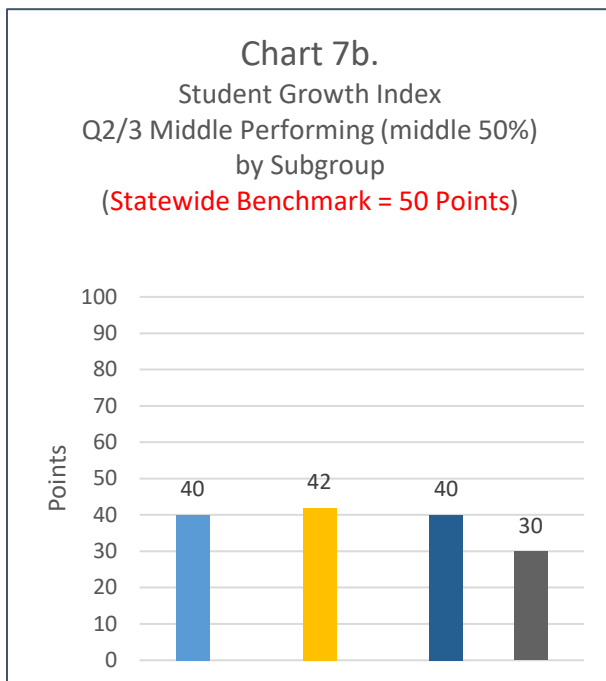
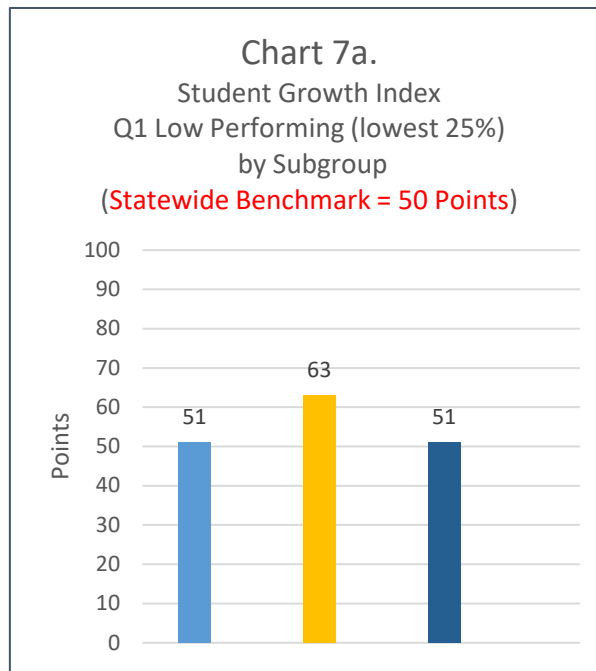
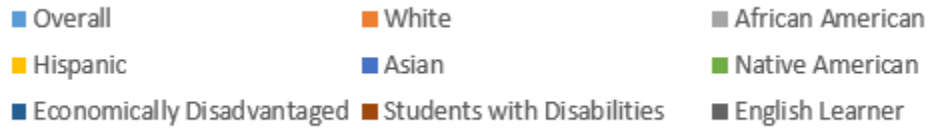
**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5.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



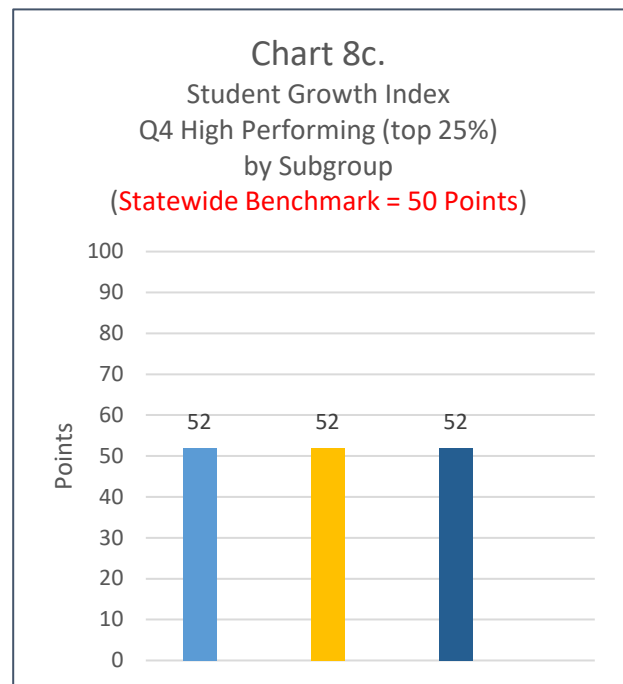
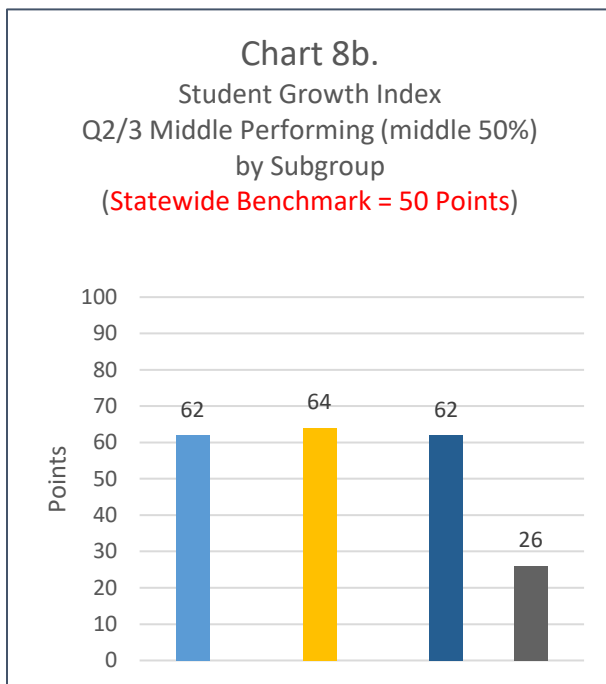
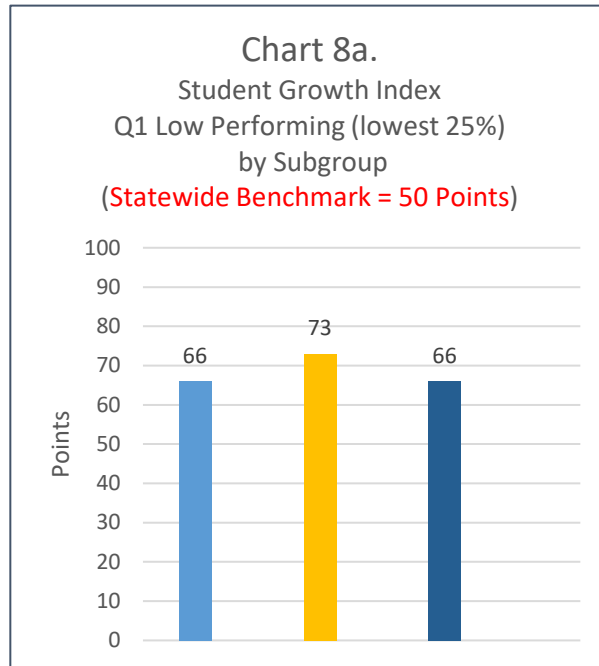
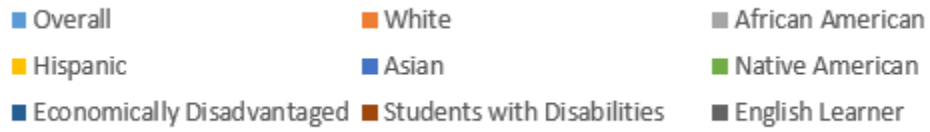
**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



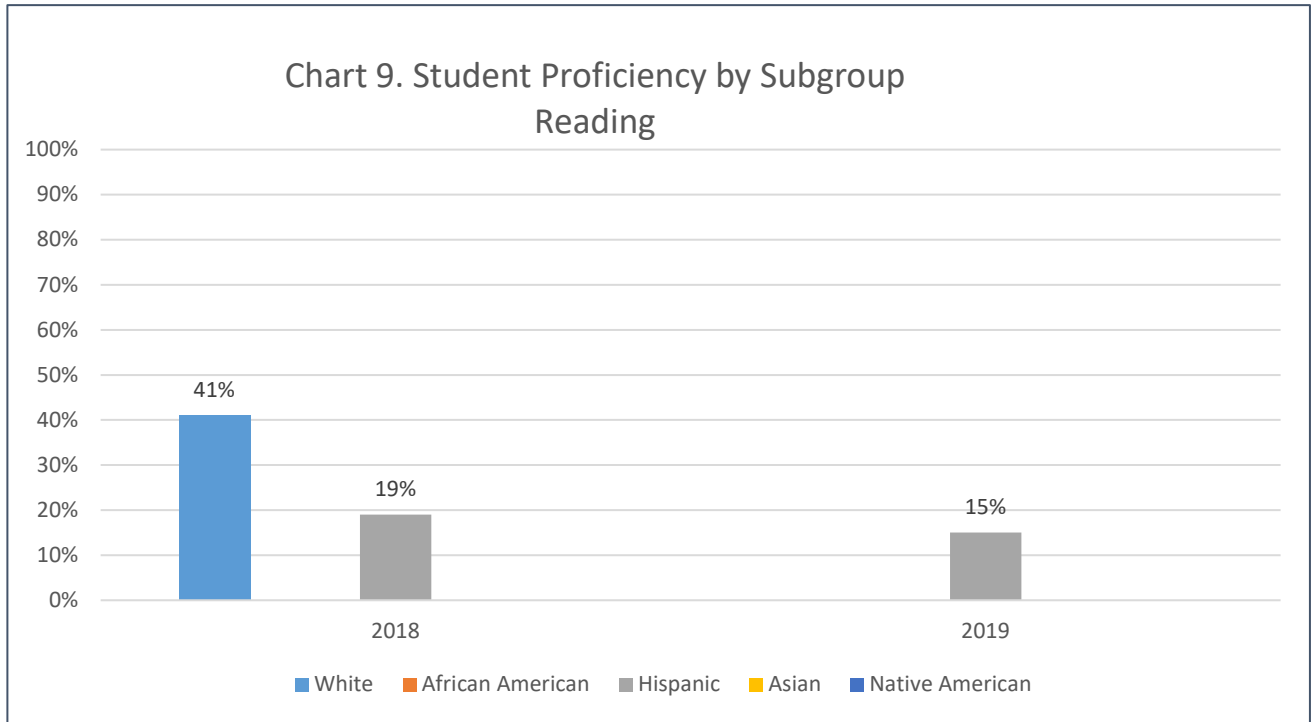
**Growth Index for Reading FY2019**



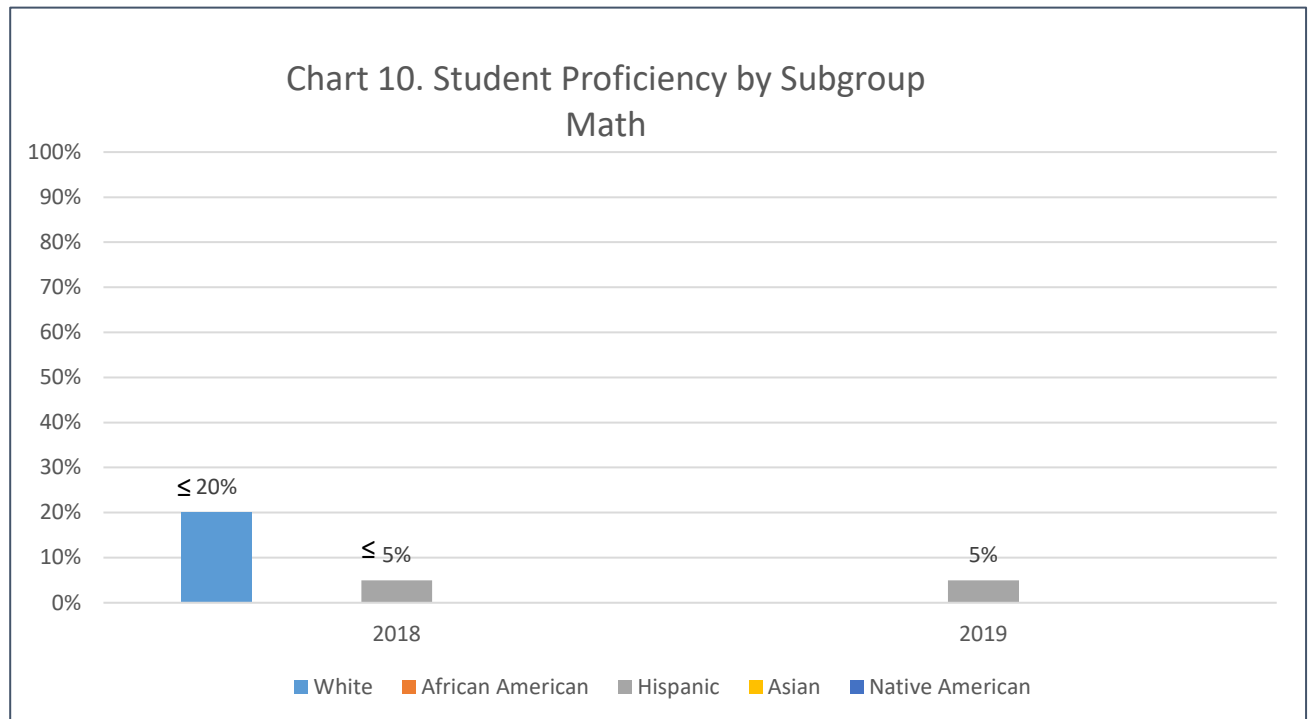
**Growth Index for Math FY2019**



**Race/Ethnicity Subgroups - Proficiency in Reading**

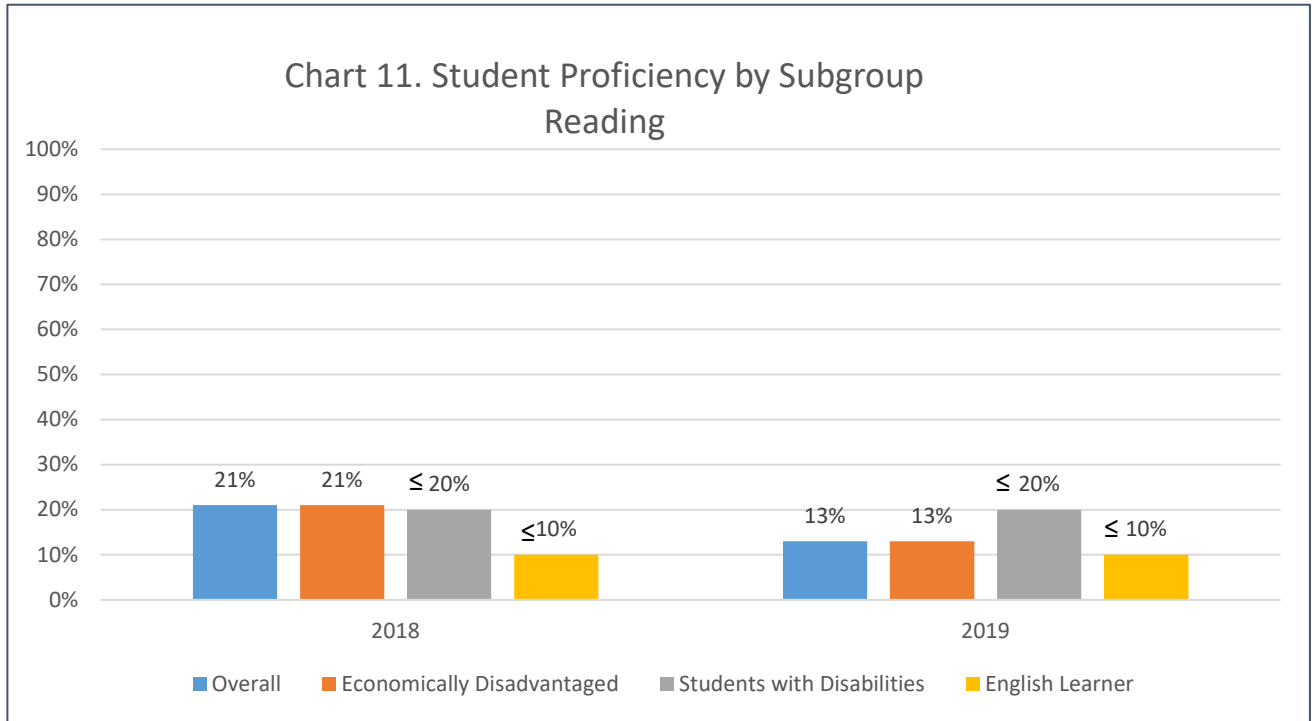


**Race/Ethnicity Subgroups - Proficiency in Math**

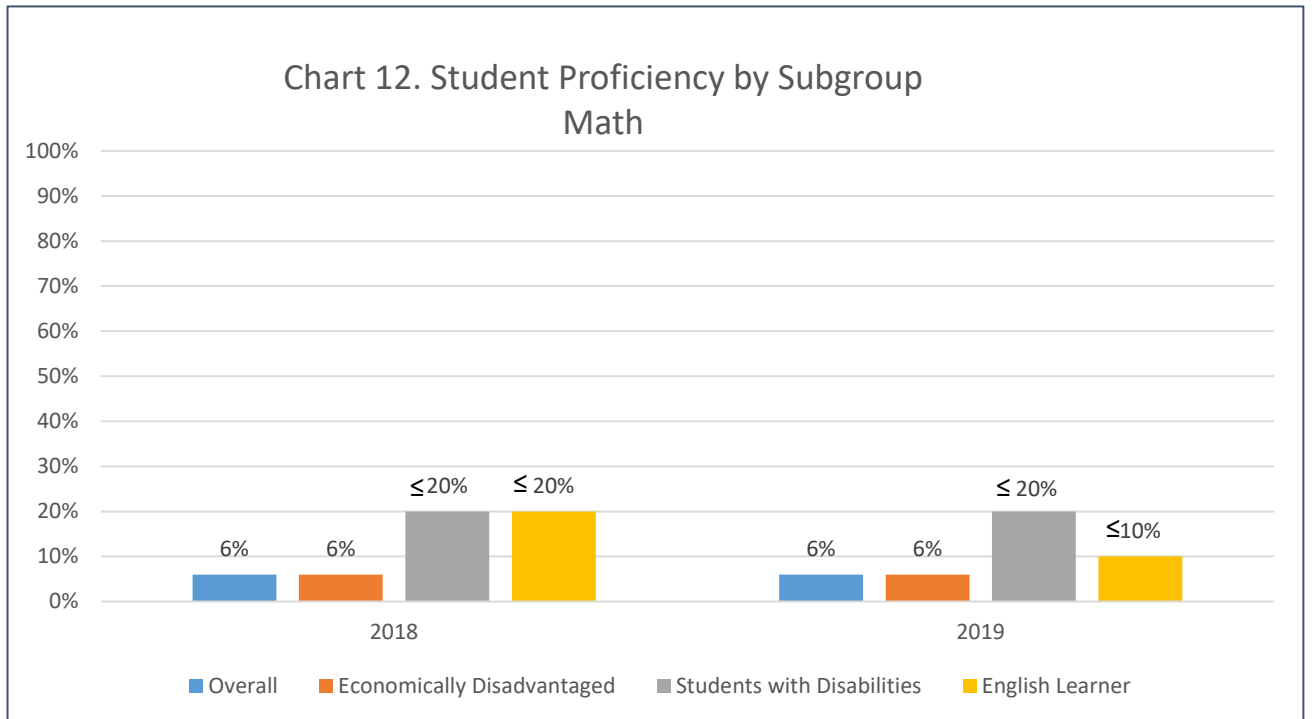




**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**



## 1b. Specific Charter Goals

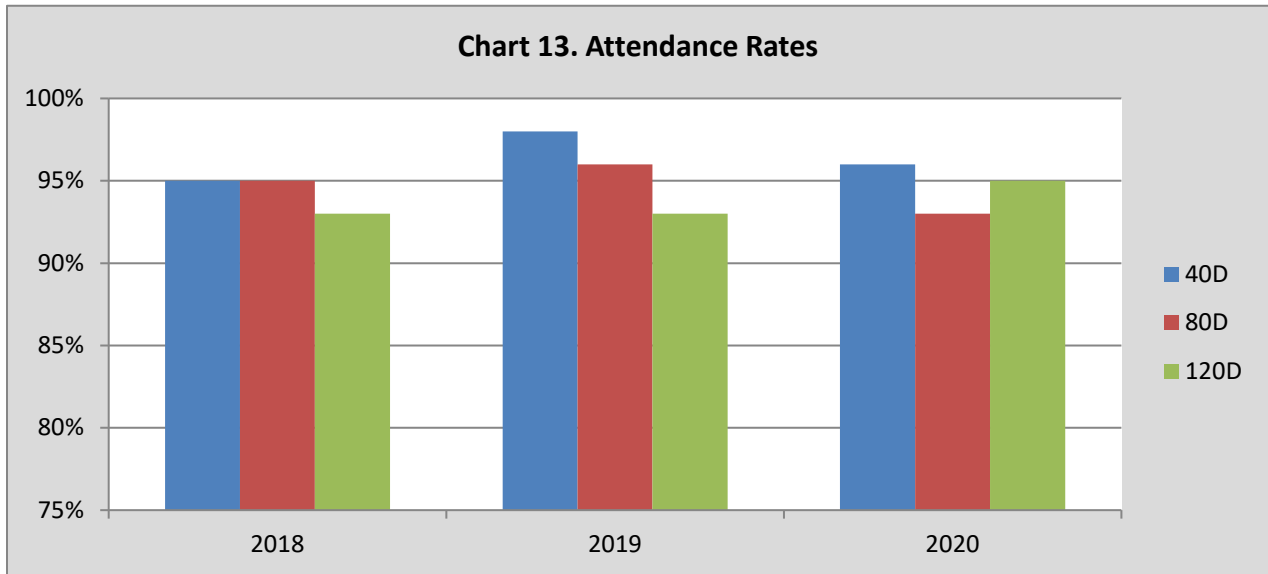
In the 2018-version of the PEC-approved charter contracts, mission goals were optional. Taos International School did not include mission goals in the school's performance review and accountability plan.

### 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.)**

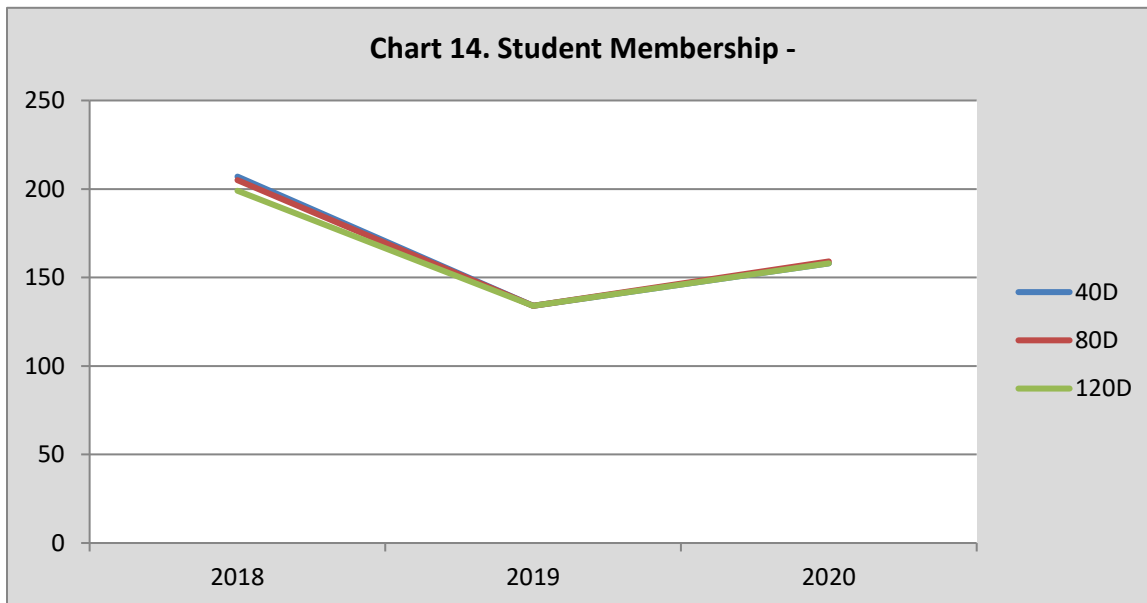
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



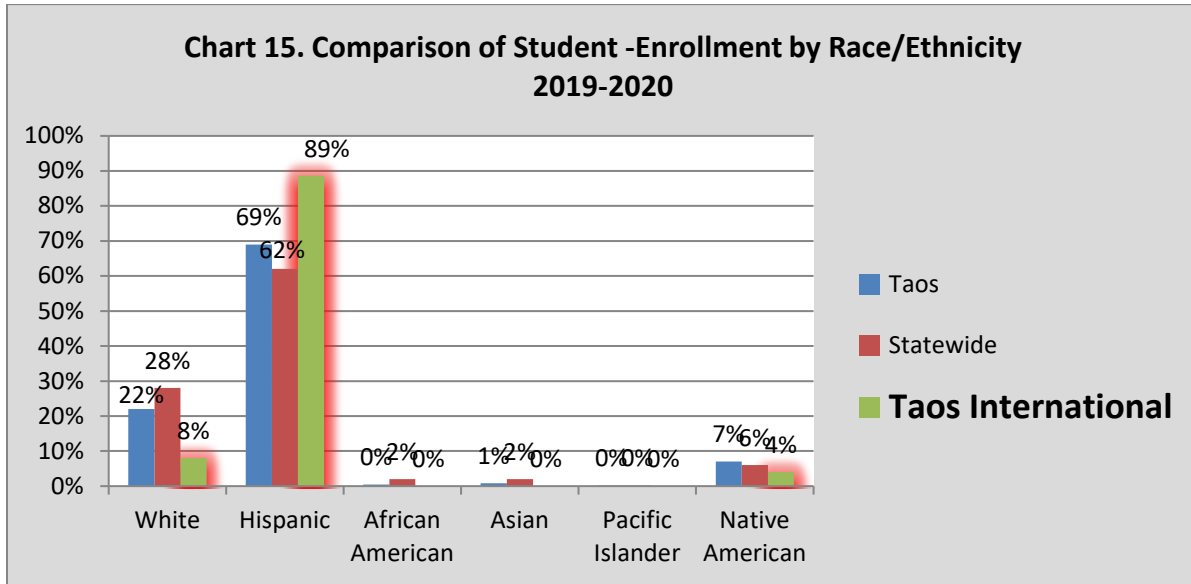
#### **Student Membership (Enrollment)**

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

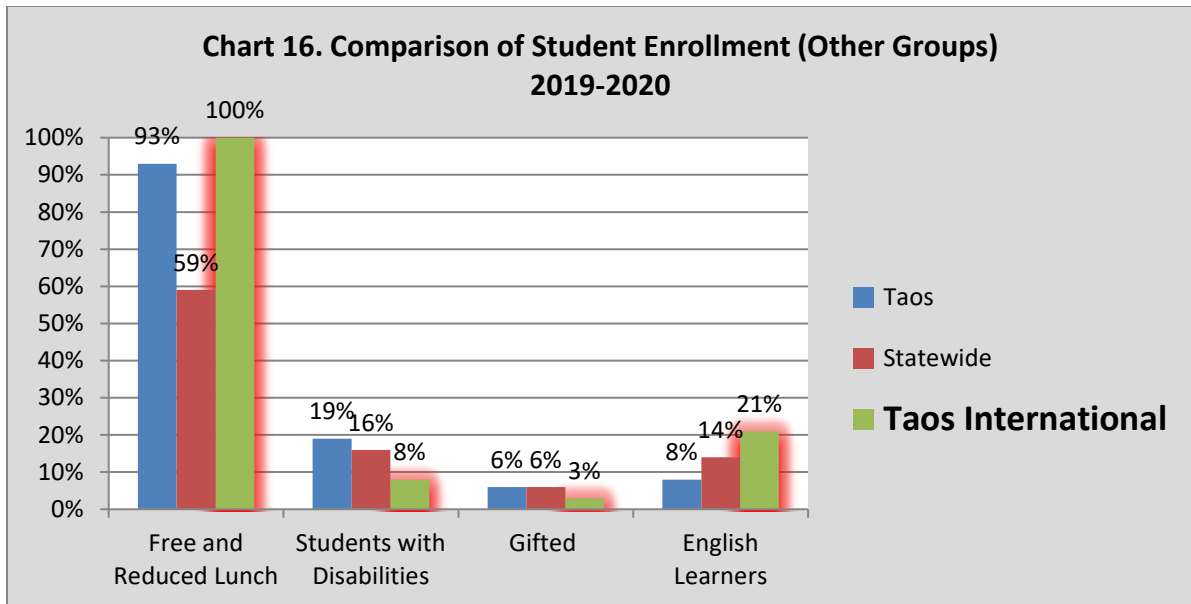


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

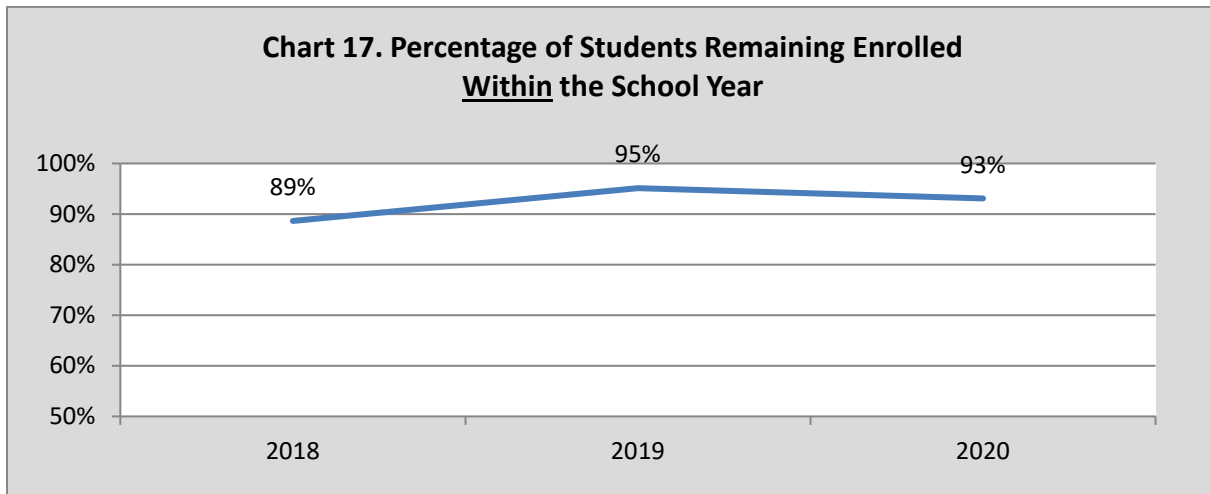


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

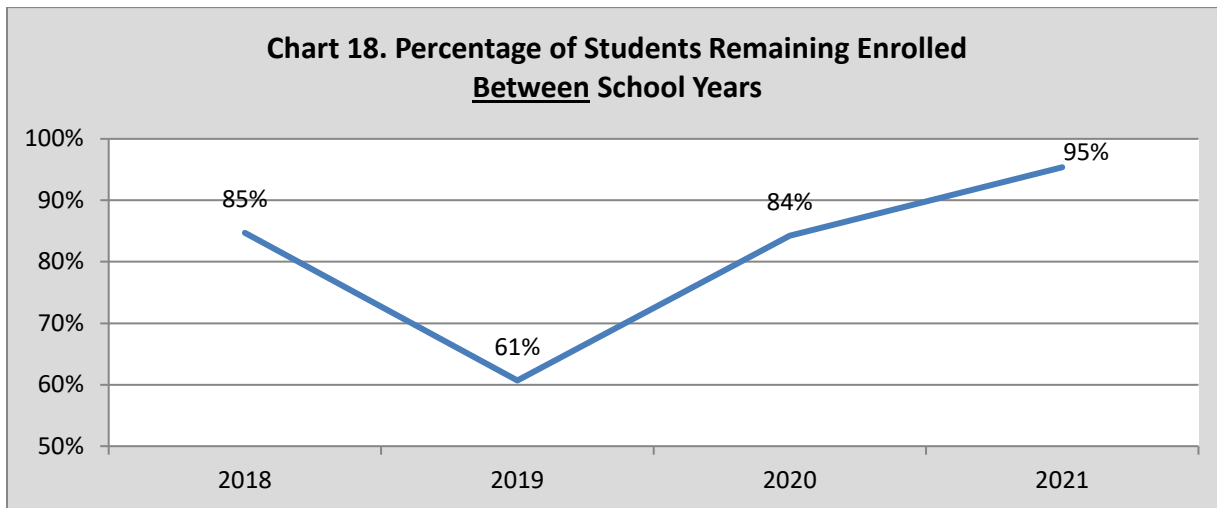
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10<sup>th</sup> 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.

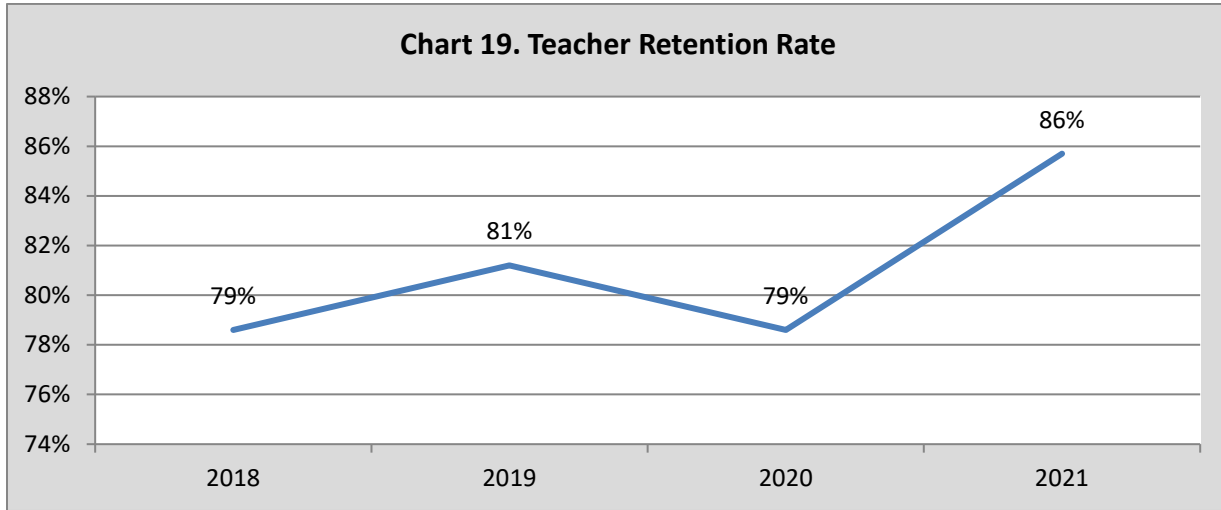


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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

### 3c. Governing Body Performance

The school currently has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

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

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

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