



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

ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
January 12, 2024**

School Name: Turquoise Trail Charter School

School Address: 13A San Marcos Loop Santa Fe, NM 87508

Head Administrator: Stephanie Behning

Governing Board Chair: Sammi Triolo

Business Manager: Rebekah Runyan

Authorized Grade Levels: K-8

Grade Levels Served: PK-8

Authorized Enrollment Cap: 840

2022-23 End of Year Enrollment K-8: 630 (Pre-K Enrollment: 39)

Contract Term: 2020-2025

Waivers: Evaluation Standards for School Personnel

Mission:

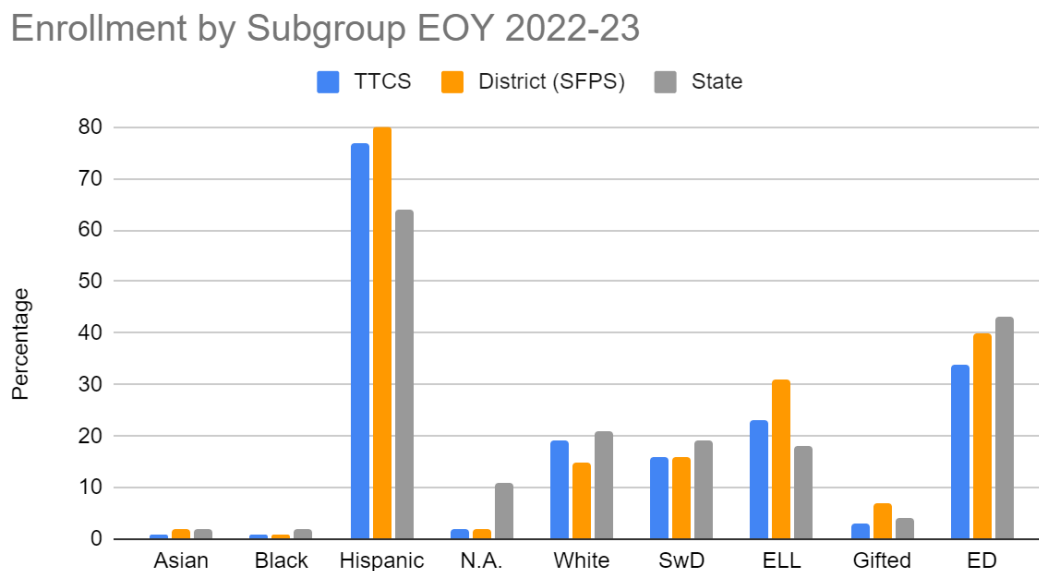
Turquoise Trail Charter School serves a diverse community of students and families in a safe and supportive environment fostering communication, collaboration, critical thinking, and creativity. Teaching and learning are research-based, challenging, data-driven, and relevant to unique student needs and interests.

Educational Program:

Vision: Turquoise Trail Charter School aims to construct an innovative environment designed to support high achievement, strong engagement, student well-being, and an intentional fostering of community in order to become the academically highest performing Title I school in New Mexico.

- i. The School is premised on student-centered practices, which emphasize personalization, high expectations, hands-on and group learning experiences, teaching of 21st century skills, performance-based assessments, such as the students' exhibition of mastery and evidence of community involvement. In addition, a wide variety of after-school and enrichment opportunities are provided to all students, including language, sports, and arts and crafts.
- ii. Parent involvement, emphasizing the school's commitment to the local community is an essential part of the school's success such as parent volunteer opportunities in after school programming, extended-year programming, in-school tutoring and teacher assistance. Evidenced through data maintained by parent-volunteer coordinator.
- iii. The faculty is committed to student learning through data-driven instruction practices, strong emphasis on utilizing academic data to inform and adapt to student learning needs, and opportunities for educators to reflect on their practices as evidenced by regular faculty collaboration time and professional development.

Demographics as reported in STARS 2022-23 End of Year (EOY)



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	40
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	75
Overall Academic Score: average of indicators 1 and 3	57.5

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

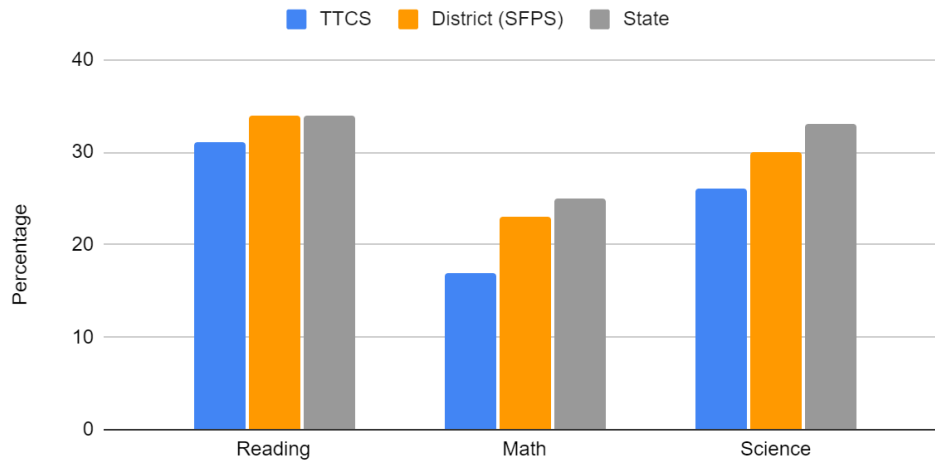
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Turquoise Trail Community Charter** received a designation of **Traditional**.

Proficiency

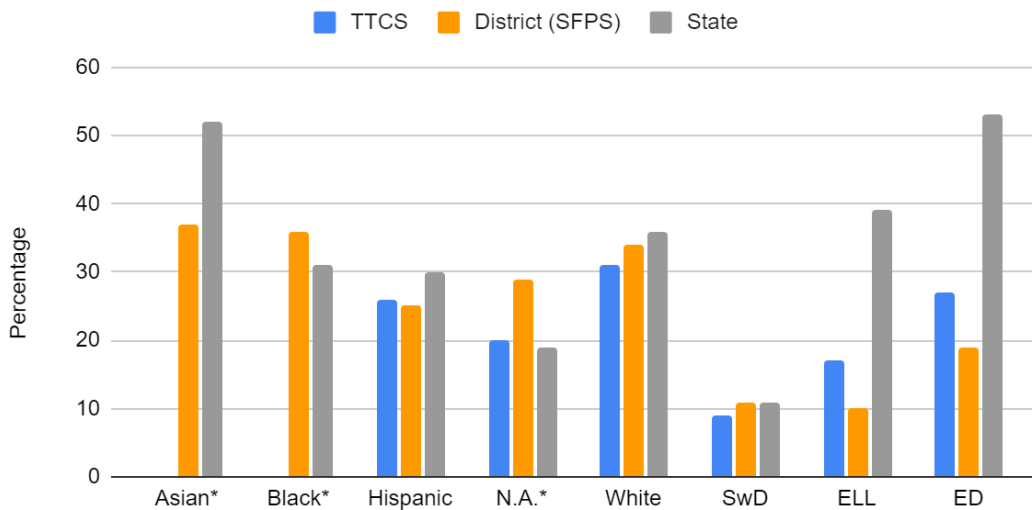
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

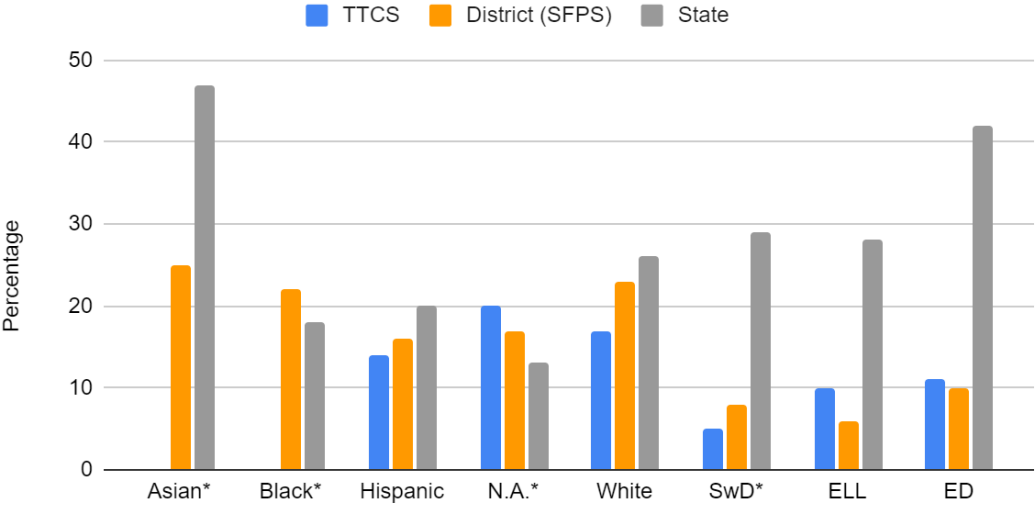
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** Groups masked due to population size. Native American proficiency indicated in Vistas as $\leq 20\%$, also masked.

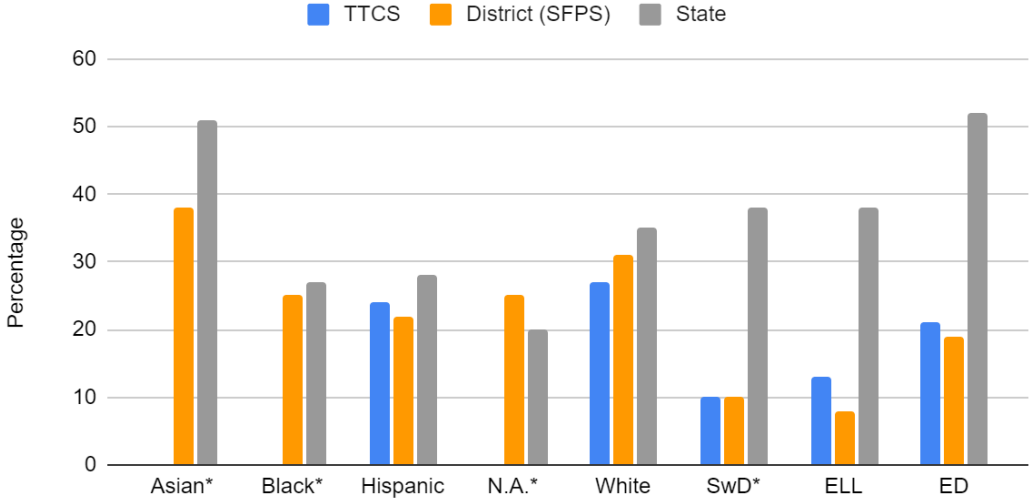
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** Groups masked due to population size. Native American proficiency indicated in Vistas as $\leq 20\%$, and Students with Disabilities indicated as $\leq 5\%$, also masked.

Percent Proficient in Science by Subgroup 2022-23

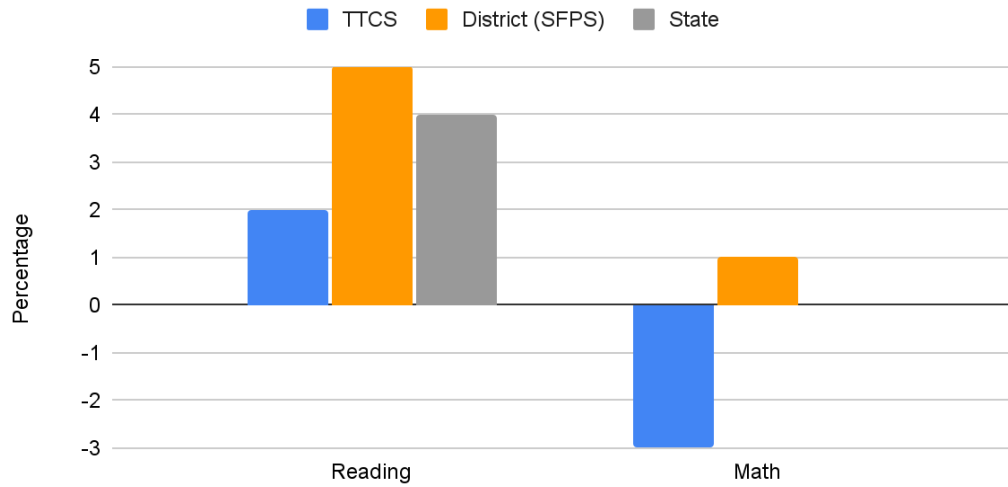


Source: NMVistas.org

***Note:** Groups masked due to population size. Proficiency of Students with Disabilities indicated as $\leq 10\%$, also masked.

Improvement (Growth)

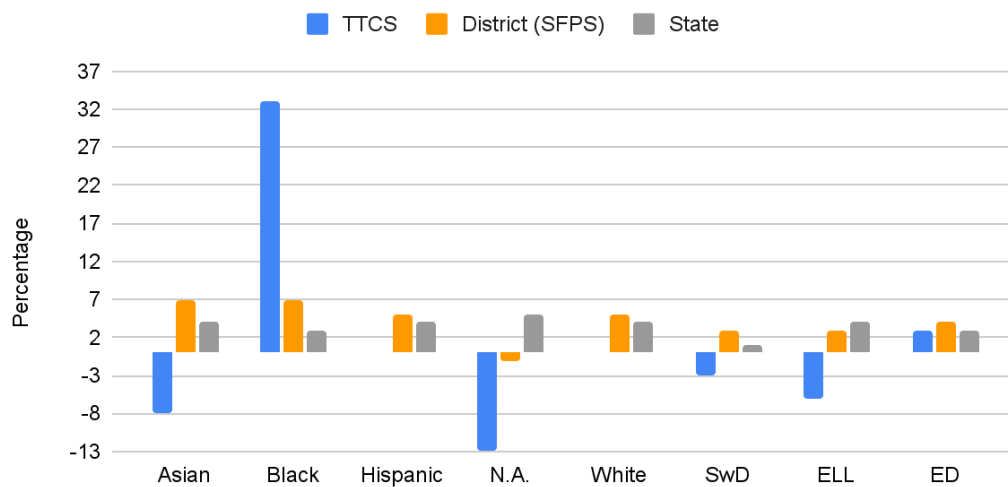
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

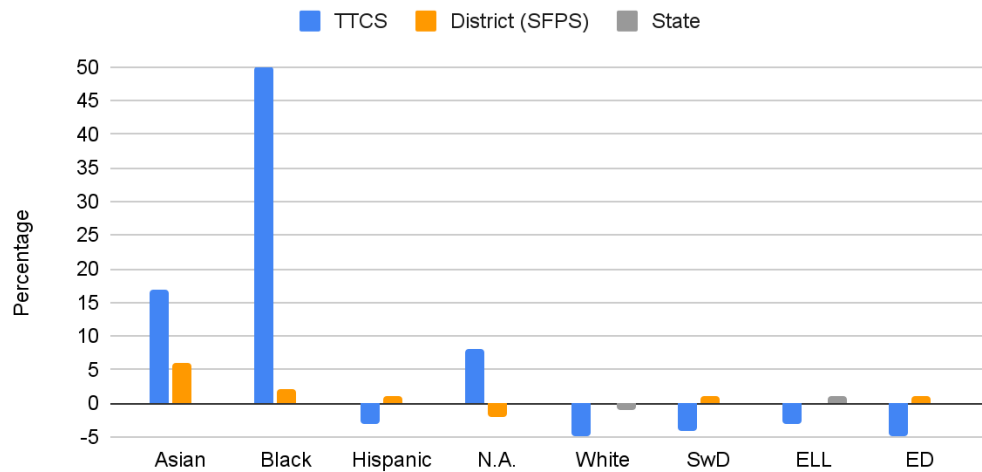
Note: State growth average in Math for SY23 was 0%.

ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

English Learner Progress: ≤ 5% (masked on NMVistas due to population size)

Mission-Specific Goals

Goal 1: 75% of all students within each grade level (K-8), enrolled on the 40th and 120th day, will achieve overall “Mastery” on the grade-level competencies, measured by the Exhibition of Mastery (EoM) rubrics.

Performance Level	Target	Points
Exceeds Standard	90% or above of all students within each grade level (K-8), enrolled on the 40th and 120th day, will achieve overall “Mastery” on the grade level competencies, measured with the Exhibition of Mastery (EoM) rubrics.	100
Meets Standard	75-89% of all students within each grade level (K-8), enrolled on the 40th and 120th day, will achieve overall “Mastery” on the grade-level competencies, measured with the Exhibition of Mastery (EoM) rubrics.	75
Does Not Meet Standard	60-74% of all students within each grade level (K-8), enrolled on the 40th and 120th day, will achieve overall “Mastery” on the grade-level competencies, measured with the Exhibition of Mastery (EoM) rubrics.	25
Falls Far Below Standard	59% and below of all students within each grade level (K-8), enrolled on the 40th and 120th day, will achieve overall “Mastery” on the grade-level competencies, measured with the Exhibition of Mastery (EoM) rubrics.	0

Rating: Meets- Kinder- 93.5% Mastery- Exceeds; 1st- 94% Mastery- Exceeds; 2nd- 89% Mastery- Meets;

3rd- 75% Mastery- Meets; 4th-77% Mastery- Meets; 5th- 75.7% Mastery- Meets; 6th- 77.6% Mastery- Meets; 7th- 73.7% Mastery- Does Not Meet (within 1.3% of goal. The School has provided a narrative that addresses adult actions/ interventions for cohort improvement); 8th- 76% Mastery- Meets; **75 points**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Turquoise Trail Charter School	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Working to Meet Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Assurances	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Working to Meet Standard	Working to Meet Standard	Does Not Meet Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	Meets Standard	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

- 1.d. The school is working to meet federal civil rights requirements for serving ELs.
- 3.c. 3/7/2023: One late governing body by-laws change amendment.
- 4.b. **EOY:** Attendance rate is 89% (**Attendance rate must be 95%**).
- 4.c. Licensure discrepancies not resolved at end of school year.

Site Visit Attendees

Wednesday, February 22, 2023

CSD Team: Lucy Valenzuela (Lead), Kimberly Gonzales, Rachel Stofocik, Karen Ehlert, Kyle Wood (remote)

School Leadership: Chris Eide, Head Administrator

Governing Board: Sammi Triolo, Victoria Schweizer