

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

January 19, 2024

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

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2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 ALAN BRAUER, Chair</p> <p>4 REBEKKA BURT, Vice Chair</p> <p>5 MELISSA ARMIJO, Secretary</p> <p>6 TIMOTHY E. BECK, Member</p> <p>7 STEVEN J. CARRILLO, Member</p> <p>8 SHARON CLAHCHISCHILLIAGE, Member</p> <p>9 PATRICIA GIPSON, Member</p> <p>10 STEWART INGHAM, Member</p> <p>11 K.T. MANIS, Member</p> <p>12 MICHAEL TAYLOR, Member</p> <p>13</p> <p>14 STAFF:</p> <p>15 CORINA CHAVEZ Director</p> <p>16 Charter School/Options for</p> <p>17 Parents and Families Division</p> <p>18</p> <p>19 BRIGETTE RUSSELL Deputy Director</p> <p>20 Charter School/Options for</p> <p>21 Parents and Families Division</p> <p>22</p> <p>23 LUCY VALENZUELA Technical Assistance and</p> <p>24 Training Specialist</p> <p>25 Charter School/Options for Parents</p> <p>and Families Division</p> <p>MELISSA BROWN Technical Assistance and Support</p> <p>(MISSY) and Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>MARTICA DAVIS Authorizing Practices</p> <p>Administrator</p> <p>Charter School/Options for Parents</p> <p>and Families Division</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
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1 COMMISSIONER TAYLOR: Here.
 2 SECRETARY ARMIJO: Commissioner Carrillo.
 3 COMMISSIONER CARRILLO: Here.
 4 SECRETARY ARMIJO: We have a quorum of
 5 ten.
 6 THE CHAIR: Excellent.
 7 Let's jump into the Pledge. Thank you,
 8 Commissioner Manis, for leading us in that. And,
 9 then, Commissioner Taylor, thank you for doing the
 10 Salute for us as well.
 11 (Pledge of Allegiance and Salute to
 12 the New Mexico Flag conducted.)
 13 THE CHAIR: Let's move into Item No. 2,
 14 Approval of the Agenda.
 15 VICE CHAIR BURT: Move to approve the
 16 agenda.
 17 COMMISSIONER GIPSON: Second.
 18 THE CHAIR: The agenda was motioned and
 19 seconded. And now I think we can do a -- just a
 20 regular easy motion. Yeah.
 21 All those approve the agenda?
 22 (Commissioners so indicate.)
 23 THE CHAIR: Any nays?
 24 (No response.)
 25 THE CHAIR: Wonderful. That feels good.

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1 That feels good to do that. I think this is only
 2 the second time that that's happened while I was the
 3 Chair. So that feels real good.
 4 Here you go.
 5 All right. Let's move into Item No. 3,
 6 Open Forum.
 7 Ms. Brown, do we have anyone online?
 8 We'll start with those.
 9 MS. MISSY BROWN: We do not.
 10 THE CHAIR: We do not? Do we have anyone
 11 in the audience that --
 12 MS. MISSY BROWN: We do not.
 13 THE CHAIR: Okay.
 14 MS. MISSY BROWN: Nobody signed up for
 15 public comment; so...
 16 THE CHAIR: If Commissioners are okay with
 17 this, since we have time, if we have consensus?
 18 Come on up, take a seat in the front. Turn on the
 19 mic; it's a little green button there. It'll be
 20 live.
 21 And, Mr. Martinez, you can join us, too,
 22 and Baylor, if you'd like to as well, you can say
 23 something.
 24 FROM THE FLOOR: Thank you, Commissioner,
 25 and everyone, for having me this morning. I

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1 apologize. I did not sign up to speak. I was not
 2 planning to.
 3 But I wanted to introduce myself. My name
 4 is in this Nick Caine. I work with Stifel's public
 5 finance team. We help some of the school districts
 6 with their financing when it comes to issuing
 7 municipal bonds.
 8 My wife and I live five minutes down the
 9 road in Santa Fe. So I thought I'd come listen in
 10 in person to hear about what some of the State and
 11 Commission's priorities are, rather than listen in.
 12 And nice to meet everybody. Thank you.
 13 THE CHAIR: Thank you very much. Nice to
 14 meet you and welcome.
 15 (Commissioner Carrillo speaks off-mic.)
 16 THE CHAIR: The green button.
 17 MR. RAFE MARTINEZ: Fancy. Sorry about
 18 that.
 19 THE CHAIR: That's okay.
 20 MR. RAFE MARTINEZ: Thank you. Good
 21 morning, Commissioners, and thank you for having me
 22 and allowing me to speak.
 23 I -- I wasn't prepared to say anything,
 24 other than maybe give you an update, as our
 25 authorizer, as to where we are with a whole lot of

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1 really cool initiatives. And then maybe put on your
 2 radar some concerning things that have popped up of
 3 late around two reports in particular that were sent
 4 out.
 5 One is a -- how do I say? -- kind of a
 6 misapplication of policy. And then the other is
 7 just an outright -- someone wrote a report and
 8 really didn't quite do the homework around reporting
 9 what they did.
 10 So positive stuff first.
 11 We are at the very end of the process in
 12 order to break ground on the new school. So that's
 13 exciting for us.
 14 We -- we have our finances in order. But
 15 what we're waiting for is the last piece of
 16 documentation from Bernalillo County in the loan
 17 process and the pro rata payback for our piece of a
 18 building that's going to -- so the state building
 19 that we're putting on a county piece of property.
 20 So we're excited about the prospect of all
 21 that happening and what it represents as far as
 22 government-to-government partnerships, being a
 23 really strong steward of use of public money.
 24 I think all of that, not to mention our
 25 program itself, being nationally recognized. We're

<p style="text-align: right;">10</p> <p>1 rolling as far as, like, what we're doing in the 2 community, our lottery -- we just opened up our 3 lottery that will close at the end of -- mid to end 4 of February.</p> <p>5 But the people that are now coming our 6 way, the kids that really didn't have any viable 7 options other than being sent to Santa Fe, or even, 8 you know, being housed in the district, they're 9 coming around. So it's an exciting time for us.</p> <p>10 To add to the -- just the programmatic 11 discussion, we're working with a slew of folk, 12 including a really strong partnership with Highlands 13 University to create an adult workforce program for 14 adults with disabilities.</p> <p>15 So the idea is that upon kids finishing up 16 at the end of '22 in a K-12 system with us, they're 17 able to then transition out into an adult program 18 to -- forever, hopefully, under the umbrella of 19 higher education.</p> <p>20 And we're going to do that in partnership 21 with Highlands University. So we met with the 22 higher ed staff, you know, through the Governor's 23 Office, through the administration. So we're in a 24 really good place for, in the future, I think, to 25 build a program that will continue to be nationally</p>	<p style="text-align: right;">12</p> <p>1 CSD that have been helpful. And I think we're 2 getting to a place where we understand where the 3 misfire is. I don't know what the work-around is, 4 because as a lot of you know, we don't fit the 5 formula of public schools in general.</p> <p>6 We have always been the anomaly that sits 7 outside formulas, which is the reason we've been -- 8 like, during the whole grading -- school grading 9 system back in the day when it first started, we 10 were always the one school -- and you can go back 11 and check on this. We were always the TBD school. 12 We never received a grade until the very, very end.</p> <p>13 And the reason was is we were 14 ungrade-able. And that was proclaimed by Pete 15 Goldsmith and Cindy Gregory, at the time, who 16 created that system; right?</p> <p>17 And I can tell you why we were 18 ungrade-able. It's mathematically based; it's not 19 just because they like, you know, me. There was 20 statistical reasons why we weren't that.</p> <p>21 So that's one thing. Like I said, we're 22 working through that.</p> <p>23 The second issue that just popped up and 24 was brought to our attention -- the LESC is 25 working -- they spent this last interim talking</p>
<p style="text-align: right;">11</p> <p>1 recognized and represent the state well. So there's 2 that.</p> <p>3 So the -- the two things that are -- we're 4 struggling with -- I'll just tell you this. I want 5 to commend the staff of the CSD being on board and 6 helping us in being -- really helping the other 7 departments in the PED about what's going on.</p> <p>8 So we -- I got a letter about the -- the 9 reports -- the -- you know, where we stood. And 10 when I first read it, I thought we were being lauded 11 for being a school -- making a difference despite a 12 lot of stuff -- right? -- that we were one of the 13 schools that were being heralded for our program.</p> <p>14 And when I read it again, I was like, no, 15 maybe not. So I ended up calling Priority Schools, 16 and they said, "No, you're actually on the naughty 17 list." And I said, "What did we do?"</p> <p>18 We are on the naughty list because of our 19 four-year graduation rate.</p> <p>20 I said, "Yeah, we don't have a graduation 21 rate. It's zero, because all our kids that stay 22 through high school are transition kids. They're 23 all special needs."</p> <p>24 And so we've been going round and round. 25 And I just wanted, again, to commend the staff of</p>	<p style="text-align: right;">13</p> <p>1 about ways to adjust things, I think, because of the 2 Martinez-Yazzie ruling, and so they're looking at 3 revamping the SEG, which is fine.</p> <p>4 But in the committee report that was 5 published in December, they -- they -- we were 6 mentioned in there by name. And then they didn't 7 say this out, like directly say it. But the 8 inference in that report was that we inflate our 9 special ed numbers.</p> <p>10 So -- which was -- when I read it, I 11 just -- and I can give you that report, which was 12 amazing to me to hear, because whoever wrote that 13 report obviously didn't check with me, but, 14 obviously, didn't understand the mission of the 15 school. We are built as a special ed majority 16 school on purpose.</p> <p>17 And so I did call the LESC. And so we 18 have a meeting with them on Monday to hopefully 19 rectify our piece of that.</p> <p>20 But in that report -- and I would -- I can 21 give you that -- there are other charter schools 22 that were specifically mentioned. And the inference 23 in that report is that charters are incentivized -- 24 it said "school systems." 25 But, listen. All charters are</p>

<p style="text-align: right;">14</p> <p>1 incentivized to inflate their special ed numbers, 2 which there are very, like, specific reasons why a 3 lot of charters have high SpEd numbers. 4 Part of it is they come from the district 5 already identified as SpEd. In the case of School 6 of Dreams, which is the second one below us, they 7 actually have one of the only DD preschool programs 8 in the entire state. 9 So there's a reason those numbers exist 10 that they are. But the people and the committee 11 that published that report didn't do their homework 12 enough to, at least, you know, research why those 13 numbers are what they are. 14 So -- but good morning. So I am -- I 15 really -- you know, this reminds me. I really 16 should make it a point to come each month and give a 17 report on our school, because I do -- I'm proud of 18 what we do. I'm proud of the direction we're 19 headed. 20 And, like, we're -- our momentum, our 21 trajectory of building program to serve community is 22 really unprecedented in our history. And part of 23 that is because we've done a lot to educate everyone 24 as to what we're doing and why it's special. 25 And I think you-all, as our authorizers,</p>	<p style="text-align: right;">16</p> <p>1 high school kids. 2 Among the accolades there are 14 Gold Key 3 Awards, 16 Silver Key Awards, 30 earning Honorable 4 Mention. I'll just mention the Gold Key Awards, and 5 call out these students in particular, and let you 6 know, if you ever have a chance, especially those of 7 you who are coming from other parts of the state, to 8 just call over to Eric over at -- at NMSA and get a 9 tour and see what they're doing there and the art on 10 the walls. 11 I mean, it's just -- it's remarkable. And 12 I think it's a model that can actually be rolled out 13 in other schools that want to have specialties, 14 not -- doesn't have to be just art. 15 So I want to call out Rai Ferrell. He's 16 had three works selected. He's Class of '25. 17 Gabriel Gamble, also Class of '25, was 18 one. Willa Heil. Elliott Johnson, Tara 19 Lujan-Baker, Ellie Magdalene, Evangeline Miranda, 20 Clela Stillings, and Sophia -- oh my God, I thought 21 I -- Sophia Van Luchene. That's what I'll say. 22 And there's a special exhibition in 23 Albuquerque on March 30th. They have a lot of 24 things coming up. And just wanted to give them that 25 shout-out, because these kids have earned it, and</p>
<p style="text-align: right;">15</p> <p>1 are really -- you should be in the front -- in, 2 like, my front line of communication to say, "You 3 guys, you need to know what we're doing." 4 So thank you for your time. Great. 5 THE CHAIR: Thank you, Rafe. Appreciate 6 you. 7 All right. Let's move into School 8 Highlights, Item No. 4. Commissioner Carrillo, did 9 you have your hand -- 10 COMMISSIONER CARRILLO: Yeah. Well, I'll 11 just start by saying so -- to anybody from my 12 schools that may be watching, the reason sometimes 13 some schools are highlighted and others aren't is 14 because they're the ones that are sending me 15 highlights. 16 So if you don't send me any highlights, 17 I'm not shouting out for you, except that I really 18 will do my best for you. 19 Anyway, New Mexico School for the Arts. 20 They have unprecedented wins in scholastic art 21 awards. So 60 artworks, created by the visual arts 22 students at NMSA, have received the esteemed 23 Scholastic Art Awards, our nation's most enduring 24 recognition program since 1923, and playing a 25 pivotal role in nurturing the artistic skills of our</p>	<p style="text-align: right;">17</p> <p>1 we're very proud of them and proud of the school. 2 COMMISSIONER BECK: You said they're doing 3 a -- a presentation on the 30th? 4 COMMISSIONER CARRILLO: On March 30th, 5 yes. 6 COMMISSIONER BECK: In Albuquerque. 7 COMMISSIONER CARRILLO: In Albuquerque. 8 And as I get more details on that, I'll let you know 9 in terms of where it's going to be. 10 COMMISSIONER BECK: Thank you. 11 COMMISSIONER CARRILLO: But then, also, 12 they have stuff happening in town, too, both -- 13 actually, this is in Albuquerque. 14 If you have never been to any of the music 15 competitions -- I mean, for all the schools, not 16 just charters -- it's usually at UNM. I mean, it's 17 just incredible, these kids and what they're doing, 18 whether it's classical music or jazz or different 19 things. I would just encourage you guys to get down 20 there. 21 I went down -- I was with the board of 22 Santa Fe, because we frequently had high honors or 23 won different competitions. But there you have it. 24 THE CHAIR: Thank you, Commissioner 25 Carrillo. Others from the Commission? Others from</p>

<p style="text-align: right;">18</p> <p>1 CSD? Ms. Brown.</p> <p>2 MS. MISSY BROWN: I just wanted to say</p> <p>3 that NMSA has offered, as loans, the Charter Schools</p> <p>4 Division artwork for our offices upstairs, too. And</p> <p>5 we've had that up for a number of months now, and</p> <p>6 it's really great.</p> <p>7 THE CHAIR: That's wonderful. Great.</p> <p>8 Thank you.</p> <p>9 All right. Let's move on to Item No. 5,</p> <p>10 Consent Agenda.</p> <p>11 VICE CHAIR BURT: Move to approve the</p> <p>12 consent agenda.</p> <p>13 COMMISSIONER CARRILLO: Second.</p> <p>14 THE CHAIR: Any discussion?</p> <p>15 (No response.)</p> <p>16 THE CHAIR: Seeing none, let's move into</p> <p>17 another -- what did we call this? I just call it</p> <p>18 the easy-built.</p> <p>19 But all those in favor of approving the</p> <p>20 consent agenda?</p> <p>21 (Commissioners so indicate.)</p> <p>22 THE CHAIR: All those opposed?</p> <p>23 (No response.)</p> <p>24 THE CHAIR: All right. The ayes have it.</p> <p>25 Let's move in -- we'll skip No. 6. And</p>	<p style="text-align: right;">20</p> <p>1 presented reports to you -- and they presented five</p> <p>2 today, through the process that the Rule requires.</p> <p>3 So they've gone through a back-and-forth with the</p> <p>4 schools; they have presented what they are giving to</p> <p>5 you.</p> <p>6 And then that report is a CSD report. So</p> <p>7 that is something that you would accept, or, if you</p> <p>8 felt like they missed some section or something, I</p> <p>9 guess you could send it back to them to fill</p> <p>10 something else in. Largely, that's their reporting;</p> <p>11 you're going to accept it.</p> <p>12 The Rule then says that you will send out</p> <p>13 an annual report notice from the Commission.</p> <p>14 Obviously, that's always done through the</p> <p>15 Chair. And so if you look at the draft motions,</p> <p>16 there are four overall notices that you can give.</p> <p>17 One is Notice of Exemplary Performance</p> <p>18 Overall. One is Notice of Satisfactory Performance</p> <p>19 Overall. One is Notice of Unsatisfactory</p> <p>20 Performance Overall.</p> <p>21 And the Rule requires -- I'm just going to</p> <p>22 pause there -- that if you do that, if you give that</p> <p>23 Overall Unsatisfactory Performance Notice, you need</p> <p>24 to identify, with specificity, what they need to do</p> <p>25 and what corrective action they need to take.</p>
<p style="text-align: right;">19</p> <p>1 then we're going to move into actual Item 7,</p> <p>2 Discussion and Possible Action on Acceptance of</p> <p>3 Annual Reports for the 2022-2023 School Year and</p> <p>4 Possible Action to Issue Annual Report Notices Based</p> <p>5 on Annual Reports.</p> <p>6 And so we have a few here that we'll</p> <p>7 review.</p> <p>8 We'll continue to do the majority of those</p> <p>9 over the next -- next meetings, for sure. And I</p> <p>10 think this is an opportunity for us to review the --</p> <p>11 the first ones, we'll do a little bit of a learning</p> <p>12 process, too, kind of look at these, make sure we're</p> <p>13 doing our level best to do this right.</p> <p>14 I also just want to share, like, I assume</p> <p>15 maybe we're going to learn some things as we go</p> <p>16 through this first rendition, and see what works and</p> <p>17 how we can improve this as we move forward through</p> <p>18 the lion's share of our schools.</p> <p>19 With that, I'm going to pass the mic over</p> <p>20 to Ms. Barnes.</p> <p>21 MS. JULIA BARNES: Good morning.</p> <p>22 I wanted to just give an overview of</p> <p>23 how -- how this has been set up for you to consider</p> <p>24 it, based on the Rule.</p> <p>25 So the Rule requires that once CSD has</p>	<p style="text-align: right;">21</p> <p>1 It's not the intervention ladder. They go</p> <p>2 and then take that action.</p> <p>3 So if you select that third one, Notice of</p> <p>4 Unsatisfactory Performance Overall, you need to</p> <p>5 identify that. And my suggestion is is that we</p> <p>6 reference the CSD reports, as shown on Pages 6</p> <p>7 through 10.</p> <p>8 The last one is used kind of</p> <p>9 intentionally. It still is a tool for you, the</p> <p>10 Intervention Ladder, but it is a tool that is only</p> <p>11 used sparingly when you really need to do it. That</p> <p>12 triggers the regular Intervention Ladder steps which</p> <p>13 are now in the Rule.</p> <p>14 It's the same steps that we had before;</p> <p>15 they're just in the Rule. So we would trigger that.</p> <p>16 There would be a Notice of Initiating Action under</p> <p>17 the Intervention Ladder. There would be that first,</p> <p>18 bring them forward in the February PEC meeting,</p> <p>19 that -- you know, the whole process that you have</p> <p>20 done before.</p> <p>21 The Rule, though, really does assume that</p> <p>22 that is exceptional.</p> <p>23 The very last thing that I want to say is</p> <p>24 that there are certain items in the annual report or</p> <p>25 that you might have seen -- I think only in the</p>

<p style="text-align: right;">22</p> <p>1 annual report -- for what you're doing now -- that 2 you might want to highlight for a school is 3 unsatisfactory performance on an item that should be 4 corrected by the next annual report. 5 That is not an Intervention Ladder. That 6 is saying to the school, "This is unsatisfactory 7 performance. Please fix it by the next annual 8 report." 9 CSD will then take the action to look at 10 that by the next annual report, and they'll come 11 back and tell you, is it corrected or not. 12 And then the Rule also looks at next year, 13 Uncorrected Unsatisfactory Performance. So if it's 14 a two-year issue, it's going to get heightened issue 15 (verbatim). 16 So you're going to identify an Overall 17 Notice, Exemplary, Satisfactory, Unsatisfactory, or 18 an Exceptional Circumstances, putting someone on the 19 Intervention Ladder -- you would probably give them 20 Unsatisfactory Performance as well -- and then 21 specific things that you might want to highlight for 22 them. 23 So there is not an overall scoring on the 24 academics. So where -- you may highlight any -- I'm 25 talking about the specific issues.</p>	<p style="text-align: right;">24</p> <p>1 pause for whoever wants to make a motion who comes 2 over and says, "I want to choose Notice of 3 Satisfactory Performance, and I only want the red 4 one." Or whatever it is that you say, so that the 5 motion is ready and clear, and whoever makes the 6 motion can read it. 7 Last thing is on each of those specific 8 things, you'll see that I've identified the page of 9 the annual report where that information is coming 10 from, so we're going back to the source document, 11 which is the annual report, or telling the schools 12 what they need to do. 13 Very soon, possibly today or -- Chair 14 Brauer and I might want to talk a little bit about 15 what the letter says. We talked a little bit about 16 just clarifying a little bit for the schools about 17 what we're doing, particularly that most of these 18 are not under the Intervention Ladder. We're -- 19 he's going to get out a letter to each of the 20 schools very quickly on -- on these. So those will 21 go out quickly. 22 Are you guys clear about what I think the 23 process is? I just wanted to explain how I did the 24 draft motions. 25 THE CHAIR: Commissioner Carrillo.</p>
<p style="text-align: right;">23</p> <p>1 You may highlight any specific issue that 2 you saw that you want to flag for the school. I 3 just went and tried to see what looked like the ones 4 that you might want to highlight. But that's just 5 to get them into the -- there. 6 If it's in blue, it came from the academic 7 section of the annual report. If it is in red, it 8 was an organizational or financial Does Not Meet 9 Indicator. Every single red is identified in the 10 draft motion. 11 Then there -- if it's highlighted in 12 yellow, that's where it was a Working to Meet. But 13 there was some reason. So, for example, one, there 14 was a red on an audit and a yellow on responsiveness 15 to an audit finding. I thought you might want to 16 highlight those two together. So if it was yellow, 17 it was Working to Meet. 18 The last thing is once you have heard from 19 CSD, accepted their report and discussed what you 20 wanted to do, just for today -- 'cause we're -- 21 because Vice Chair Burt has indicated we've got to 22 move fast on next ones -- I want to make sure the 23 motion is right, and it's the way you want it. I 24 just did a draft motion. You may change it. 25 So I have asked the Chair just to take a</p>	<p style="text-align: right;">25</p> <p>1 COMMISSIONER CARRILLO: I think I'm clear. 2 I guess the concern I have is the time certain 3 things take. So if we -- and I might be thinking 4 about this wrong -- issue something that has an 5 Unsatisfactory Performance, say, and then that has 6 to be corrected, I heard you say, by the next annual 7 report, conceivably, that's a year. 8 MS. JULIA BARNES: I think it's 9 possible -- well, generally, the Rule lets schools 10 fix an issue by the time the next -- so there is an 11 implication or assumption in the Rule that they are 12 given until then. 13 I think -- well -- and what that really 14 means is that's when it's going to be reported back 15 to you. 16 People -- this -- we're working to move 17 away from school after school -- okay. 18 So Rafe is a different example, because he 19 voluntarily came up today to tell us about his 20 school. 21 But, you know, we had schools that were 22 here month after month after month. The Rule only 23 tends to do that in really extraordinary 24 circumstances. Otherwise, it lets CSD manage it and 25 report to you annual report to annual report.</p>

<p style="text-align: right;">26</p> <p>1 However, I think you could possibly say, 2 "This needs to be fixed by the end of April," and 3 then CSD can confirm that it's done by the end of 4 April, but they're going to report it to you later. 5 They're going to report it to you in the next annual 6 report. So you could put a date on something that 7 made sense to you. 8 COMMISSIONER CARRILLO: And maybe could 9 you do something as well, where maybe you're not 10 putting a date that it has to be fixed by, but 11 they're indicating what it is they're going to do 12 to -- I'm seeing Vice Chair Burt -- I'm just 13 concerned sometimes that we'll have a notice, we'll 14 do something, and so much time passes before -- and 15 that's just another graduating class. Boom. Gone. 16 THE CHAIR: Go ahead, Vice Chair. 17 VICE CHAIR BURT: So I think when there's 18 serious issues at a school, I think that perspective 19 that you have of, like -- like, "We need to figure 20 out what they're doing, how they're doing it," and, 21 like, have that more level of oversight, when it's, 22 like, a higher level, serious issue. 23 Generally -- we're sending these notices 24 out probably early next week. They're going to get 25 site visits coming up. So we don't need to be</p>	<p style="text-align: right;">28</p> <p>1 Does that sound okay? 2 Great. So first school under Item 7, a., 3 is Albuquerque School of Excellence. 4 Ms. Chavez? 5 DIRECTOR CORINA CHAVEZ: Good morning, 6 Commissioners. Thank you, Chair Brauer. 7 I may end up sharing screen as I walk 8 through this, so give me a second to set that up. 9 I want to start with the Rule. And this 10 is the place that we are right here, where it says 11 that with the Phase 2, which we're still calling the 12 "Final Report" -- because we've already sent them a 13 draft -- they've gotten back with us about any 14 corrections that need to be made, and we've made 15 those corrections. So the school has got the 16 reports. 17 And we believe that with the reports that 18 you have in hand, we've identified what is 19 Unsatisfactory Performance when the school gets 20 anything other than a Meets Standards; right? So 21 the Working to Meet Standards and the Does Not Meet 22 Standards, which are the yellow and red, are all 23 identified and labeled as such and explained at the 24 bottom. 25 Also, it says that the -- the report will</p>
<p style="text-align: right;">27</p> <p>1 involved in how they fix things right away; right? 2 Give them -- respect charter school autonomy, and 3 let them fix it however is best for them. 4 COMMISSIONER CARRILLO: Then we have the 5 Intervention Ladder. 6 VICE CHAIR BURT: Exactly. So annual 7 reports, in general, are going to be just, like, 8 a -- like, the way I see the letters is, like, "CSD 9 saw, you saw what CSD said, and now you know we also 10 saw. Next annual report, we would like to not have 11 the same triangulation on the same issue." 12 COMMISSIONER CARRILLO: Got it. Thank 13 you. 14 THE CHAIR: All right. So what we'll do, 15 just to repeat back what Ms. Barnes said, we're 16 going to go through each school. Charter Schools 17 Division, you're going to get a chance to share, to 18 report. We'll get a chance to have some questions, 19 some conversation. And then once we are ready to 20 make a motion on a school, we'll just take a short 21 pause for a few minutes, confer with Ms. Barnes to 22 make sure that the motion is accurate and it's 23 clear, based on what motion you would like to 24 provide, and then we'll reconvene and do our motion 25 and our -- our action.</p>	<p style="text-align: right;">29</p> <p>1 give an assessment about the school's rating, which, 2 using the old performance framework, means we have 3 to roll it all up and give an overall rating. 4 And then it says that we may contain the 5 Division's recommendations regarding the notice. 6 It doesn't say "shall"; it says "may." 7 So we did not include notice 8 recommendations for two reasons: 9 One, we found that reconciling how the 10 Rule is written with the existing performance 11 framework caused a little bit of cognitive 12 dissonance. And I'll explain why. 13 And, also, because we felt like this rule 14 was published in -- and should go into effect for 15 this year; not for '23 -- '22-'23. 16 So with that said, I'm going to transition 17 to take a look at the first school, which is 18 Albuquerque School of Excellence. 19 And it was sent to the school, again, 20 multiple times, so they had an opportunity to go 21 back and forth with us if anything was incorrect. 22 The school is in Northeast Albuquerque. 23 They've had some consistency in leadership. 24 I've been to the school. It is lovely. 25 There's so much to celebrate at this school. It</p>

<p style="text-align: right;">30</p> <p>1 serves K through 12. They have a very large 2 enrollment cap of 1,199. They serve 837 students. 3 They're in the next-to-the-last year of 4 this contract term. They have all of the waivers 5 that they have been -- that they have requested are 6 listed here. 7 We've included the school mission and the 8 description of the educational program as it exists 9 in the charter contract. 10 And there's a lot to absorb there. 11 But the school does focus on core 12 knowledge and essential skills. It's a college-prep 13 school that focuses on math, science, technology, 14 and 21st-century skills for students. 15 It's a rigorous school, because it wants 16 to prepare students for college. And they give 17 students access to technology. And they -- they 18 provide a lot of advanced placement classes and dual 19 credit classes for their high school students. 20 The next thing we present in the annual 21 reports for you -- these look familiar, because 22 they're similarly structured to the Part A of the 23 renewal application -- the renewal applications -- 24 which we prepare for the renewal schools. 25 We talk about enrollment at the school.</p>	<p style="text-align: right;">32</p> <p>1 School of Excellence -- right? -- which is brand new 2 this year. 3 Last year we didn't have Schools of 4 Excellence; we only started with Spotlight. But 5 this year, we have Schools of Excellence. We have 6 Spotlight. We have Traditional, Targeted Support 7 and Improvement, Additional Targeted Support and 8 Improvement, and Comprehensive Support schools, and 9 then, of course, the most -- More Rigorous 10 Intervention School. 11 Albuquerque School of Excellence, big 12 kudos to them, has the highest possible rating 13 and -- excuse me -- designation as a School of 14 Excellence. So, again, big kudos to the school for 15 that. 16 In terms of proficiency, we provide to you 17 reading, math, and science proficiency rates in 18 comparison to district and state rates. And you'll 19 see that Albuquerque School of Excellence surpassed 20 both the district and the state. 21 We provide the proficiency in reading by 22 the subgroups that I know the PEC is interested in. 23 And our new performance framework requires that we 24 report out this information. 25 So this is -- again, you'll see that the</p>
<p style="text-align: right;">31</p> <p>1 And just to provide context, we give not just the 2 school's enrollment, but we show in orange the 3 district comparison, and, in gray, the state 4 comparison. 5 And so you'll see the -- the -- where the 6 school sits in terms of who's enrolled at the 7 school. We get the information from S.T.A.R.S. 8 This next year, we're going to change that so that 9 it'll say -- it'll say Nova. 10 In terms of academic performance, again 11 because the current performance framework that the 12 school is under with their charter contract has a 13 table where we are supposed to roll up the numbers 14 and give the academic score, we've sort of had to 15 rework how we do that calculation. 16 But there it is. The school has 90.5, 17 which is the average of Indicators 1 and 3. One 18 comes from the Vistas score, and 3 comes from the 19 school's mission-specific goals. 20 The next section you'll run into is really 21 a lot of explanation about the State Accountability 22 System, which differs, again, from what the 23 performance framework this school is under, with 24 Vistas being the school -- the state's system right 25 now. So this just describes what constitutes a</p>	<p style="text-align: right;">33</p> <p>1 school, which is in blue, is doing really well with 2 subgroup performance as well in both reading and 3 math. 4 This is all coming from New Mexico Vistas. 5 Then we provide the proficiency in science 6 by subgroup. And, again, this is a different 7 population, because it's a different grade level 8 that gets tested in science. But we see that 9 Albuquerque School of Excellence is really 10 delivering on their promise for teaching science and 11 having some really excellent performance. 12 We do have several places throughout these 13 reports where there is data that is being masked due 14 to population size. So in this case, the Native 15 American population at Albuquerque School of 16 Excellence is not there because we needed to mask 17 the data. 18 And then we talk about -- we present to 19 you the improvement data. And so this shows the 20 growth in proficiency at Albuquerque School of 21 Excellence was really excellent in both math and -- 22 and reading. 23 We didn't have the average for the 24 district and the state for math, so it's not 25 presented.</p>

<p style="text-align: right;">34</p> <p>1 Well, excuse me. For -- that's not true. 2 The reason why you don't see anything is 3 because there was zero percent growth in math and -- 4 for the state and district. So it's a big deal to 5 have what looks like about 5 percent -- next year -- 6 Brigitte and I just noted -- next year, we should 7 have the percentages so you don't try to look at the 8 graph and try to guess the exact number. So that 9 was far ahead of what the district and state did. 10 And then we present to you the ELA 11 percentage of growth by subgroup. And this is -- 12 this is, again, presenting how students that -- in 13 ELA, by the subgroup, are performing. And the 14 school is in blue. 15 Math percentage growth by subgroup, again, 16 because we know that you're interested in subgroup 17 information. 18 And then we provide the English Learner 19 progress. Again, this comes from Vistas. And the 20 school had a 19 percent. 21 Because this is a high school, we go on to 22 provide high school graduation rates, four-, five-, 23 and six-year rates in comparison to district and 24 state, four-year graduation by subgroup. 25 And then we go on to present to you the</p>	<p style="text-align: right;">36</p> <p>1 rating; okay? So we had to give the school either a 2 Meets Standard, a Working to Meet, or a Does Not 3 Meet Standard. 4 And so when we did that in accordance with 5 the performance framework that the school has 6 attached to the contract, the school met standards. 7 And then here is a breakdown of how the 8 school did. 9 And I believe that we are presenting -- in 10 accordance with the current rule, I believe that 11 we're presenting to you corrected or uncorrected 12 performance by showing last year's -- the previous 13 year's performance and the year before alongside the 14 '22-'23 performance. 15 So you can see that the school, for 16 example, had a Working to Meet in '21-'22 for health 17 and safety; and for '22-'23, it's a Meets Standard. 18 So in our mind, that means that they corrected 19 the -- the performance that needed to be corrected. 20 However, there is one red, or Does Not 21 Meet, around accounting principles, which is 22 Indicator 2b, which is a repeat finding from -- 23 excuse me -- it's a material weakness in their 24 Fiscal Year '22 audit report. 25 So at one point -- and then we go on to</p>
<p style="text-align: right;">35</p> <p>1 mission-specific goals. 2 In this case, Albuquerque School of 3 Excellence had two different mission-specific goals. 4 And so we present the goals as written and the -- 5 the rubric as they defined it. 6 In the case of the first goal, the school 7 had an average 95 percent attainment for all grades. 8 So they were given 100 points. 9 And this is looking at the school's being 10 prepared for STEM-related employment by enrolling in 11 and demonstrating completion of STEM elective 12 courses or college readiness courses and the 13 credits. They are counting the credits that are 14 earned with a passing grade of C or better. 15 Goal 2 is presented. And the school also 16 exceeded the rate. So they got 100 points for that. 17 Okay. Then we move on to the 18 organizational and financial frameworks, which 19 combines the two, and which is delineated through 20 these charts with red, yellow, green in each 21 indicator. 22 And the way that the performance indicator 23 is -- reads now is that we would count up the number 24 of yellows and reds to make a determin- -- and 25 greens -- to make a determination of an overall</p>	<p style="text-align: right;">37</p> <p>1 provide the definitions -- or excuse me -- the 2 explanations for any others that are yellow or red. 3 And we provide to you who attended the site visit. 4 It's not a comprehensive list of everybody 5 at the school site, because we're not providing the 6 names of teachers. But we are letting you know who 7 was at the leadership meeting and who was part of 8 the governing board focus groups. 9 So -- so when the team was at one point 10 thinking, "If we're going to follow the Rule and 11 make a notice -- a recommendation for a notice for 12 the PEC," we had some cognitive dissonance, as I 13 mentioned before. 14 Because the school has an academic -- some 15 real academic strengths and a designation in Vistas 16 as Excellence, we wanted to say, "Give them a notice 17 of Excellence." 18 However, when we look at the financial 19 performance, we thought, "Wow, no, we can't give a 20 school Excellence if they have a Does Not Meet in a 21 financial indicator"; right? 22 So then that could have been a Notice of 23 Uncorrected -- Uncorrected -- what is the term? -- 24 Unsatisfactory -- Uncorrected Unsatisfactory 25 Performance. But, wow, I would really hate to give</p>

<p style="text-align: right;">38</p> <p>1 a school that was rated as a School of Excellence 2 that notification.</p> <p>3 And, then, because they Meet Standards, 4 they could also have received a Notice of 5 Satisfactory Performance.</p> <p>6 I just wanted to present that, because it 7 was -- it's some work that I think the performance 8 framework team and the attorney and the executive 9 committee are probably going to need to work out 10 moving forward if you, in fact, want us to -- and 11 when we start giving these recommendations for 12 notices, are you going to give three notices to this 13 school? Or do you want to give one? Or none?</p> <p>14 I think that the report, as it reads, 15 provides the information that we can all work with. 16 We know what's -- how the school is doing well and 17 where there's room for improvement.</p> <p>18 And so with that, I will stand for any 19 questions that the Commission has.</p> <p>20 THE CHAIR: Commissioner Carrillo, and 21 then Commissioner Beck.</p> <p>22 COMMISSIONER CARRILLO: So a couple of 23 things. One, is the material weakness, where 24 they've gotten a Does Not Meet three years in a row, 25 is that for the same thing? Do we know? It's,</p>	<p style="text-align: right;">40</p> <p>1 weakness, you know, oftentimes that takes multiple 2 years to correct. And so it's not like the 3 school -- I don't want this to seem like this school 4 is doing nothing to, like, fix things. It's just 5 the way that the process works, it just takes a 6 minute.</p> <p>7 COMMISSIONER GIPSON: Off mic.</p> <p>8 THE CHAIR: Right. At the very bottom 9 there's a one material weakness in FY22. And then 10 2c, one repeat audit finding from 2018. I don't 11 know if the team has additional information. 12 Dr. Russell?</p> <p>13 DR. BRIGETTE RUSSELL: Chair Brauer, yes, 14 I can -- I'm looking those up right now. I'm 15 filtering in our audit file. And this makes me 16 realize that next year, we -- we really should 17 include -- let's see. They're all --</p> <p>18 DIRECTOR CORINA CHAVEZ: A little bit more 19 detail on what the findings were about. Although 20 those are publicly published, we could do a better 21 job of explaining what the repeat audit finding was.</p> <p>22 THE CHAIR: I just want to remind the 23 Commission, too, that each -- if you do have 24 findings, if you don't have an absolutely clear 25 audit, you are required to do a Corrective Action</p>
<p style="text-align: right;">39</p> <p>1 like -- if it is for the same thing, why? And why 2 hasn't this been worked on? If it's for something 3 different, I'd be curious as to what oversight 4 and -- you know. That's the first part of my 5 question.</p> <p>6 The second is -- you kind of brought this 7 up -- it's almost -- and I want to know, like, what 8 are the parameters for us -- when you have a school 9 that's doing so well in so many areas, you know, but 10 they just can't seem to get this financial piece, 11 like, where it needs to be, do we then ding them? I 12 mean, yeah, they need to be dinged on the financial 13 piece. But then do we not acknowledge the 14 excellence?</p> <p>15 COMMISSIONER BECK: That was my question.</p> <p>16 COMMISSIONER CARRILLO: Because it almost 17 seems like you don't -- you know -- you know, we're 18 thinking. We're just in tune with one another, 19 Commissioner Beck.</p> <p>20 THE CHAIR: I will say, Commissioner, and 21 Commissioner Beck, I think that Commissioner 22 Carrillo, to your point, just the way that the audit 23 process works, it takes several years sometimes to 24 take care -- I'm not making excuses for a school. 25 But not all -- if it's a material</p>	<p style="text-align: right;">41</p> <p>1 Plan around those things, too. So there are things 2 that schools are doing.</p> <p>3 Commissioner Beck. Then Vice Chair Burt.</p> <p>4 COMMISSIONER BECK: So I guess this is -- 5 to Ms. Barnes' motion, is it possible that we could 6 give -- it says in your motion, "Select one." But 7 can we give a Notice of Exemplary Performance; 8 however, there's an unsatisfactory performance 9 related to the audit? Can we do that?</p> <p>10 MS. JULIA BARNES: Yeah. My -- my opinion 11 of the Rule is that you -- this is within your 12 authority. This is your job to tell a school what 13 the overall -- what your overall decision is, which 14 I think you may choose any of those four. And then 15 that's why there is this second part, which is item 16 by item.</p> <p>17 COMMISSIONER BECK: Right.</p> <p>18 MS. JULIA BARNES: That you identify that. 19 Now, the one -- the one thing that I -- 20 that I think is that you -- in terms of it being 21 Uncorrected Unsatisfactory Performance, I think that 22 chart makes it clear that it's been three years in a 23 row.</p> <p>24 My point, though, however, which is 25 consistent with what you have done all along, is you</p>

<p style="text-align: right;">42</p> <p>1 have not notified this school that you consider it 2 unsatisfactory performance. 3 So my suggestion this year is not to give 4 any Uncorrected Unsatisfactory, but just 5 Unsatisfactory this year. So the answer is yes, you 6 may choose any of the top four, and you may include 7 any of the bottom. 8 So... 9 COMMISSIONER BECK: Okay. 10 MS. JULIA BARNES: And I think -- I don't 11 know. I think everyone's grappling with how you're 12 going to roll this out. But that is, at least in my 13 mind, how to deal with it. 14 COMMISSIONER BECK: So this is a good 15 example of that. I just want to tell you, I went 16 there three weeks or a month ago. And I walked into 17 a fifth-grade class. It was before Christmas. And 18 they were -- the math class was making snow globes 19 and determining the volume of water within the snow 20 globe. Fifth grade on the whiteboard. Pi -- not 21 eating "pie" -- but pi, 3.141-whatever, was all over 22 the board. So they were figuring out volume while 23 also doing a project that they could take home to 24 their family in their math class. 25 It was mind-boggling to me. It was</p>	<p style="text-align: right;">44</p> <p>1 like -- unless it's, like, this yellow is kind of a 2 serious yellow, or they're bordering on red, or 3 we're really concerned about this yellow, I'm not 4 going to support putting yellows on notice, or this 5 notice, because it should be -- they get that 6 yellow, they have that year to correct it without 7 being hammered from us on getting a yellow. 8 A red, on the other hand, Does Not Meet, 9 it's clear. It is what it is. We put it on. 10 So for me, what I'm kind of looking at is 11 just level of seriousness, and that's really it. 12 And if -- otherwise, I mean, I do think in 13 the future when we see those two reds in a row -- 14 but I do think, for CSD, especially things that -- 15 you know, if a school got a red repeated, but it was 16 a different reason, we'll probably need to know that 17 next year; right? Because even though they got 18 three reds in a row, it could have been three 19 different things. Like, they did correct that one, 20 but then there was something else that went -- I 21 mean, which is still not great for a school, but it 22 also is more to the story than just keeping the same 23 exact error over and over and not fixing it. 24 And I think that's where I'm concerned 25 about -- like, I don't want to do Uncorrected</p>
<p style="text-align: right;">43</p> <p>1 amazing; so... 2 THE CHAIR: Sorry. Any other comments? 3 Questions? Vice Chair Burt. 4 VICE CHAIR BURT: I think for me, this one 5 is really simple. And I also want to say it's 6 not -- like, for me, I don't care to dig into the 7 why. If it's a red, it's a red. I just want to 8 highlight it. 9 So I would say, "Notice of Exemplary 10 Performance and just the Material Weakness 11 identified in the '22 audit." That's it. 12 I mean, I don't think we need to highlight 13 every bit of yellow folks get every year as well. I 14 don't think that's necessary. 15 I think, for me, it's the reds. Give them 16 the overall and then highlight the reds and move on, 17 and they fix it. 18 We don't need to be, like, digging into 19 every single school right now today. I think that's 20 where, once again, I -- I think it's a balance of 21 caring about their autonomy. Like, it's -- this is 22 just, like, a, "Hey, we saw that you got a red, and 23 we expect it to -- we don't want you to get reds on 24 your reports." 25 And, for me, yellows are -- unless it's,</p>	<p style="text-align: right;">45</p> <p>1 Unsatisfactory this year. But even next year, 2 that's what -- like, I think that's important for us 3 to have a little bit more of the story in the future 4 on reds. Only on reds, though. Like, I -- 5 'cause -- and that's where -- I talked to Julia 6 about, like, we have a lot of schools to do this 7 through. If we're going to do in-depth with every 8 single one, we're not doing any other business for 9 months. Like, this will be all we do for months. 10 For me, it's more like a little bit less 11 digging -- other than us reading it on our own time, 12 like, doing the digging ourselves, coming with 13 questions, like, if anything doesn't make sense or 14 whatever. 15 For me, that's where it's just, like -- 16 the hardest part is going to determine whether 17 they're Excellent Overall or Satisfactory, or an 18 Overall Unsatisfactory -- that's going to be the 19 hardest part for me. But for this school, I 20 definitely support Excellent, highlight the red, and 21 move on. That's where I'm at. 22 THE CHAIR: I just want to cosign that, 23 because we're not trying to put every school on some 24 type of intervention. Like, we just don't have 25 time. We don't have the capacity, as a board, to do</p>

<p style="text-align: right;">46</p> <p>1 that.</p> <p>2 The Charter School Division has no</p> <p>3 capacity.</p> <p>4 And also just want to say this is the</p> <p>5 first one we've done. So this is a learning</p> <p>6 experience. I expect the next four to be a little</p> <p>7 bit quicker and sharper. We're learning how we want</p> <p>8 to engage in this.</p> <p>9 Because I do think, like, this is not,</p> <p>10 like, a renewal process. We're not going through</p> <p>11 and asking a bunch of questions with the school not</p> <p>12 here to even discuss it with us.</p> <p>13 And so, Commissioner Taylor, and then</p> <p>14 Commissioner Gipson, then Commissioner Carrillo.</p> <p>15 COMMISSIONER TAYLOR: Chair Burt, I -- or</p> <p>16 Vice Chair Burt -- I appreciate your comments in</p> <p>17 that area.</p> <p>18 I do, however, think that, as Chair Brauer</p> <p>19 said earlier, sometimes these issues take several</p> <p>20 years to correct. And I'd kind of like to know if</p> <p>21 that's the situation we're in.</p> <p>22 Are we in a situation where they're sort</p> <p>23 of -- like, they're working on it, you know? And</p> <p>24 even that case, like you said, that really warrants,</p> <p>25 you know, Excellence. "Still got the red? Work on</p>	<p style="text-align: right;">48</p> <p>1 Uncorrected Unsatisfactory and what is just</p> <p>2 Unsatisfactory, because it's a new concern. And if</p> <p>3 it is a new concern in the same general area, it is</p> <p>4 a -- you know, once again, it has to be looked at.</p> <p>5 How come -- it may not be just exactly this. But</p> <p>6 it's still in the -- you know, it there an issue?</p> <p>7 But greens and yellows, you know, good</p> <p>8 job, you know.</p> <p>9 And I agree. It's that differentiation.</p> <p>10 With any number of these schools, you're going to be</p> <p>11 Excellent, or you're going to be Satisfactory.</p> <p>12 And, you know, I think there's also a</p> <p>13 level of concern that comes to schools that we're</p> <p>14 digging in at this moment in time. It's like, "Oh,</p> <p>15 how come -- you know, I didn't know this was the</p> <p>16 level that they were going to go into during this</p> <p>17 meeting about my school."</p> <p>18 So I think there's -- you know, schools</p> <p>19 have a concern on, you know, "Should I have been</p> <p>20 more prepared for something?"</p> <p>21 And I don't think that's what we</p> <p>22 necessarily want. And this year, in particular,</p> <p>23 it's January, you know. "Hey, you didn't do a great</p> <p>24 job last year, but have" -- you know. And they're</p> <p>25 finishing out their school year by the time we get</p>
<p style="text-align: right;">47</p> <p>1 it, keep working on it," whatever, you know.</p> <p>2 But I would like to have a little more</p> <p>3 information on where they're at in the correction of</p> <p>4 that, in that correction process.</p> <p>5 THE CHAIR: Thank you, Commissioner</p> <p>6 Taylor. Commissioner Gipson. Then Commissioner</p> <p>7 Carrillo.</p> <p>8 COMMISSIONER GIPSON: I agree. I thought</p> <p>9 we had already hashed this out with this process,</p> <p>10 that we weren't digging in with every school with</p> <p>11 every annual; because, yeah, this is a lifetime</p> <p>12 project then.</p> <p>13 So I view this more like the new</p> <p>14 applications and the renewals in the process of we</p> <p>15 look at the information ahead of time, and we just</p> <p>16 bring forward the concerns. And that maybe even</p> <p>17 Commissioners could send Julia a note prior to the</p> <p>18 next meeting to help her craft a motion.</p> <p>19 It's, like, "Hey, I think -- you know,</p> <p>20 let's look at those three reds." Reds are a</p> <p>21 problem. I thought we had already done this, that</p> <p>22 schools that have reds, they get a notice of --</p> <p>23 right now, just the Unsatisfactory, because we don't</p> <p>24 know.</p> <p>25 Next year, we need to know what is</p>	<p style="text-align: right;">49</p> <p>1 to all of these. So we also have to be cognizant of</p> <p>2 that as well.</p> <p>3 THE CHAIR: Thank you, Commissioner</p> <p>4 Gipson.</p> <p>5 Commissioner Carrillo, are you okay if</p> <p>6 Julia says something quickly?</p> <p>7 COMMISSIONER CARRILLO: If Julia -- no, I</p> <p>8 don't want to hear from her at all, unless it has to</p> <p>9 do with sports or fine dining.</p> <p>10 MS. JULIA BARNES: My family's a Bronco</p> <p>11 fan, so there's nothing.</p> <p>12 COMMISSIONER CARRILLO: That's cool.</p> <p>13 We're having the best year ever.</p> <p>14 MS. JULIA BARNES: Nothing to say. I just</p> <p>15 wanted to add on to this in a broader context. This</p> <p>16 annual report and this letter go into the record of</p> <p>17 performance. And so there's going to be kind of one</p> <p>18 for each year. So this is that.</p> <p>19 And it's a -- I think that you -- that</p> <p>20 what it is is largely notice, notice to the school,</p> <p>21 this mattered. You don't need to tell me to put on</p> <p>22 a red, because I've already been asked to do that,</p> <p>23 and we'll do that.</p> <p>24 I guess in looking kind of carefully at</p> <p>25 the yellow, you can e-mail me, because some of the</p>

<p style="text-align: right;">50</p> <p>1 yellows, I actually had questions about how serious 2 they were.</p> <p>3 So I don't know if you wanted to -- you 4 can have a general policy that you're just going to 5 do the reds. But I think, as a Commission, you 6 ought to at least look at the yellows and see if you 7 want to do anything to put them on some kind of a 8 notice.</p> <p>9 You don't have to. But after this letter, 10 you're not doing anything else until the next annual 11 report.</p> <p>12 So it's not anywhere like the extent of 13 the Intervention Ladder, which you have as a tool. 14 And, obviously, on the Intervention Ladder is 15 revocations. So you have that as a tool. Okay.</p> <p>16 THE CHAIR: Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: So agree, agree, 18 agree, agree, agree. In keeping with what Mike -- 19 I'm sorry -- Commissioner Taylor said, I would kind 20 of like to know the red in this case.</p> <p>21 And I just -- you know, I want to 22 acknowledge us, acknowledge our Commission having 23 added this step to everything we're doing for the 24 increased oversight and accountability, because 25 there's a lot of people that think sometimes, how</p>	<p style="text-align: right;">52</p> <p>1 COMMISSIONER CARRILLO: So what was the 2 finding? Because if the finding is something like, 3 you know, not accounting for cash, I don't know what 4 the finding would be. But there are some that are, 5 like, super duper serious.</p> <p>6 THE CHAIR: I think it's okay. And I also 7 don't know -- I don't want us to get into the habit 8 of putting out every single school's --</p> <p>9 COMMISSIONER CARRILLO: You know what? I 10 don't need that answer. I'm fine. Go ahead, Mr. 11 Ingham.</p> <p>12 THE CHAIR: In the future, we can do that 13 for homework, cognizant that the school is not here. 14 Then we get into that -- it feels a little bit icky.</p> <p>15 COMMISSIONER CARRILLO: I hope they're on 16 Zoom since they're on the agenda; but, yeah.</p> <p>17 THE CHAIR: Commissioner Ingham.</p> <p>18 COMMISSIONER INGHAM: Yes. I had just a 19 couple of quick questions format-wise. So the one 20 thing that stood out to me a little bit is this high 21 school graduation rate dropping.</p> <p>22 And I know how serious we take it. I 23 can't imagine -- I can't really reconcile how a 24 school with this academic record could have a 25 graduation rate that's declining. So that's just</p>
<p style="text-align: right;">51</p> <p>1 did the school get to this point? What did you guys 2 do the last five years that you dropped the ball?</p> <p>3 I think it's really great. All of these 4 will go quicker once we get it down, Chair Brauer. 5 But I'm just glad we're doing this. This is a huge 6 step that all of us have taken. So kudos to us. 7 And I'm curious if Dr. Russell has that information.</p> <p>8 DR. BRIGETTE RUSSELL: Chair Brauer, 9 Commissioner Carrillo, I do.</p> <p>10 And in going on forward, now that we 11 understand that the Commission wants this level of 12 detail, we will go deeper and present a much more 13 comprehensive narrative about each indicator, if 14 that's what the Commission wishes.</p> <p>15 With regard to Albuquerque School of 16 Excellence, the school had only one audit finding 17 total in FY 2022. It was a Material Weakness 18 finding.</p> <p>19 And it was coded as a Repeat Finding, but 20 it was a repeat of a finding that occurred in Fiscal 21 Year 2018. So 2019, '20, '21, the school did not 22 have that finding. So this is not part of an 23 ongoing pattern.</p> <p>24 THE CHAIR: Thank you. Any other 25 comments? Commissioner Ingham.</p>	<p style="text-align: right;">53</p> <p>1 one thing that kind of pointed out to me.</p> <p>2 But when it came down to the -- the reds 3 and the greens and the yellows, they do have two 4 yellow findings within that same financial area. 5 And to me -- and they have a relatively astute 6 business manager, or they farm out their business 7 managing.</p> <p>8 That seems to me, when we make our comment 9 about it, that it should be a little bit more broad, 10 saying, "You have a red in the one category and then 11 two yellows in the other; both -- all three in the 12 same category. You need to look at your business 13 practices."</p> <p>14 That's all I have.</p> <p>15 THE CHAIR: Okay. Thank you. Any other 16 comments?</p> <p>17 (No response.)</p> <p>18 THE CHAIR: All right. Let's take -- 19 let's take a two-minute break, maybe just enough to 20 get some coffee or a Danish or to say hi to our 21 friends in the galley (verbatim) here -- or whatever 22 you call -- the audience. But let's take two 23 minutes, and whoever would like to make the motion, 24 come over here and talk to Ms. Barnes.</p> <p>25 (Recess held, 10:04 a.m. to 10:11 a.m.)</p>

<p style="text-align: right;">54</p> <p>1 THE CHAIR: Commissioner Beck. 2 COMMISSIONER BECK: Yeah. I have a 3 question. Maybe it's for Director Chavez. 4 How do we have a repeat finding from 2018 5 which is four years ago? I would think a repeat 6 finding would be from the previous year. So I just 7 kind of want a clarification on that real quick. 8 DIRECTOR CORINA CHAVEZ: So -- excuse me. 9 I think that the repeat finding that you see in the 10 report should be from the previous year. Yeah. And 11 it says from 2018. I need to consult the -- the 12 person that did this. Hold on a second. 13 COMMISSIONER BECK: Okay. Just -- you 14 know, I would just think a repeat finding would be 15 from a previous year. 16 DIRECTOR CORINA CHAVEZ: The repeat 17 finding is from 2018. 18 COMMISSIONER INGHAM: What you're saying 19 is it happened in 2018, and it happened again in 20 2022. It did not happen in the meantime. 21 COMMISSIONER BECK: I'm saying -- I know 22 that. I understand that. But I would think a 23 repeat finding -- I mean, how far back do we go to 24 look for repeat findings? 25 THE CHAIR: So, Commissioner Beck, I did</p>	<p style="text-align: right;">56</p> <p>1 they labeled this as a repeat, knowing that the 2 finding was back in 2018. 3 So it's kind of -- that's what we are 4 looking at. And this is for financial reporting 5 issues. That's how they -- that's how they label 6 them. 7 THE CHAIR: Great. I would like to 8 entertain a motion. 9 COMMISSIONER BECK: I would like to 10 entertain a motion for the Albuquerque School of 11 Excellence. 12 THE CHAIR: Commissioner Beck, go ahead. 13 COMMISSIONER BECK: I move that the PEC 14 accept the annual report for Albuquerque School of 15 Excellence and provide an Annual Report Notice 16 indicating a Notice of Exemplary Performance, and 17 identify the Unsatisfactory Performance related to 18 finances on Page 11 of the Annual Report, including 19 Indicator 2b, that should be corrected by the next 20 annual report. 21 COMMISSIONER CARRILLO: Second. 22 THE CHAIR: Okay. We have a second. 23 We're in discussion of the motion. 24 Commissioner Carrillo, did you have -- oh, 25 okay. Got you.</p>
<p style="text-align: right;">55</p> <p>1 talk to Director Chavez offline when we took our 2 five-minute break. Because an FY18 audit finding 3 would be -- it wouldn't be part -- it wouldn't 4 happen -- it would be a year lag, if you recall. 5 So it would be FY -- it would be 2019 when 6 we received that information. So that's likely 7 the -- the item there. 8 I do think there is something -- why is 9 there a repeat finding if it didn't happen for three 10 years, that's an oddity. I think we need to figure 11 that out. I don't know that that's going to change 12 our decision today. But, Ms. Brown. 13 MS. MISSY BROWN: It's the auditor. The 14 auditor is the one that classifies it as a repeat. 15 That's not something the Charter Schools Division is 16 doing. 17 DIRECTOR CORINA CHAVEZ: It's coming 18 straight out of the audit report. The auditors are 19 labeling it as a repeat finding. 20 COMMISSIONER TAYLOR: It would be a repeat 21 if it's within the same contract. So it would be a 22 repeat finding within that same contract. 23 DIRECTOR CORINA CHAVEZ: Each year, each 24 fiscal year when there's an audit report, we go with 25 what the auditors have labeled the findings. And</p>	<p style="text-align: right;">57</p> <p>1 Any -- no? 2 I'm going to go ahead and do a simple, 3 "All those in favor," if you feel all right, unless 4 anyone wants to call for a -- I confirmed with Julia 5 before, because I had that same question. 6 But -- well, all those in favor? 7 (Commissioners so indicate.) 8 THE CHAIR: All those opposed? 9 (No response.) 10 THE CHAIR: The ayes have it. Thank you. 11 Let's move on to b., Explore Academy-Las 12 Cruces. Charter Schools Division, the floor is 13 yours. 14 DR. BRIGETTE RUSSELL: Thank you, Chair 15 Brauer. 16 If you could promote me to a panelist so I 17 could share my screen, please? 18 Thank you. 19 I realize you probably did that earlier, 20 and I missed it. 21 Explore Academy-Las Cruces is in its first 22 contract term. It opened to serve students in fall 23 of 2021, so the -- this annual report, the '22-'23 24 annual report, is for its second year of operation 25 as a public charter school.</p>

<p style="text-align: right;">58</p> <p>1 The school is authorized to serve grades 2 K-12 and is currently serving grades 6 through 9. 3 The school is a -- Explore 4 Academy-Las Cruces is a traditional support school. 5 Their score on the Vistas system is 49 overall. 6 The school had the score of 75 for 7 school-specific goals because the school met their 8 mission-specific goal, their school-specific goal. 9 There's only one goal for the school, that 10 70 to 80 percent of students will pass a 11 standards-based exit exam administered as a measure 12 of proficiency. And they met that goal. 13 In terms of proficiency, the school is 14 out-performing both the district and the state in 15 reading proficiency and is closely matching the 16 district and outperforming the state in science, and 17 is a little above the district and a little below 18 the state in math proficiency. 19 Subgroup proficiencies. For the subgroups 20 that are not masked, the school is out-performing 21 other subgroups in reading and in math, usually 22 out-performing the district, but underperforming the 23 state. 24 And in science, it's close to the 25 district, but underperforming the state.</p>	<p style="text-align: right;">60</p> <p>1 Fourth Quarter was 25 days late. But it says in 2a, 2 "Meets Standard." 3 DR. BRIGETTE RUSSELL: Oh, my goodness. 4 That is a mistake. That should have been Working to 5 Meet Standard if they were late. 6 Thank you, Commissioner Beck. 7 So -- because Indicator 2a is for 8 quarterly reporting to the School Budget Bureau. 9 Oh. And one more error that we 10 discovered, on Page 1, the school is correctly 11 identified as serving grades 6 through 9. 12 On Page 8, there is a reference to the 13 school serving grades 4 through 10 in this school 14 year. And they did not. They served grades 6 15 through 9. 16 So if any Commissioners caught that, we 17 just caught that. 18 And Page 1 is correct. And we will 19 correct this before we post it on the website. 20 THE CHAIR: Commissioner Beck. 21 COMMISSIONER BECK: I mean, I'm still a 22 little fuzzy on the process. But, obviously, I 23 think, within the motion, we should point out the -- 24 the two issues that Ms. Barnes put in there 25 regarding the financial issues and the math growth.</p>
<p style="text-align: right;">59</p> <p>1 Math growth is negative, but reading 2 growth is slightly positive. 3 Graduation is not yet available. The 4 school will be a high school, but is not yet, 5 serving grades 10 through 12. 6 As stated before, the school met their 7 mission-specific goal. The school Met Standard on 8 the performance framework, overall. The only Does 9 Not Meet rating was Indicator 2b. And this, again, 10 is for the audit. 11 And I'm going to stop sharing so I 12 don't -- well, hang on. Let me scroll down to the 13 ratings. 14 The audit reflects four new audit 15 findings, and one of those was a Material Weakness 16 finding. 17 So this -- there was a total of four audit 18 findings. But this rating is for the one Material 19 Weakness finding which, of course, is not a repeat, 20 because this is the first year that the school had 21 an audit. 22 CSD will stand for questions. 23 THE CHAIR: Thank you. Commissioner Beck. 24 COMMISSIONER BECK: I'm just curious. On 25 the explanation of indicator ratings, you have 2a,</p>	<p style="text-align: right;">61</p> <p>1 I think both of those need to be pointed out within 2 that. 3 THE CHAIR: Commissioner Carrillo. 4 COMMISSIONER CARRILLO: Just want to 5 second what Commissioner Beck just said, that 6 somehow we've got to really include the math as part 7 of whatever is in the motion, because falling by 19 8 points? I mean, what happens at a place where that 9 happens? What precipitated something like that, 10 because that's pretty extreme. 11 Yeah. So that that would be included, 12 yeah. 13 Oh. And another -- just a thought. I 14 haven't gone to the other three yet. But it would 15 seem as though if we frequently have Does Not Meets 16 for things relative to financial and accounting 17 principles, that that's something that many schools 18 might have in common. Wouldn't it then stand to 19 reason that maybe we should be doing something 20 differently in the way we counsel schools to 21 handle -- maybe it's a special -- to handle their 22 finances? 23 Maybe it's a special thing for their 24 business managers, a special meeting. Because when 25 the same mistakes are being made by the same schools</p>

62	<p>1 over and over, you know, it's got to be looked at.</p> <p>2 THE CHAIR: Commissioner Beck.</p> <p>3 COMMISSIONER BECK: And it should be noted</p> <p>4 that they did have a business manager change, I</p> <p>5 believe. Right. That was unreported, right, late.</p> <p>6 THE CHAIR: Any other comments?</p> <p>7 Questions?</p> <p>8 (No response.)</p> <p>9 THE CHAIR: Do we need to take a little</p> <p>10 break? Let's take a two-minute break. We'll be</p> <p>11 right back.</p> <p>12 (Recess held, 10:23 a.m. to 10:29 a.m.)</p> <p>13 THE CHAIR: All right. We're back.</p> <p>14 We were discussing Explore Academy-Las</p> <p>15 Cruces. And I think we were just about ready to</p> <p>16 make a motion, if we have any takers.</p> <p>17 Okay. Vice Chair Burt.</p> <p>18 VICE CHAIR BURT: So there's one more</p> <p>19 thing to consider for this. That indicator, having</p> <p>20 that technical error that -- it was listed as</p> <p>21 basically Working to Meet, but the actual indicator</p> <p>22 said -- what did the indicator -- Meets -- we were</p> <p>23 just talking that maybe it's a technical error,</p> <p>24 because it was already listed and described to the</p> <p>25 school as having that, that we can correct the --</p>	64	<p>1 Any discussion of the motion?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: Seeing none, Commissioners in</p> <p>4 favor of the motion, please say "Aye."</p> <p>5 (Commissioners so indicate.)</p> <p>6 THE CHAIR: Those opposed?</p> <p>7 (No response.)</p> <p>8 THE CHAIR: All right. The nays --</p> <p>9 sorry -- the ayes have it. I apologize for that.</p> <p>10 That was ten-zero.</p> <p>11 All right. Let's move on to 7.c., John</p> <p>12 Paul -- sorry -- John Paul Taylor Academy.</p> <p>13 Charter School Division?</p> <p>14 DIRECTOR CORINA CHAVEZ: Yes. One second.</p> <p>15 I will screen-share. Let me see. I'm struggling</p> <p>16 with the screen-share button.</p> <p>17 Okay, Commissioners. This is John Paul</p> <p>18 Taylor Academy located in Las Cruces. Eric Ahner,</p> <p>19 as the head administrator, Jerry Wallace, governing</p> <p>20 board chair. Business manager is German Martinez.</p> <p>21 This school serves grades K through 8. It</p> <p>22 has a cap of 200 and it is at the cap. I believe</p> <p>23 there is a waitlist to go to this school.</p> <p>24 The contract term goes through 2026.</p> <p>25 And here's the list of waivers that the</p>
63	<p>1 accept this report and correct it in our motion as</p> <p>2 well.</p> <p>3 Because it's not something new -- the</p> <p>4 school did get the information; it just was that</p> <p>5 drop-down just didn't switch. Like, it seems</p> <p>6 simple, so that we're -- we talked to Julia about</p> <p>7 possibly being able to accept it as corrected, and</p> <p>8 then they'll be able to make that switch in the</p> <p>9 annual report for when they publish it, you know,</p> <p>10 next.</p> <p>11 THE CHAIR: Great. Thank you for that.</p> <p>12 I'll entertain a motion.</p> <p>13 Commissioner Gipson.</p> <p>14 COMMISSIONER GIPSON: I move that the PEC</p> <p>15 accept the Corrected Annual Report for Explore</p> <p>16 Academy-Las Cruces and provide an Annual Report</p> <p>17 Notice indicating a Notice of Satisfactory</p> <p>18 Performance and identify the Unsatisfactory</p> <p>19 Performance related to finances on Page 9 of the</p> <p>20 Annual Report, Indicator 2b, and Unsatisfactory</p> <p>21 Performance related to growth in math on Page 6 of</p> <p>22 the Annual Report, both of which should have been</p> <p>23 corrected by the next Annual Report.</p> <p>24 VICE CHAIR BURT: Second.</p> <p>25 THE CHAIR: And we have a second.</p>	65	<p>1 school has in place.</p> <p>2 The mission is, "In alliance with our</p> <p>3 local community and families, J. Paul Taylor Academy</p> <p>4 offers a rigorous curriculum emphasizing</p> <p>5 project-based learning, conversational Spanish, and</p> <p>6 healthy living."</p> <p>7 The educational program in the charter</p> <p>8 contract talks about some key provisions, that they</p> <p>9 provide the philosophy of project-based learning,</p> <p>10 again, and Spanish language acquisition.</p> <p>11 Project-based learning through experimenting with</p> <p>12 true student leadership. They mention Spanish</p> <p>13 language acquisition again, and healthy life skills,</p> <p>14 music, and art classes.</p> <p>15 In terms of -- in terms of the</p> <p>16 demographics, John Paul Taylor shifts a little bit</p> <p>17 from the local district, but has a slightly lower</p> <p>18 Hispanic and slightly higher White population and</p> <p>19 slightly lower ED and higher gifted population.</p> <p>20 When we performed the calculations on</p> <p>21 academic performance framework indicators, John Paul</p> <p>22 Taylor has an average of 85.</p> <p>23 In terms of the Vistas designation, they</p> <p>24 are considered a Spotlight school for '22-'23.</p> <p>25 When we look at the proficiency in</p>

<p style="text-align: right;">66</p> <p>1 reading, math, and science, the school outperforms 2 both the state and the district.</p> <p>3 When we look at subgroup performance, you 4 can also see that the school does very well.</p> <p>5 Looking at math, similarly, the school is 6 outperforming by subgroup, with the -- with a few 7 exceptions of some of the -- the students with 8 disabilities and ED.</p> <p>9 If we scroll down to the proficiency in 10 science by subgroup, we see that John Paul Taylor's 11 approach to instruction is really showing up in the 12 proficiencies for science.</p> <p>13 When we look at percentage growth, we see 14 that the school has some positive growth in reading 15 and some negative growth in math.</p> <p>16 Looking at the ELA percentage growth by 17 subgroup, there's certain populations that have had 18 more growth than others.</p> <p>19 Similarly, math percent growth by 20 subgroup, we also see certain groups having more 21 growth than others.</p> <p>22 And sometimes -- these seem extreme, but 23 often it's due to really low numbers of students. 24 So that skews the data. And I think that that would 25 explain some of it.</p>	<p style="text-align: right;">68</p> <p>1 school Does Not Meet Standards.</p> <p>2 For those two, it was about late 3 submission of the quarterly reports and a Material 4 Weakness and Significant Findings in the audit 5 report for Fiscal Year 2022. There must be some 6 repeat findings to see.</p> <p>7 There's one repeat finding from '22 and 8 '21.</p> <p>9 And then a Working to Meet also for 10 attendance and retention. They had a 93 percent. 11 Our target is 95.</p> <p>12 And for staff credentialing, there was a 13 licensure discrepancy that was not -- that was not 14 resolved by the end of the year. Neither the deputy 15 nor I were in attendance at this visit, but you'll 16 see who was.</p> <p>17 And so with that, I'll -- oh, I wanted 18 to -- let's see. I do want to screen-share because 19 I found the audit reports online, and I think it 20 would be helpful for me to show you.</p> <p>21 So let's see. There we go.</p> <p>22 Okay. I know we're starting out with the 23 school's report. But here's the audit report online 24 from the State Auditor's website. 25 And you can search for schools, like you</p>
<p style="text-align: right;">67</p> <p>1 When we move on to the mission-specific 2 goals, the school has two goals: Goal No. 1 is that 3 at least 80 percent of the kindergarteners through 4 third grade involved in both the 40th and 120th day 5 were successful at two multicurricular projects in 6 alignment with their mission, and that integrate 7 Spanish language arts.</p> <p>8 So the school has provided data to us that 9 suggest that they have rated Exceeds. They have 10 100 percent attainment.</p> <p>11 With Goal 2, at least 80 percent of 12 students in grades 4 through 8, also enrolled on 13 40th and 120th day, will successfully complete two 14 multicurricular projects.</p> <p>15 And so it's the same goal, but they split 16 it up by grade levels. And, again, they have 17 100 percent attainment with 100 points.</p> <p>18 Overall, when we look at organizational 19 and financial performance, they Meet Standards.</p> <p>20 When we look at the performance over time 21 in each indicator line, we see that for the -- for 22 most of the organizational performance, the school 23 Meets Standards.</p> <p>24 We have a couple of financial reporting 25 and compliance and accounting principles where the</p>	<p style="text-align: right;">69</p> <p>1 see that I am doing right now, and get to where 2 their audit findings are indicated.</p> <p>3 So we know, for example, that this is a 4 repeat finding, because it says, "Previously from 5 '21-'22."</p> <p>6 When we looked at that first school, 7 Albuquerque School of Excellence, it said 8 previously, and it said 2018.</p> <p>9 And, by the way, auditors -- different 10 auditing firms may do this differently, I think. 11 But -- so this is the reason for the Material 12 Weakness.</p> <p>13 And as you know, that there is -- every 14 time there's an audit finding there's a management 15 response. And, of course, oftentimes the management 16 response is about increasing internal controls. 17 Looks like the school hired a new business manager. 18 So it may take a little while for the audit reports 19 to demonstrate the impact of this person's work. 20 And then here's the other non-compliance finding.</p> <p>21 One of the questions that we asked when we 22 were on site last year was, "How do you test 23 internal controls?"</p> <p>24 And that was a unique question that had 25 not been asked at the schools before. But I think</p>

<p style="text-align: right;">70</p> <p>1 it got some people thinking about, like, "Well, how 2 do we test internal controls?"</p> <p>3 So I am happy to provide this link, 4 because this is a 1,700-page document. But if you 5 use the Search function, it's manageable. And with 6 that, I'll stop screen-sharing and stand for 7 questions.</p> <p>8 THE CHAIR: Commissioners, questions? 9 Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: The one thing I had 11 a question about was on the masking of data, because 12 it appears that the -- several subgroups are masked 13 up in the top. But then when it comes down to, 14 like, in the ELA percent growth, that subgroup, 15 Black subgroup, is not masked.</p> <p>16 And it clearly is a small population. And 17 that would seem like that kind of points -- would be 18 exactly what we don't want to do is identify some 19 specific numbers. And, really -- because it -- it's 20 obviously masked in one place. Why isn't it masked 21 in the other is my question.</p> <p>22 DIRECTOR CORINA CHAVEZ: Great question. 23 I'll just start out by saying that to obtain data 24 has been really challenging for us. And we have 25 contacts. And the newly formed office within PED,</p>	<p style="text-align: right;">72</p> <p>1 were probably absent and didn't take the test, and 2 that created the masking in that particular area. 3 And that in some areas, they were all there, because 4 it has to be -- what? Ten?</p> <p>5 So on a given day, let's say the math test 6 was taken. Maybe there was only nine there. So 7 that score would be masked because they didn't have 8 enough students take that, because it's a very small 9 population.</p> <p>10 So all you need is one student absent, and 11 you don't have enough students taking that 12 assessment to have it unmasked, because they may not 13 have all been given the whole day. So on any given 14 day, someone may have been absent.</p> <p>15 DR. BRIGETTE RUSSELL: Or one test 16 invalidated.</p> <p>17 THE CHAIR: Commissioner Beck, if you 18 could put your -- are you on -- Commissioner Beck? 19 Do you have your mic -- yeah. Go ahead.</p> <p>20 COMMISSIONER BECK: Yeah. So I have a 21 question in the draft motions.</p> <p>22 Do we have a cutoff between Exemplary and 23 Satisfactory?</p> <p>24 Okay. Because here's my question. If we 25 look at the Vistas scores for J. Paul Taylor, they</p>
<p style="text-align: right;">71</p> <p>1 which is called "AREA," now has some staff people 2 that respond to us and give us data.</p> <p>3 But data has been corrected. We find 4 sometimes that the -- as we have switched to the new 5 system, that sometimes the school's data is not in 6 Vistas, and we get these data files that we're 7 working with.</p> <p>8 I'm actually going to turn it over to 9 Deputy Director Russell, who works with our data 10 most closely, since we lost Kyle. And if you want 11 to provide a reason why we have some masked and some 12 data tabling some subgroups, thank you.</p> <p>13 DR. BRIGETTE RUSSELL: Yes. Chair Brauer 14 and Commissioner Ingham, we have followed the 15 Assessment, Research, Evaluation, and 16 Accountability -- AREA's -- guidelines, and 17 publication on the Vistas site. If it's on the 18 Vistas site and in the unmasked files that AREA has 19 provided us, we have included it. If it's masked on 20 Vistas and masked in their files, we have masked it 21 in our reports.</p> <p>22 THE CHAIR: Commissioner Gipson, and then 23 Commissioner Beck.</p> <p>24 COMMISSIONER GIPSON: We were talking 25 about this. It's most likely that some students</p>	<p style="text-align: right;">73</p> <p>1 are low Spotlight. They are 20th out of 57 2 State-chartered.</p> <p>3 So I'm curious. Are we thinking that only 4 the schools that are in Excellence should be 5 Exemplary? Are we going down to Spotlight? Or how 6 are we doing that cutoff? Or are we?</p> <p>7 THE CHAIR: Vice Chair Burt.</p> <p>8 VICE CHAIR BURT: So my proposal is -- 9 especially for these schools under this performance 10 framework, it relies, like, massively heavy, on the 11 State Accountability System.</p> <p>12 So I feel like, in all fairness, if 13 they're a Spotlight School, they're in the top 14 25 percent of every school in the state, not just 15 charter schools. So for me, it's a very clear way 16 to make a cutoff of that they're --</p> <p>17 COMMISSIONER BECK: I don't disagree with 18 that. I was just wondering. So we're saying 19 Excellence and Spotlight would really be an 20 Exemplary performance. Okay.</p> <p>21 VICE CHAIR BURT: And then the Traditional 22 schools would get Satisfactory. And then if they 23 fall in that Below, let's talk about them a little 24 bit more.</p> <p>25 But that's where, to me, it's a very</p>

<p style="text-align: right;">74</p> <p>1 logical cutoff, because I don't know how else to cut 2 it off, honestly.</p> <p>3 DIRECTOR CORINA CHAVEZ: Well, it could be 4 cut off at Excellent schools. But this is the 5 rubric that we're developing as we meet. So thank 6 you.</p> <p>7 THE CHAIR: Commissioner Carrillo.</p> <p>8 COMMISSIONER CARRILLO: So what I heard 9 you say, Vice Chair Burt -- so 75 percent -- or if 10 you're in the top 25, you're Excellent. 11 Spotlight -- what are the -- top ten is Excellent, 12 but then Spotlight is 25 to 10.</p> <p>13 VICE CHAIR BURT: So it's Excellence in 14 Spotlight. The top 25 percent are Spotlight. The 15 top 10 percent of that 25 percent are Excellence in 16 the State system.</p> <p>17 On ours, it's Exemplary, Satisfactory, or 18 Unsatisfactory. We have three levels that we are 19 assigning, like, overall.</p> <p>20 I would be open -- like, if there's a 21 school who has -- like, if we have a school that's 22 in that lower crowd of the Spotlight or in the 23 Traditional, and CSD is, like, they -- we're very 24 concerned about, like, these finances, maybe that 25 could bump them down to Satisfactory.</p>	<p style="text-align: right;">76</p> <p>1 might be maybe the one -- I don't think I'm the only 2 Commissioner. But I also still appreciate the 3 sanctity of our decisions sometimes, too, that we 4 can -- no matter how perfect we make things, 5 sometimes we have to make a decision that seems 6 right and feels good and is accurate based on the 7 information that we have.</p> <p>8 And sometimes the Vistas scores -- if we 9 look at a middle school Vista score that's 50 and a 10 high school Vista score that's 50, they're not -- it 11 looks the same, but it's not the same. They're -- 12 you're comparing two different, very different 13 indicators in many cases.</p> <p>14 And so, you know, graduation rates are not 15 in middle school, for instance, or elementary 16 school. So sometimes when we look at just a raw 17 number, we have to take into account the information 18 underneath it, to Julia's point.</p> <p>19 Commissioner Beck.</p> <p>20 COMMISSIONER BECK: Yeah. So the -- one 21 of the reasons why I was asking is because I am 22 grappling with their audit findings and that.</p> <p>23 So, you know, on one hand, yes, they have 24 achieved their mission goals. How rigorous are 25 their mission goals; right? So that's one of the</p>
<p style="text-align: right;">75</p> <p>1 But I don't know if this one is one that I 2 see it being, like, that level to bump them down. 3 But I do think we should have some, like, leverage 4 in that, because the State Accountability System is 5 not taking into account our organizational financial 6 parts.</p> <p>7 So I do think we have to have a balance in 8 there of, like -- just -- it shouldn't be clear-cut, 9 but -- so a little bit of flexibility, but at least 10 help us to, like, get somewhere this year.</p> <p>11 THE CHAIR: Julia.</p> <p>12 MS. JULIA BARNES: I just wanted to point 13 out a couple of times where things can be skewed. 14 So if you have a low Vistas score and 100 points on 15 your state mission goal, that's going to pull that 16 up, and vice versa. That can have a drastic effect 17 on that.</p> <p>18 And then for the next two schools, I'll 19 just -- while I'm saying something -- they have 20 almost identical Vistas scores and very different 21 assessments by -- by PED.</p> <p>22 So you're also going to need to grapple 23 with what you want to do with that.</p> <p>24 THE CHAIR: Yeah. I think that's -- I 25 think that's reasonable. And I also think -- I</p>	<p style="text-align: right;">77</p> <p>1 questions.</p> <p>2 I looked at the mission goals. I -- I 3 would accept an Exemplary, but I wouldn't feel 4 100 percent good about it, because you have two reds 5 and three yellows in the '22. And the two reds are 6 two reds two years in a row.</p> <p>7 So I would -- I would accept it, but it 8 would be challenging.</p> <p>9 THE CHAIR: Great. Thank you, 10 Commissioner Beck.</p> <p>11 And I just want to share -- and I know 12 this was not your intent -- we did -- maybe you and 13 I didn't, because we weren't on the Commission when 14 they signed their contract.</p> <p>15 But the Commission itself said that these 16 are rigorous goals. And so we can't -- we have to 17 assume that that's the case, you know, and -- or we 18 just opened up more information of a negotiated 19 contract that's been in place for several years.</p> <p>20 And so we have to go with the information 21 that we have and assume that those are rigorous 22 goals that were voted and accepted by -- voted on 23 and accepted by the Commission and their governing 24 council in this case.</p> <p>25 Any other questions?</p>

78	<p>1 Are we good for a motion?</p> <p>2 Are we good? Do we need to take a break?</p> <p>3 Or do we feel like we could -- Commissioner</p> <p>4 Carrillo.</p> <p>5 COMMISSIONER CARRILLO: I would echo what</p> <p>6 Commissioner Beck was saying. When I -- when I hear</p> <p>7 the word "exemplary," exemplary is even, like,</p> <p>8 better than excellent. Exemplary is knocking it out</p> <p>9 of the park.</p> <p>10 And so I just -- I want to be careful</p> <p>11 how -- that I personally apply that rating, and</p> <p>12 especially when there are things, you know, that are</p> <p>13 challenging. The math thing, I think, is</p> <p>14 challenging.</p> <p>15 And then when I'm looking at the</p> <p>16 mission-specific goals -- and this can fall on us,</p> <p>17 and maybe next time around to have more specificity</p> <p>18 in a goal, as opposed to pass/fail, as opposed to</p> <p>19 somebody completes something.</p> <p>20 To say somebody completes something is,</p> <p>21 like, the fact that we give diplomas to people with</p> <p>22 D averages. I just want to be careful with that,</p> <p>23 because the word exemplary, that's like A-plus.</p> <p>24 So, I mean, I'm happy to entertain a</p> <p>25 motion. And for this two-minute break, I'm not</p>	80	<p>1 growth on Pages 6 to 7 of the Annual Report, both of</p> <p>2 which should be corrected by the next Annual Report.</p> <p>3 COMMISSIONER GIPSON: Second.</p> <p>4 THE CHAIR: Great. We have a second.</p> <p>5 Now we're in discussion of the motion.</p> <p>6 Vice Chair Burt.</p> <p>7 VICE CHAIR BURT: Thanks. I did suggest</p> <p>8 "exemplary." And I think I'm really taking into</p> <p>9 account, when we hear -- like, I think this was a</p> <p>10 conversation we had with Naomi a lot about the new</p> <p>11 performance framework, and we hear from schools a</p> <p>12 lot, that we have a hard time acknowledging when</p> <p>13 people are doing well. They only hear it when they</p> <p>14 do a bad job.</p> <p>15 I don't think of exemplary as, like,</p> <p>16 everything is perfect. But I do think it's -- I</p> <p>17 think it's important for us to acknowledge, when</p> <p>18 they're a Spotlight School, that's still -- they're</p> <p>19 a Spotlight School. That is what it is. And I</p> <p>20 think it's important to acknowledge that to schools</p> <p>21 and tell them that, you know, we see that as well,</p> <p>22 and also acknowledge where their imperfections are</p> <p>23 at the same time.</p> <p>24 So that's kind of where my head was at on</p> <p>25 this one. And probably moving forward, like, I'm</p>
79	<p>1 going to get up and wander around; I'm going to sit</p> <p>2 here.</p> <p>3 THE CHAIR: Thank you, Commissioner. And</p> <p>4 I think that's -- this is all good information. And</p> <p>5 I don't disagree. I think that we just can't</p> <p>6 relitigate goals during this time, and we just have</p> <p>7 to assume they worked, and congratulations on</p> <p>8 meeting that goal, and then we can learn from that.</p> <p>9 And their governing council and team can</p> <p>10 learn from how we make even more robust goals for</p> <p>11 the future.</p> <p>12 I don't think we need a break.</p> <p>13 Vice Chair, were you raising your hand</p> <p>14 for -- okay, go ahead.</p> <p>15 VICE CHAIR BURT: And I'll make a motion.</p> <p>16 And I am going to make a motion to say exemplary</p> <p>17 performance -- and, actually, I guess I can discuss</p> <p>18 after.</p> <p>19 I move that the PEC accept the Annual</p> <p>20 Report for J. Paul Taylor Academy and provide an</p> <p>21 Annual Report Notice indicating a Notice of</p> <p>22 Exemplary Performance and identify the</p> <p>23 Unsatisfactory Performance related to finances on</p> <p>24 Page 9 of the Annual Report, Indicator 2.a. and</p> <p>25 2.b.; Unsatisfactory Performance related to subgroup</p>	81	<p>1 really going to look for places to compliment</p> <p>2 schools in this process as well, because it's</p> <p>3 going -- we can make it really heavy-handed on the</p> <p>4 negatives. Because we are going to highlight it on</p> <p>5 every single letter, basically.</p> <p>6 So I think we're -- my mindset is also,</p> <p>7 like, give positives where we can. If there's an</p> <p>8 opportunity to, I'm going to probably go that way on</p> <p>9 this -- this one in the future.</p> <p>10 THE CHAIR: Commissioner Beck. Then</p> <p>11 Commissioner Gipson.</p> <p>12 COMMISSIONER BECK: Yeah. So I'm not</p> <p>13 going to vote in favor of the Exemplary. I'm -- in</p> <p>14 my heart -- and I want to support these schools.</p> <p>15 Number one, I don't think "Satisfactory" is bad at</p> <p>16 all. I think it's fine. But with where their</p> <p>17 relative level is in the Spotlight world, third from</p> <p>18 the bottom in the State-chartered, and with the</p> <p>19 issues that they have financially -- and they did</p> <p>20 decrease, overall, their proficiency -- sorry --</p> <p>21 their growth in math: 4 percent down.</p> <p>22 So I, in my heart, don't see that as</p> <p>23 Exemplary. I see it, for sure, Satisfactory. But I</p> <p>24 don't -- I agree with Commissioner Carrillo that</p> <p>25 Exemplary is Exemplary. And I -- I hold that for</p>

<p style="text-align: right;">82</p> <p>1 schools that really are exemplary. And so that's 2 the way I'm going to vote. 3 Thank you. 4 THE CHAIR: Commissioner Gipson. 5 COMMISSIONER GIPSON: So -- and I hear 6 that. I mean, we've already voted for a school that 7 had a red in financial. Granted, they had a -- they 8 sat in a different spot in the Vistas score. But 9 this is -- they're in the top 25 percent, no matter 10 what, you know. An A is an A; a B is a B. And 11 there is -- that's what goes on a transcript. And 12 no one looks at, "Well, did you get the lowest A? 13 Did you get the lowest B?" 14 It's -- it is what you got. So they sit 15 in the top 25 percent of all the schools in the 16 State of New Mexico. 17 So I think -- I agree. We have to 18 celebrate the schools that are in there and doing an 19 excellent job every day at what they do. 20 THE CHAIR: Commissioner Carrillo. Then 21 Commissioner Ingham. 22 COMMISSIONER CARRILLO: We're not here to 23 redefine what Spotlight is. But I -- when you're 24 shining a spotlight on something, it's, like, 25 you're -- you're pulling it out for special</p>	<p style="text-align: right;">84</p> <p>1 correct. No one is asking you, you know, "Were you 2 at the low end of the, you know, As or whatever." 3 No one ever asked about me that way, anyway, because 4 I never was that student. Bs. Woo-hoo! 5 So I would tend to not support the 6 Exemplary designation. 7 And then I know -- don't want to reinvent 8 the wheel here. But maybe there needs to be a 9 designation between Exemplary and Satisfactory, not 10 to do today, but -- you know. 'Cause Satisfactory, 11 there's an area in there between, you know, the teal 12 and the yellow that's -- you know, that's good. 13 Like, Satisfactory is a C. That's what I 14 think of Satisfactory. D is Poor. I'm a 15 traditionalist, you know. In the 80s, you're Good. 16 And then in the 90s, you're Excellent; that's still 17 kind of the way I think about grading. 18 I know that may be archaic, too, but I 19 would tend to agree in this case with Commissioner 20 Beck. There you have it. 21 THE CHAIR: Commissioner Ingham. 22 COMMISSIONER INGHAM: Okay. I can't 23 believe I'm going to say this. But I'm going to be 24 pragmatic, okay. I'm going to be somewhat pragmatic 25 here.</p>
<p style="text-align: right;">83</p> <p>1 attention and focusing on it. 2 75 percent and above -- like 75 to 3 whatever it is -- 90 being Spotlight -- 75 is not 4 great. It's the middle of the Cs, you know. And 5 also -- this is one thing that frustrates me so much 6 about education in New Mexico is we're always 7 comparing things to the district. They're not doing 8 very good. And to the State, well, they're doing 9 worse. We set the bar so low here. 10 And so I -- I -- I agree with Vice Chair 11 Burt. And I think we do a good job of acknowledging 12 successes and excellence. And that's a word that I 13 don't take lightly either, "excellence." And there 14 is incredible learning going on every day. Probably 15 even at schools that are in need of interventions, 16 there are probably -- there's probably excellent 17 work going on in helping lift a group of kids, you 18 know, from where they are. 19 I think we do a good job at that. I agree 20 with Commissioner Beck. If it were just the reds on 21 the financial stuff, that's one thing. But when I 22 see the decrease in math, and when I see somebody at 23 the lower end of Spotlight, of course, there needs 24 to be a cutoff. 25 I mean, Ms. Gipson, you're 100 percent</p>	<p style="text-align: right;">85</p> <p>1 One thing about the math score, they are 2 still -- if you look at the number that are 3 proficient, they're still quite a bit above district 4 and state. So if they have a growth problem, I can 5 kind of excuse that a little bit. 6 I just want to say that, at least, tempers 7 that issue with the math. 8 When it comes down to this area in between 9 Exemplary and -- we don't have that level; okay? We 10 don't have any in-between. 11 And here's what I'm going to be pragmatic 12 about. I think that, as an advocate for charter 13 schools, that people need to -- the number is the 14 number, and we need to celebrate the number -- the 15 number of schools that we have that are in Spotlight 16 in those categories, because everybody else looks at 17 the number of schools. They don't look at this 18 detail; they look at the number of schools. 19 And I would hate to take one of our 20 schools that has, in Vistas, shown up as Spotlight, 21 and downgrade them, just because the rest of the 22 world looks at just the number of schools. They 23 don't care. 24 So, for me, I'm going to vote for leaving 25 them in the Exemplary category.</p>

<p style="text-align: right;">86</p> <p>1 THE CHAIR: Any other comments? 2 (No response.) 3 THE CHAIR: All right. Well, since I 4 think that -- if it's okay, if it pleases the team, 5 since I think we may have different dissenting 6 votes, I'm going to go ahead and ask for a roll-call 7 vote. Secretary Armijo. 8 SECRETARY ARMIJO: Secretary Armijo votes 9 yes. 10 Commissioner Ingham. 11 COMMISSIONER INGHAM: Yes. 12 SECRETARY ARMIJO: Commissioner 13 Clahchischilliage. 14 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 15 SECRETARY ARMIJO: Commissioner Gipson. 16 COMMISSIONER GIPSON: Yes. 17 SECRETARY ARMIJO: Commissioner Manis. 18 COMMISSIONER MANIS: Yes. 19 SECRETARY ARMIJO: Commissioner Beck. 20 COMMISSIONER BECK: No. 21 SECRETARY ARMIJO: Commissioner Taylor. 22 COMMISSIONER TAYLOR: Yes. 23 SECRETARY ARMIJO: Commissioner Carrillo. 24 COMMISSIONER CARRILLO: I'm going to vote 25 yes. And it's based on what you said, Commissioner</p>	<p style="text-align: right;">88</p> <p>1 concur with Commissioner Carrillo, 'cause 23 out of 2 the 57 schools are Spotlight or above. And the way 3 my math reads, that's more than 25 percent. So 4 kudos to the charters and everybody's work. 5 THE CHAIR: All right. Let's move on to 6 our -- I almost said "final" -- I know -- 7 Six Directions Indigenous School. 8 DR. BRIGETTE RUSSELL: Thank you, Chair 9 Brauer. Let me share screen. We are presenting now 10 the Annual Report for Six Directions Indigenous 11 School. This report is for the second year of their 12 current contract term. 13 The school serves grades 6 through 12 in 14 Gallup, New Mexico, and that, as you can see by 15 their enrollment, they serve, overwhelmingly, Native 16 American population. 17 In accordance with the school's mission, 18 which is, "Through a commitment to culturally 19 relevant indigenous education and interdisciplinary 20 project-based learning, to develop critically 21 conscious students who are engaged in their 22 communities, demonstrate holistic well-being, and 23 have a personal plan for succeeding in 24 post-secondary opportunities." 25 Stop entering full-screen mode when</p>
<p style="text-align: right;">87</p> <p>1 Ingham. 2 SECRETARY ARMIJO: Commissioner Brauer. 3 THE CHAIR: Yes. 4 SECRETARY ARMIJO: Vice Chair Burt. 5 VICE CHAIR BURT: Yes. 6 SECRETARY ARMIJO: It passes, nine to one. 7 COMMISSIONER CARRILLO: May I make a 8 comment on the vote? Because you can do that 9 afterward. 10 THE CHAIR: Sure. 11 COMMISSIONER CARRILLO: This was a tough 12 one. And I just always have trouble comparing -- 13 first off, let's face it. The State charters are 14 doing better than district schools all over the 15 state. State charters are doing better than 16 district schools. All right? We can own that, and 17 kudos out there to all of you who are doing the 18 work. 19 I just don't like us comparing to the 20 district and the state, because the district and the 21 state really don't do very well. 22 That having been said, thank you. 23 THE CHAIR: Great. Thank you. 24 Commissioner Beck. 25 COMMISSIONER BECK: One quick comment. I</p>	<p style="text-align: right;">89</p> <p>1 someone else -- thank you. Excuse me. 2 Six Directions Indigenous School has a 3 Vistas designation of Comprehensive Support and 4 Interventions, CSI, based on an overall Vistas score 5 of 43. 6 The school's proficiencies are below both 7 the district and the state in reading, math, and 8 science. 9 Proficiencies by subgroup are masked for 10 most groups, but they are below -- they are below 11 both Gallup district and the state in reading and in 12 math and in science. 13 Reading growth is negative, and math 14 growth is slightly positive. 15 And graduation, four-year graduation rate 16 is below Gallup district and the state. Five- and 17 six-year graduation rates are not available, 18 because -- because of the State's Shared 19 Accountability model. Bud four-year graduation is 20 slightly below 60 percent and below the district and 21 the state. 22 The school met its one mission-specific 23 goal for having 70 to 80 percent of students 24 complete four culturally relevant activities per 25 year and receive an average score of 70 percent or</p>

90	<p>1 better on those activities.</p> <p>2 The school met the standard on the</p> <p>3 organizational and financial performance framework.</p> <p>4 Commissioners will be happy to see that</p> <p>5 they're all green for their finances. We don't have</p> <p>6 audit issues here.</p> <p>7 They were Working to Meet Standard in</p> <p>8 several areas. The only areas where they did not</p> <p>9 Meet the Standard were staff credentialing, because</p> <p>10 there was at least one unresolved licensure</p> <p>11 discrepancy at the end of the school year. And</p> <p>12 Indicator 5.c. was because the Safe Schools Plan was</p> <p>13 not submitted during the '22-'23 school year.</p> <p>14 The school is now in compliance. They</p> <p>15 have submitted, just last month, the Safe Schools</p> <p>16 Plan that was due the previous December.</p> <p>17 And I should note that the school has a</p> <p>18 new head administrator. These non-compliance</p> <p>19 ratings were under the administration of the former</p> <p>20 head administrator, not Ms. Niiha, the current head</p> <p>21 administrator who started her job on July 1st.</p> <p>22 THE CHAIR: Dr. Russell, is that</p> <p>23 everything?</p> <p>24 DR. BRIGETTE RUSSELL: That is it for CSD.</p> <p>25 Thank you.</p>	92	<p>1 about how this meeting went, even though I wasn't</p> <p>2 here, where much of it was based on culturally</p> <p>3 relevant activities, scoring 70 percent or better.</p> <p>4 It just -- and I'm not discounting the</p> <p>5 importance of one's cultural education, whether it's</p> <p>6 Native American or whether it's African-American, no</p> <p>7 matter what it might be. But I don't -- under</p> <p>8 mission-specific goals, I don't see the word</p> <p>9 "academic" even anywhere on that page.</p> <p>10 THE CHAIR: Go ahead, Commissioner.</p> <p>11 COMMISSIONER GIPSON: I want to remind the</p> <p>12 Commission these are mission-specific goals. So if</p> <p>13 the school's -- so the goal is supposed to align</p> <p>14 with the mission, not academics --</p> <p>15 COMMISSIONER CARRILLO: Understand.</p> <p>16 COMMISSIONER GIPSON: -- necessarily.</p> <p>17 COMMISSIONER CARRILLO: No, I completely</p> <p>18 understand. And I understand what you're saying.</p> <p>19 COMMISSIONER GIPSON: Academics are taken</p> <p>20 care of in other --</p> <p>21 COMMISSIONER CARRILLO: Clearly, they're</p> <p>22 not. I understand what you're saying. Completely</p> <p>23 get it.</p> <p>24 Yeah. I would -- I would say this</p> <p>25 particular school, no matter however</p>
91	<p>1 THE CHAIR: Commissioner Carrillo.</p> <p>2 COMMISSIONER CARRILLO: Chair Brauer, you</p> <p>3 and Vice Chair Burt will remember, wasn't this the</p> <p>4 school where there was that time -- that gap of time</p> <p>5 in terms of when one person was getting -- okay.</p> <p>6 So I -- I think we all had really great</p> <p>7 confidence that they were going to take care of that</p> <p>8 issue, and, currently, that's the red that's on</p> <p>9 there.</p> <p>10 So they've met that, so I'm not worried</p> <p>11 about that. I'll get to the other stuff.</p> <p>12 Well, okay. Since I'm just really</p> <p>13 concerned about academic performance here, just --</p> <p>14 it is what it is. And I know it's a challenge that</p> <p>15 we have with many tribal schools throughout the</p> <p>16 state, and even just looking at this -- this, I</p> <p>17 imagine -- what contract year are they? Would you</p> <p>18 remind me?</p> <p>19 DR. BRIGETTE RUSSELL: Commissioner</p> <p>20 Carrillo, yes. They're not submitting this fall.</p> <p>21 They'll be submitting in October of '25.</p> <p>22 COMMISSIONER CARRILLO: Because I</p> <p>23 completely do not remember -- now I -- it's because</p> <p>24 I wasn't on the Commission in terms of</p> <p>25 mission-specific goals. And I just have a feeling</p>	93	<p>1 well-intentioned to me, is one big red flag.</p> <p>2 THE CHAIR: Dr. Russell.</p> <p>3 DR. BRIGETTE RUSSELL: Thank you, Chair</p> <p>4 Brauer, Commissioner Carrillo. That is completely</p> <p>5 understandable. I participated in the site visit in</p> <p>6 school year '21-'22 and had concerns about the</p> <p>7 school at the time.</p> <p>8 This past October, I stepped out of the</p> <p>9 Middle College renewal visit to drive around the</p> <p>10 corner to visit with Ms. Niiha at Six Directions.</p> <p>11 And I'm encouraged. I see a much -- a much greater</p> <p>12 concern with academics and planning for academic</p> <p>13 improvement.</p> <p>14 Granted, this is -- in this school year,</p> <p>15 it's not showing. So I am cautiously optimistic for</p> <p>16 next year regarding this school, but very concerned</p> <p>17 with the outcomes.</p> <p>18 But if it -- if it helps the Commission, I</p> <p>19 do see the new administration really -- that she's</p> <p>20 as concerned as Commissioners are about her school's</p> <p>21 academics.</p> <p>22 THE CHAIR: Commissioner</p> <p>23 Clahchischilliage.</p> <p>24 COMMISSIONER CLAHCHISCHILLIAGE: Further</p> <p>25 clarification. So this is the outcome of prior</p>

<p style="text-align: right;">94</p> <p>1 administration and -- okay. And you're seeing a 2 difference from there -- from that time to now.</p> <p>3 DR. BRIGETTE RUSSELL: Well, I'm seeing a 4 difference -- I'm seeing -- the new head 5 administrator is saying all the right things about 6 prioritizing academics. We'll see how -- you know, 7 they're in the midst of her first school year now, 8 and the kids will be taking their assessments this 9 spring, and we'll see how they do; but --</p> <p>10 THE CHAIR: Thank you very much for 11 sharing that. I do think that I have -- I have deep 12 concerns about this school. Spending ten years in 13 my 20s and a little bit of my 30s in the Gallup 14 McKinley County school district area, knowing how -- 15 how much students deserve so much better than what 16 they get there, so much better, in so many different 17 ways, I think our charter schools should be the 18 leaders in academics and other performance 19 indicators, including Diné and Ashiwi language 20 development, and making culturally appropriate 21 connections to education.</p> <p>22 And I think the school -- this school 23 needs to improve the results. The -- it's -- you 24 know, just based on the district comparisons, you 25 know, our school should be outperforming -- all the</p>	<p style="text-align: right;">96</p> <p>1 we're seeing earlier on in the year to do the annual 2 site visit, to do a little bit more checking in.</p> <p>3 We also have funding with the -- I'm going 4 off subject a little bit, but we also have -- beyond 5 what we're doing here in this scope, we do have 6 funding in the -- you know, SWREC contract for the 7 individual supports for schools and stuff like that.</p> <p>8 So when I think about this, like, it's 9 hard for me to, like, focus just on the business 10 that we're going to be doing today. But there's 11 other tools in the tool belt that we can use to 12 support schools that we have that are technical 13 assistance schools, not compliance tools, to support 14 them.</p> <p>15 So, yeah. Anyhow, I'm affected by what I 16 see in terms of academics for many reasons, both 17 personal, and just knowing the school. And I think 18 we need to see better for our young people, 19 especially Zuni and Diné students who are growing up 20 in this area. Julia.</p> <p>21 MS. JULIA BARNES: I guess I'm -- want to 22 discuss how -- how you want to approach something, 23 if you have those four options of overall 24 indicators. So one of them is a Notice of 25 Unsatisfactory Performance. The other schools,</p>
<p style="text-align: right;">95</p> <p>1 schools in Gallup should be outperforming Gallup 2 McKinley County Schools, resolve to be doing that.</p> <p>3 So, anyhow, I just think that's something 4 that I agree -- I think I am in favor of really 5 making sure that we're focusing the school's efforts 6 in the way that we can, as a -- as a Commission, on 7 increasing academic experiences for young people.</p> <p>8 I think there are some other things in 9 there as well, like staff credentialing and -- can 10 you remind me of the health and safety, what that 11 one is? Is that the health --</p> <p>12 DR. BRIGETTE RUSSELL: That is the Safe 13 Schools Plan, yes. The -- during the school year 14 for which this report is, '22-'23, the school didn't 15 turn it in at all. So the new head administrator 16 turned it in during the current year. But it was 17 essentially a year late.</p> <p>18 THE CHAIR: Yes. And I appreciate you 19 bringing in, like, what you've seen from the school. 20 But as a Commission, we have to make decisions based 21 on what we have seen in the past right now. And 22 maybe that's something -- and I will not get into 23 micromanaging your team, Director Chavez. But I 24 oftentimes think about, if I see a school that might 25 be going through transition, maybe that's a school</p>	<p style="text-align: right;">97</p> <p>1 you've been giving a different notice.</p> <p>2 So you could just give, on a school, a 3 Notice of Unsatisfactory Performance and identify 4 the issues. I don't know if you want to 5 specifically set out the issues second. So it would 6 just be incorporated into the top.</p> <p>7 Then I'm just going to fix your language.</p> <p>8 THE CHAIR: Vice Chair.</p> <p>9 VICE CHAIR BURT: So I feel like -- I 10 think we're going to have to be cautious when we 11 have schools that are going -- like, that are 12 struggling schools. I think we have to be really 13 cautious in the way we talk about them in the Annual 14 Report review time.</p> <p>15 I think it's still pretty black-and-white. 16 I think we have to be really careful not to get too 17 deep in trying to figure out the why. It doesn't 18 matter. Like, for -- and this is me, personally. I 19 don't care the why. They need to figure out the 20 why.</p> <p>21 I want the results. That's what I'm 22 looking at. That's my arm of the accountability is 23 I'm result-oriented. How they do it, figure it out. 24 Like, I -- like, figure it out. And I don't think 25 it's any of my business. I don't think I care. I</p>

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1 want the results.
 2 And so for me, this letter is just very
 3 clear from the PEC of, "We've -- CSD has provided
 4 your Annual Report. We see these as your issues.
 5 Fix it."
 6 Like, that's all that we're doing. I
 7 don't think, like -- like, kind of -- like, digging
 8 in and, like, saying additional things or trying to,
 9 like, really figure out the why or put some blame on
 10 someone isn't going to be helpful for us in these
 11 review processes.
 12 They've got to figure that out. And if
 13 they need supports, CSD can do it. But we don't
 14 need to, like, involve ourselves with that. I feel
 15 like we're going to really quickly overstep our role
 16 if we dig too deep into the Annual Reports.
 17 For me, this is just setting up a record
 18 of performance. This is the end result; you know
 19 what I mean? Like, we are getting the end result.
 20 And that's what we should care about. The how and
 21 the when and how they do -- let them figure that out
 22 on their own. I don't even want -- like, that's too
 23 much for me to -- I don't even want to -- I don't
 24 even want to know.
 25 So, like, I think for this, just

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1 because -- I mean, I would support an Unsatisfactory
 2 Overall letter going out. But that's all it is.
 3 It's a notice that this year -- and, once again,
 4 we're building up a record of performance year over
 5 year; right? This year, academics were low. There
 6 were a couple of different reds. Those should be --
 7 like, we acknowledge these things.
 8 So I think we -- I would support an
 9 Unsatisfactory Overall performance, specifying the
 10 academic performance being an issue, the academic
 11 growth, proficiency, and graduation rate, and then
 12 the organizational concerns on 4.c. and 5.c.
 13 And then they need to fix it, and we move
 14 on again. You know what I mean? Like, I think --
 15 and ideally, you know, once again, if we have like a
 16 data system, and we get -- maybe we can go in and
 17 dig in these files ourselves before the meetings in
 18 the future. So we can, like, do that extra --
 19 "Well, what exactly is this," because -- I'm just,
 20 like, stressed out thinking that we're talking
 21 poorly about a school without them being here.
 22 So I think that's where I'm, like, getting
 23 a little bit more anxious as we go on, if it -- and
 24 especially, like, next month, if we get more schools
 25 that are struggling schools, we have to be really --

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1 like, keep it to these -- on the report that these
 2 are issues, list them in the letter, move on.
 3 I mean, let them figure it out. We're
 4 just acknowledging the result. Fix your results.
 5 How you do it, that's between CSD and the school,
 6 and, mostly, I think the school themselves,
 7 honestly. So I don't want to make it more than
 8 that.
 9 THE CHAIR: I think that's a good point.
 10 I think this is an example, Vice Chair and
 11 Commission, where we do have a yellow in academics
 12 mix, I guess, and some -- I think this is an example
 13 of where only focusing on red probably isn't the
 14 correct way of doing this.
 15 Right. Yeah. Yeah. So that's -- in
 16 terms of what -- yeah -- in terms of what -- where
 17 my take is, I feel like this is the area where,
 18 Vice Chair, to your point of only reds, I think
 19 there's justification to say we probably need them
 20 to focus in on academics as well.
 21 VICE CHAIR BURT: What's the difference
 22 between a yellow and red in the -- in the test --
 23 Dr. Russell and Director Chavez, what's the
 24 difference between a yellow and red in 1.b.?
 25 DR. BRIGETTE RUSSELL: Chair Brauer, Vice

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1 Chair Burt, 80 -- so 95 percent participation is a
 2 Meets Standard. 85 percent on all tests is on
 3 Working to Meet. And below 85 percent is a Does Not
 4 Meet.
 5 And the school had -- let's see -- Does
 6 Not Meets the -- oh, we didn't put it in here,
 7 because the percentage was masked.
 8 So the -- yeah.
 9 MS. JULIA BARNES: In addition to what
 10 Vice Chair Burt was just saying, I'm thinking about
 11 what you're doing over the record of performance of
 12 the school; so -- and because the setup of the Rule
 13 is to go from Notice of Unsatisfactory to Corrected
 14 or Uncorrected. And I still think that this is
 15 going to work with an Overall Notice of
 16 Unsatisfactory Performance.
 17 I'm just trying to think it through. What
 18 if they fix the academics, but still have
 19 organizational concerns? I still think you could
 20 give them whatever notice you want, and you could
 21 still identify something as Uncorrected. I'm just
 22 trying to think through the process.
 23 The second thing -- and it was discussed
 24 in pretty great detail in the Rule, so it's already
 25 been out there with the schools -- the schools are

<p style="text-align: right;">102</p> <p>1 not brought forward to speak in this Annual Report 2 cycle. So -- and that was a decision and a choice 3 that was put into the Rule. 4 So it's absolutely different than other 5 times, where we really -- the schools had this 6 opportunity to go back and forth with CSD. And the 7 Rule says that they don't speak here. 8 So I just wanted to highlight that this is 9 a little bit different. The Rule has you discussing 10 how you view this and it comes out in a letter. So 11 I feel like I'm not -- I'm not in disagreement. I 12 just wanted to point out the Rule. 13 So I think we're good with you being able 14 to take the action you want next year, no matter 15 which fork in the road they go. 16 THE CHAIR: And I want to share with the 17 Commission, I think that just hearing what the 18 numbers are in terms of what Brigitte just mentioned 19 in terms of, like, the differences between how many 20 students are sitting for the test, I don't think we 21 need to bring in a yellow at that stage. We can 22 do -- we can amplify the need for change based on 23 the academic designation. 24 So Commissioner Gipson. 25 COMMISSIONER GIPSON: So I'm going to</p>	<p style="text-align: right;">104</p> <p>1 But at least they can watch it in terms of 2 being present. Just like the idea that they know 3 something is going on and their school is being 4 discussed. 5 The second thing is we're -- it's not just 6 about, like, saying, "Okay, these are the reds." I 7 remember all -- hashing out this process. The whole 8 idea, if I'm remembering correctly, is we want to 9 make sure schools aren't blindsided at renewal time. 10 We want to be able to come to them annually and say, 11 "Hey, these are some challenges that we have." 12 So I don't want to dig in. Agree with you 13 on that, agree with Vice Chair Burt on that. But I 14 think it's perfectly reasonable for us to say, "This 15 is an overwhelming concern for us." 16 And I -- you know, the term -- actually, 17 I'm okay with the term that I used earlier. 18 And -- and in terms of what Vice Chair 19 Burt said also, it's like, "Hey, this is what it is. 20 Fix it." 21 No, I'm not digging in. I'm not asking -- 22 no, I'm not. I'm -- I disagree with you on this 23 one. I'm looking at -- you know, because I wasn't 24 here when it was all done in terms of their first 25 contract in determining mission statements and</p>
<p style="text-align: right;">103</p> <p>1 quickly just reiterate what I've said 5,000 times, 2 that we're doing today exactly what we put in the 3 Rule and had a ginormous discussion that this is 4 exactly what we were going to do with this, and 5 we're sitting here digging into this. 6 So it's extraordinary frustrating, because 7 we accept this report, we identify the reds, and we 8 move on. And -- but -- and my concern, really, is, 9 with a school that's not here and doesn't get to -- 10 and we wanted to expedite this process, because all 11 it is is the Annual Report from CSD, and we're 12 accepting them. 13 Because the bottom line is I don't know 14 what would even happen if we didn't -- if we all 15 voted no, not to accept it. It still exists. So, 16 you know, it's -- we just have to move on, you know. 17 And we're not. So I'm going to -- I'm 18 done venting, but I'm ready for a motion if you want 19 to do a motion. 20 THE CHAIR: Commissioner Carrillo. 21 COMMISSIONER CARRILLO: Respectfully 22 disagree. One, first off, if anybody sees 23 themselves on the agenda, ever, I would get on Zoom 24 and watch the darn meeting, yeah. Or they can -- 25 you know, this -- right.</p>	<p style="text-align: right;">105</p> <p>1 everything else? What? 2 (Off-mic conversation.) 3 COMMISSIONER CARRILLO: I just -- and in 4 terms of, like, who I am in the world and being on 5 this Commission, there's no way on earth I would 6 have voted for accepting those mission goals. 7 But we're here now. I agree with Vice 8 Chair Burt. Fix it. 9 THE CHAIR: Do you want to do a motion, 10 Commissioner Gipson. 11 COMMISSIONER GIPSON: I move that the PEC 12 accept the Annual Report for Six Directions 13 Indigenous School and provide an Annual Report 14 Notice of Unsatisfactory Performance related to 15 academic performance on Pages 2 through 8 of the 16 Annual Report, including academic growth, 17 proficiency, and graduation rate of students; and 18 organizational concerns listed on Page 10 of the 19 Annual Report, Indicators 4.c. and 5.c., which 20 should be corrected by the next Annual Report. 21 COMMISSIONER TAYLOR: Second. 22 THE CHAIR: We have a second. Let's move 23 into the discussion of the motion. 24 COMMISSIONER CARRILLO: Will you read the 25 first part of that one more time? I'm sorry. I</p>

106	<p>1 just had a lapse.</p> <p>2 COMMISSIONER GIPSON: So I move that</p> <p>3 the -- we accept the Annual Report with a</p> <p>4 Unsatisfactory Performance related to academic</p> <p>5 performance on Pages 2 through 8 of the Annual</p> <p>6 Report, including academic growth, proficiency, and</p> <p>7 graduation rate of students.</p> <p>8 COMMISSIONER CARRILLO: Thank you very</p> <p>9 much.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 Any other questions or comments?</p> <p>12 (No response.)</p> <p>13 THE CHAIR: Let's go ahead and take a</p> <p>14 vote.</p> <p>15 All those in favor of the motion, please</p> <p>16 say "Aye."</p> <p>17 (Commissioners so indicate.)</p> <p>18 THE CHAIR: Those opposed?</p> <p>19 (No response.)</p> <p>20 THE CHAIR: all right. The ayes have it,</p> <p>21 ten-zero.</p> <p>22 Now let's move on to our final -- our</p> <p>23 final one for the day to review is Turquoise Trail</p> <p>24 Charter School.</p> <p>25</p>	108	<p>1 school. And faculty is committed to student</p> <p>2 learning through data-driven instructional</p> <p>3 practices.</p> <p>4 When we look at the enrollment, you see</p> <p>5 that the school is pretty close to district</p> <p>6 enrollment. And when we look at the combined</p> <p>7 academic performance scores, based on Vistas and the</p> <p>8 school's mission-specific goals, they get a score of</p> <p>9 57.5.</p> <p>10 In terms of Vistas, they have a</p> <p>11 designation of Traditional.</p> <p>12 When we look at proficiency, we see that</p> <p>13 the school is about on par with both the district</p> <p>14 and the state for reading, slightly lower in math</p> <p>15 and science.</p> <p>16 Looking at the subgroups, some are masked;</p> <p>17 some are on par with state and district. Some are</p> <p>18 slightly below; others are slightly you above.</p> <p>19 When we look at math, by subgroup,</p> <p>20 similar. We see some ups and downs.</p> <p>21 When we look at proficiency in science by</p> <p>22 subgroup, similarly, we see that there are some</p> <p>23 areas where the school's outperforming the district,</p> <p>24 and a few where they are underperforming the</p> <p>25 district. Some data is masked.</p>
107	<p>1 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>2 Brauer, Commissioners. First off, I want to make</p> <p>3 note that the head administrator, Stephanie Behning,</p> <p>4 is in the audience listening.</p> <p>5 So Turquoise Trail Charter School, located</p> <p>6 here in Santa Fe, serves grades K through 8 --</p> <p>7 actually, they serve grades pre-K through 8.</p> <p>8 They're authorized K through 8. They have a cap of</p> <p>9 840. They serve 630 K through 8 and 39 pre-K</p> <p>10 students.</p> <p>11 The contract term means they will be up</p> <p>12 for renewal next year.</p> <p>13 Hold on a sec. Okay.</p> <p>14 The mission of Turquoise Trail is, "To</p> <p>15 serve a diverse community of students and families</p> <p>16 in a safe and supportive environment, fostering</p> <p>17 communication, collaboration, critical thinking, and</p> <p>18 creativity. Teaching and learning are</p> <p>19 research-based, challenging, data-driven, and</p> <p>20 relevant to the unique students' needs and</p> <p>21 interests."</p> <p>22 And in terms of the educational program,</p> <p>23 they are student-centered, teach 21st-century</p> <p>24 skills, hands-on learning. They emphasize parental</p> <p>25 involvement and developing a community at the</p>	109	<p>1 Looking at growth for all students, they</p> <p>2 are showing some positive growth for reading and</p> <p>3 some negative growth in math.</p> <p>4 Here's the ELA growth by subgroup and math</p> <p>5 growth by subgroup.</p> <p>6 Looking at English Learner progress, we</p> <p>7 have less than 5 percent. The data is masked on</p> <p>8 Vistas due to the population size, so we don't know</p> <p>9 the exact number.</p> <p>10 In terms of mission-specific goals, we see</p> <p>11 that they Meet Goal No. 1. And that's the only goal</p> <p>12 that they have. So they got 75 points for the one</p> <p>13 goal that they had.</p> <p>14 They have an overall rating of Meets</p> <p>15 Standards.</p> <p>16 And when we look at the performance over</p> <p>17 the charter contract, we see that there are some</p> <p>18 areas where there's been some improvements,</p> <p>19 definitely, with assessment. They've moved from</p> <p>20 Does Not Meet to Meets this year.</p> <p>21 And there's a couple of areas where the</p> <p>22 school is still Working to Meet. I'm looking at how</p> <p>23 they are serving English Learners. I know that the</p> <p>24 school was looking at hiring more EL-certified staff</p> <p>25 and really looking at how they could distribute the</p>

<p style="text-align: right;">110</p> <p>1 way that all teachers are supporting English 2 Learners.</p> <p>3 They have a Working to Meet for reporting 4 requirements, Indicator 3.c., where there was one 5 late notice to you all for the governing body 6 amendment change.</p> <p>7 In terms of attendance and -- oh, that's 8 odd. My device needs to restart. But you can still 9 see it. I just can't move it.</p> <p>10 So that is very odd.</p> <p>11 For attendance and retention, they have an 12 attendance rate of 89, and their attendance rate 13 needs to be 95 percent to meet expectations in terms 14 of licensure discrepancy, Item 4.c. They had some 15 discrepancies that were not resolved at the end of 16 the year.</p> <p>17 And that is the end of my report. I have 18 no control over my -- my computer, which has that --</p> <p>19 THE CHAIR: Great. Thank you. Let's move 20 into some questions.</p> <p>21 Questions or comments? Vice Chair Burt.</p> <p>22 VICE CHAIR BURT: So I think for this 23 school, I mean overall, they're doing most things as 24 they should. I do -- I think what was difficult on 25 this one is it felt feel like the academics -- I</p>	<p style="text-align: right;">112</p> <p>1 being an area of concern and then that 4.c. 2 But Overall Satisfactory.</p> <p>3 THE CHAIR: Commissioner Taylor.</p> <p>4 COMMISSIONER TAYLOR: I would -- I mean, 5 their -- you know, their growth for all students, 6 they only grew 2 percent in reading, below the state 7 and the district. And they fell in math. So I 8 would just -- I wouldn't necessarily focus on 9 subgroups as much as just to say all students, focus 10 on growth for all students. I mean, I bet- -- okay.</p> <p>11 THE CHAIR: Commissioner Ingham.</p> <p>12 COMMISSIONER INGHAM: So you said you 13 were -- what was the Overall rating? Satisfactory?</p> <p>14 VICE CHAIR BURT: Satisfactory. But 15 Unsatisfactory -- but that they have -- we've -- I 16 have to fix this. I need to fix the wording on 17 here. But, yeah, I have to figure out -- but to 18 highlight. They got a Satisfactory Overall, but 19 their academic growth -- oh, I'm doing -- I'm 20 looking at the wrong one. Their academic 21 performance, as listed on Pages 6 and 7 of the 22 Annual Report regarding growth for all students and 23 subgroups, is a concern.</p> <p>24 COMMISSIONER INGHAM: Okay. And I just 25 guess -- I want to say if we can't -- if we can't</p>
<p style="text-align: right;">111</p> <p>1 mean, they're a Traditional school, and the 2 academics makes make sense for what I feel is a 3 middle-of-the-road school. They're not horrible, 4 but they're not good.</p> <p>5 So I did feel like it's important to make 6 sure, even though they're Traditional, to still 7 figure out, like, where in the academics that we 8 can, like, kind of point to where they need to focus 9 on.</p> <p>10 And I think when I look at it, like, what 11 could encapsulate the issues is the subgroup growth. 12 And so just identifying that for them, like, 13 depending -- regardless of whether it's math or 14 reading, they have varying growth based on their 15 subgroups. It's definitely not equitable across 16 every group.</p> <p>17 So it felt like the easiest thing to kind 18 of point to to have them, like, really focus on.</p> <p>19 And, then, of course, 4.c., making sure we 20 include 4.c. on there, that that can't be -- they 21 can't get a -- I mean, it was yellow-yellow-red. 22 It's red this year, including 4.c. on there 23 specifically.</p> <p>24 So I did -- if you look in the motions, I 25 included their academic growth for subgroups as</p>	<p style="text-align: right;">113</p> <p>1 perform at least as well as the district and the 2 state, that that's not Satisfactory. Now, I don't 3 know if we don't have a category below that that's 4 in between needing drastic help or whatever, but 5 it's not Satisfactory in my book that we can't 6 perform at least as well as the state and district 7 averages.</p> <p>8 VICE CHAIR BURT: I base the Satisfactory 9 based off the Traditional designation, that they 10 were -- that they were designated a Traditional 11 school in the Accountability System, that they're 12 not designated as a Struggling School in any way by 13 the state system.</p> <p>14 COMMISSIONER INGHAM: Okay.</p> <p>15 THE CHAIR: Other comments? Commissioner 16 Carrillo.</p> <p>17 COMMISSIONER CARRILLO: And I guess this 18 goes to the way we put schools against the district 19 and the state. The reason I would definitely 20 support the Satisfactory is because that's kind of 21 the way we look at the district. Even though I, 22 personally, look at the district and the state as 23 being Poor, I would support Satisfactory here.</p> <p>24 I would also note that there -- and this 25 is a school that I'm very involved in, and I</p>

114	<p>1 really -- I enjoy them a lot. And I think the new 2 head administrator has a team in place and is well 3 aware of the challenges that they face. 4 And I'm just looking forward to next year 5 at this time, or when we are looking at the school, 6 so we can see the growth in these areas that 7 certainly I anticipate with the new team at the 8 school. 9 THE CHAIR: Thank you. Any other 10 comments? 11 (No response.) 12 THE CHAIR: Are we prepared for a motion? 13 Vice Chair Burt. 14 VICE CHAIR BURT: I move that the PEC 15 accept the Annual Report for Turquoise Trail Charter 16 School and provide an Annual Report Notice of 17 Satisfactory Performance and identify the specific 18 Unsatisfactory Performance related to academic 19 performance on Pages 6 to 7 of the Annual Report 20 regarding growth for all students and subgroups; and 21 organizational concern listed on Page 9 of the 22 annual report, Indicator 4.c., both of which should 23 be corrected by the next Annual Report. 24 COMMISSIONER GIPSON: (Seconded off-mic.) 25 COMMISSIONER CARRILLO: Second.</p>	116	<p>1 can, if the Director isn't back. 2 So Chair and Commissioners -- 3 THE CHAIR: We'll wait for -- maybe -- 4 DR. BRIGETTE RUSSELL: Okay. 5 THE CHAIR: Let me text her real quick on 6 her phone. Or if it's okay, we might just skip 8. 7 I'll be brief on Item No. 9, 8 Commissioners. 9 I -- the only real update that I have -- 10 or school issues -- I'm so glad that Rafe Martinez 11 was here from Albuquerque Sign Language Academy. A 12 couple of different schools reached out to me 13 because of the report from the LESC, especially 14 around identifying specific schools that were, at 15 the very least, implicitly kind of connected to, 16 like, not having -- I'm trying to choose my words 17 correctly -- not having accurate special education 18 numbers. 19 It was -- people were really harmed by 20 that. My hope is that, as a Commission -- I don't 21 know what the right response is. But -- and I don't 22 know if anyone reached out to the Charter School 23 Division to receive any information. That's how it 24 usually happens happens with the LESC. There's 25 outreach at times, at least from my experience from</p>
115	<p>1 THE CHAIR: You're seconded by 2 Commissioner Gipson. 3 Any discussion of the motion? 4 (No response.) 5 THE CHAIR: Seeing none, I'll do a 6 quick -- all those in favor of this motion, please 7 say "Aye." 8 (Commissioners so indicate.) 9 THE CHAIR: All those opposed? 10 (No response.) 11 THE CHAIR: All right. The ayes have it. 12 Ten-zero. 13 Commissioners, I want -- just since we're 14 at this moment here, where we can -- I think we can 15 probably hustle to get most of this done without a 16 full-fledged lunch break. If you all feel like 17 that's okay, let's take a short break now, just to 18 take care of our -- our needs. 19 So let's come back at 11:51. Let's do 20 ten minutes, and let's try to honor that ten minutes 21 as much as we can. 22 (Recess taken, 11:41 a.m. to 11:58 a.m.) 23 THE CHAIR: Dr. Russell, are you doing the 24 CSD report? Or is Corina? Is Corina here or -- 25 DR. BRIGETTE RUSSELL: Chair Brauer, I</p>	117	<p>1 being here. And it seems like things went a little 2 bit awry with that. 3 There's an opportunity for the Commission, 4 or the future Chair, to kind of probe a little bit 5 more around that with how a report could come out 6 like that. That was pretty harmful to a couple of 7 our schools. 8 And so -- and I know that the leadership 9 of the LESC has been open to me and open to us. And 10 so that's just, like, one thing that was harmful. 11 And that -- I didn't catch a word about this until 12 Wednesday. 13 And so SODA -- Mike Ogas -- he reached out 14 first, and then some others reached out as well. I 15 think that was the big thing. So Rafe covered that, 16 for sure. 17 Yeah. 18 COMMISSIONER GIPSON: I don't think the 19 report actually was released until Monday. So 20 that's why it was late. 21 But Rafe and I did talk. And I think 22 maybe it would be worth pursuing, having some of 23 those schools ask for -- to go to the LESC, and for 24 us to go. Because I agree. 25 You know, as far as I know, there was no</p>

<p style="text-align: right;">118</p> <p>1 reach-out. And that was disappointing. And that is 2 not necessarily on the leadership of the LESC. But 3 they designated staff to do this, and they went off, 4 and they created the report. 5 But I think it would be for the -- you 6 know, for the information of the members of the LESC 7 that go back to their constituency, for our 8 schools -- and if any APS charters -- because I read 9 the report. I honestly don't remember if any APS 10 charters were listed -- I just don't -- to ask for 11 time before their -- and they're usually very open 12 to that, to go before the LESC and to explain their 13 programming and discuss why charters so often are 14 the choice for students that have special needs. 15 THE CHAIR: Thank for you that. 16 And then is -- Missy, is there anyone from 17 the Public Charter Schools of New Mexico on? 18 MS. MISSY BROWN: Yeah, two people. We 19 have Valery, and we have Wayne. 20 THE CHAIR: Great. Valery and Wayne, if 21 we could get them graduated up to the Webinar, that 22 would be great. 23 MS. VALERY RATLIFF-PARKER: Good 24 afternoon, Chair Brauer. Hope everybody is doing 25 well. Can everybody hear me okay?</p>	<p style="text-align: right;">120</p> <p>1 information for the new applicants as well. 2 And the second report-out is on just some 3 reflections on the opportunities to learn more about 4 schools. Some possible suggestions or 5 recommendations for the PEC to consider are maybe 6 some vehicles or avenues or different opportunities 7 for the Commissioners and the Charter Schools 8 Division to get to know about the schools other than 9 during the high-stakes events, such as renewal 10 hearings or the site visits that are both compliance 11 in nature. 12 So some of the comments yesterday, that 13 you-all like to learn about the schools, and you 14 liked hearing about the schools both in the site 15 visits with the focus groups, as well as during the 16 renewal hearings. But it seems as though it might 17 be better to get to learn about the schools in a 18 different setting. So what that would look like, 19 I'm not sure, but just something to consider. 20 And since the focus groups, they're not 21 going to use the ratings for answers given in a 22 focus group, then perhaps getting to know the 23 schools in a different avenue might be something to 24 think about. 25 And we do have an opportunity for</p>
<p style="text-align: right;">119</p> <p>1 THE CHAIR: Yes, we can hear you just 2 fine. The floor is yours. 3 MS. VALERY RATLIFF-PARKER: Great. I just 4 want to give a few updates. 5 Our first update is on the CSP and what's 6 going on with that. We have submitted our RFA and 7 Logic Model to the feds. We're waiting to get that 8 approved, though. We can't publish the RFA until it 9 does get approved by the federal government. So we 10 are anxiously awaiting that. 11 In the meantime, we'll be hosting our 12 first leadership roundtable, which is part of the 13 CSP program. And that'll be on Tuesday, 14 January 30th, at 9:00 a.m. 15 And we will also be -- and the roundtables 16 are, accordingly, leadership roundtables that will 17 be held virtually and in person. And the first one, 18 like I said, will be on the 30th. We'll invite the 19 leaders and/or interested parties. Everybody is 20 invited to the informational session, where we can 21 go over just some broad information on the CSP until 22 we get the application approved and able to post. 23 We're also going to be joining the Charter 24 School Division's NOI trainings; so we'll be part of 25 those three NOI trainings to provide some</p>	<p style="text-align: right;">121</p> <p>1 Commissioners to come out and get to know some 2 schools at the School Choice Fair that is this 3 Saturday from 11:00 to 2:00. We have 40 charter 4 schools that will be in attendance. So if 5 Commissioners Beck, Brauer, and Burt can come, that 6 would be great to get to know some of their 7 Albuquerque schools there as well. 8 And that's all we have. 9 THE CHAIR: Great. Thank you so much. 10 MS. VALERY RATLIFF-PARKER: You're 11 welcome. 12 THE CHAIR: Any questions or comments from 13 the Commission? 14 Commissioner Gipson, go ahead. 15 COMMISSIONER GIPSON: So kind of tying 16 into yours, and, also, I'd just like to thank PCSNM, 17 because they've been very helpful. And they've been 18 coming into a school down in my district, and 19 they're just starting the process of board training 20 and also coordinating a mentorship program for a new 21 head administrator, so that it's -- we're making use 22 of part of that 2 percent money and the contract 23 that we have with the REC to be able to offer that 24 support. 25 So I want to thank -- Wayne's been there;</p>

122	<p>1 Val has been down. So I appreciate the -- the help 2 moving forward with a new head administrator. 3 THE CHAIR: Thank you, Commissioner. And 4 thank you, Valery, and your team, for all that you 5 do, and best wishes for the next 20 couple of days 6 of the session and the work that you-all are doing 7 in service to schools. 8 MS. VALERY RATLIFF-PARKER: Thank you, 9 Chair Brauer. Thank you, everybody else. Have a 10 great weekend. 11 THE CHAIR: Thanks. You, too. 12 We'll circle back to Item No. 8, Report 13 from Charter Schools Division, Discussion and 14 Questions. 15 DIRECTOR CORINA CHAVEZ: Thank you, Chair 16 Brauer, Commissioners. Sorry. Five minutes go by 17 really quickly. I stepped into someone's office. 18 Next thing I know, I was getting a phone call. 19 So I want to start out -- I'm no longer 20 linked into the Zoom, so I will ask somebody to 21 share screen. I want to talk about the Notices of 22 Intent we've received. 23 And I think some of you already know 24 exactly where to find them on your website. But 25 this table that we've uploaded as Item 8.a. has the</p>	124	<p>1 excellent TA that she does. 2 Any questions about the Notices of Intent 3 before I move on? They were all submitted on time. 4 We verified with the district superintendents 5 that -- not only did we verify by seeing that they 6 were cc'd, because that is part of the instructions, 7 that they "cc" the district superintendent. But 8 last year there was a district superintendent that 9 was cc'd, but didn't take note of it. 10 So this year we called the district 11 superintendents, just to verify that they had seen 12 the Notices of Intent. 13 And I -- definitely, we will be reaching 14 out to them again prior to the community input 15 hearing and as we draw closer to when the 16 applications are due. But we did that reach-out 17 this year. 18 I don't have a report in writing for the 19 La Tierra Montessori School of the Arts and 20 Sciences. I can tell you it's very similar to last 21 time that I reported out. 22 There is a glitch that we continue to work 23 with. And that is -- work on -- and that is the 24 company that rented the copy machine to the school 25 has just been impossible to pin down to come pick up</p>
123	<p>1 summary of what's been submitted. 2 We received eight Notices of Intent. And 3 the districts from which they come include 4 Albuquerque, Rio Rancho, Alamogordo, Santa Fe, 5 Bernalillo, and Grants. 6 We've never, as long as I've been in this 7 position, seen an application from Grants and 8 Alamogordo; so -- and Bernalillo. So this is 9 exciting. 10 This tells you the names of the schools, 11 grade levels served, cap, and who the founders are 12 that reached out and submitted the Notices of 13 Intent, as well as the additional founders. 14 And if you go to your webpage, and, on the 15 right, click on Submitted Applications, you'll find 16 the 2024 Notices of Intent. 17 And so you can see exactly what 18 Continental Divide Classical Academy is proposing; 19 similarly, what the Sangre de Cristo Public Waldorf 20 School is proposing. 21 Valery already mentioned that -- that 22 Missy has already scheduled the three training 23 sessions. And the first one is just around the 24 corner. So she will be guiding the schools through 25 the application requirements and providing the</p>	125	<p>1 the copiers and let us get out of the contract that 2 the school entered. 3 They just -- they're playing a game with 4 us, for lack of a better way of putting it. 5 But we are calling them. There are 6 several of us at the Department that are calling 7 them every week. And I think what they want is a 8 complete buyout. And it is being handled right now 9 by someone else in the Department who is managing 10 funding that was tied to La Tierra. 11 So that is not resolved. And I can give 12 more detail next month, hopefully, on that document, 13 if you would like. 14 The other thing is that there continues to 15 be a few more people that are coming to claim the -- 16 the -- oh, gosh -- some of the wooden pallets that 17 are at the school that are sitting in the yard. 18 And, you know, people are claiming them and using 19 them as firewood or whatever they're using. 20 We put an ad in Craigslist, because we 21 wanted to clear out. 22 But now, the Tsay Corporation has control 23 over the facility. We no longer do. And so we're 24 not in there anymore. 25 Any questions on that?</p>

126	<p>1 (No response.)</p> <p>2 DIRECTOR CORINA CHAVEZ: We get requests</p> <p>3 from teachers about verification of employment. So</p> <p>4 it's really important that, you know, we collected</p> <p>5 that information when we did. Their documents are</p> <p>6 being scanned.</p> <p>7 Oh. I think that there is also a phone</p> <p>8 system that has not yet been claimed. So we're</p> <p>9 putting that in our next newsletter and giving it to</p> <p>10 a school that wants it.</p> <p>11 COMMISSIONER GIPSON: Can I just ask? Is</p> <p>12 that a phone system, like, for an internal phone</p> <p>13 system?</p> <p>14 DIRECTOR CORINA CHAVEZ: School phone</p> <p>15 system. Yeah. Let me know.</p> <p>16 So then thank you so much for projecting</p> <p>17 this.</p> <p>18 What you're looking at, Commissioners,</p> <p>19 now, is the list of Indian-Impacted Charter Schools</p> <p>20 from -- for '23-'24.</p> <p>21 I got an e-mail in December from the</p> <p>22 Indian Ed Division. And you'll see several new</p> <p>23 schools, including Albuquerque Sign Language</p> <p>24 Academy, ACES Technical -- you might not</p> <p>25 automatically think that this is an Indian-impacted</p>	128	<p>1 direct contact with them.</p> <p>2 We've talked about partnering with them on</p> <p>3 some site visits and certainly will continue to</p> <p>4 partner.</p> <p>5 Chair Brauer?</p> <p>6 THE CHAIR: I just have one question. And</p> <p>7 it might just be a -- a number thing. I'm looking</p> <p>8 at the -- the number of criterias that were met for</p> <p>9 each of the schools. ACES Technical Charter School</p> <p>10 is meeting two. I'm not sure if that is, like,</p> <p>11 accurate, but maybe -- I'd love to hear a little bit</p> <p>12 more about it. And Hózhó is only doing one, but I</p> <p>13 think they have at least two.</p> <p>14 DIRECTOR CORINA CHAVEZ: I think it's not</p> <p>15 how many of the criteria did you meet, but which</p> <p>16 from the top, which are numbered 1, 2, and 3.</p> <p>17 So in the case of Albuquerque Sign</p> <p>18 Language Academy, it is Criteria 2, which is</p> <p>19 10 percent.</p> <p>20 THE CHAIR: Oh, I see.</p> <p>21 VICE CHAIR BURT: It says, "And is located</p> <p>22 totally or partially on tribal land." So that's</p> <p>23 what I was confused by. Because as I -- I know</p> <p>24 where ACES is, and it's definitely not.</p> <p>25 DIRECTOR CORINA CHAVEZ: So how they're</p>
127	<p>1 school. But there's multiple ways to identify.</p> <p>2 And if you scroll down -- or was it at the</p> <p>3 top? -- you will see -- okay.</p> <p>4 At the top, it says sort of the key for</p> <p>5 the criteria of what determines an Indian-impacted</p> <p>6 school. And so several, like Albuquerque Sign</p> <p>7 Language Academy and ACES Tech, are identified</p> <p>8 through Criteria 2, which is at least 10 percent of</p> <p>9 its overall population. So -- and then maybe being</p> <p>10 also on tribal land.</p> <p>11 So New Mexico School for the Arts,</p> <p>12 RioGafa, there's some schools on there that may be</p> <p>13 surprising to you.</p> <p>14 In this e-mail that I was cc'd on,</p> <p>15 Ms. Aguilar from Indian Ed Division specified really</p> <p>16 clearly to the schools about what the requirements</p> <p>17 are. And there's multiple deadlines for what the</p> <p>18 schools need to have ready as a result of having the</p> <p>19 designation and the -- developing the plan that</p> <p>20 really is focused on how to best serve the</p> <p>21 population.</p> <p>22 And I felt similarly surprised when I saw</p> <p>23 the list. So I really appreciated that the key was</p> <p>24 added there. We sit right across from the Indian Ed</p> <p>25 Division, as you all may be aware. And so we have</p>	129	<p>1 defining "partially," I'm not sure.</p> <p>2 If the Commission wishes to, maybe we</p> <p>3 should have Indian Ed at next month's Spotlight.</p> <p>4 Because with this list, again, I was also surprised</p> <p>5 at some of them.</p> <p>6 It's expanded. And some of the schools --</p> <p>7 maybe we even might want to invite some of the</p> <p>8 schools to come to your work session so there could</p> <p>9 be a really healthy discussion.</p> <p>10 THE CHAIR: So -- Director Chavez. So the</p> <p>11 criteria there, if schools match more than one, then</p> <p>12 they just have one. Or is it impossible to have</p> <p>13 more than one, like, meet more than one criteria?</p> <p>14 DIRECTOR CORINA CHAVEZ: I think it is</p> <p>15 possible. But what that column on the far right</p> <p>16 says is which of the criterias, 1, 2, 3.</p> <p>17 THE CHAIR: All right. Got you. Thank</p> <p>18 you. Thank you for clarifying. Yeah.</p> <p>19 DIRECTOR CORINA CHAVEZ: Yeah. I agree.</p> <p>20 So the final thing I want to do is share</p> <p>21 our organizational chart.</p> <p>22 Somebody wanted to have an update on</p> <p>23 staffing positions.</p> <p>24 And I've got to say that -- this has been</p> <p>25 challenging. Deputy Director Russell and I have</p>

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1 been working since September to fill the vacancy --
 2 to reclassify a few positions; right?
 3 So when you look at the top, you see that
 4 the vacant position, which is now an Ed Admin
 5 Supervisor position, that's Louie's old position,
 6 which was a director position because he had the
 7 Charter Schools Program Grant. And since that's
 8 almost gone away -- we are wrapping up a few reports
 9 to the feds -- we reconceived of that position, and
 10 we are moving the Options for Parents and Families
 11 Staff, which is the non-public school and the
 12 homeschool, as well as the technical assistance and
 13 training staff to be under that position.
 14 This evens out the number of direct
 15 reports that would be under Dr. Russell as the
 16 Deputy, and this position as an Ed Admin Supervisor.
 17 So all the other positions -- if you'll
 18 scroll down, all those positions, except for the Ed
 19 Admin Supervisor, are filled under that report,
 20 direct -- that directorate.
 21 If we look at Dr. Russell's position,
 22 which is the Deputy Director under Charter School
 23 Authorizing Practices, we have bolstered who would
 24 be on the team. Glad to say that we have some
 25 stability in lots of the team members.

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1 But we're adding two additional positions:
 2 the Data Analyst position, which was upgraded from
 3 the position that Kyle -- who functioned as the data
 4 analyst for us -- this has been upgraded so that we
 5 could attract a really high-functioning and really
 6 excellent person to help us with all of the data
 7 that you know is important for us to gather and
 8 visually present to you-all, and really understand
 9 and work closely with AREA, the -- the division
 10 within PED that tests and reports out on schools.
 11 We've found that there's been a lot of
 12 troubleshooting that we've had to do. There's
 13 instances where school's data is just not in Vistas.
 14 Maybe it was Vista Grande, for example, who, for
 15 some reason, they had not captured that it had
 16 transferred from being -- or it had a historical
 17 record of being a locally-chartered school. And
 18 when it became State-chartered, somewhere in the
 19 data transfer or coding, that didn't get captured.
 20 So we didn't see that data.
 21 Something funky also happened with
 22 21st Century and a few others. So we've done
 23 some -- we've been working really closely with the
 24 head administrators of those schools in the AREA
 25 Division within PED to straighten out that

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1 information. It's taken a lot of time and effort
 2 that, especially Dr. Russell, has put in. And
 3 that'll be a big relief whenever we have someone who
 4 could be dedicated to that work.
 5 The other position we're calling an Ed
 6 Admin A Investigator position. And this is new.
 7 And what that is is with so many more schools now
 8 that are either on Corrective Action Plans or
 9 Conditions of Renewal, we need somebody who can be
 10 really diligent on tracking.
 11 I do think once we get a data system that
 12 sends reminders to the school, that'll make things
 13 easier. Right now, we have one Admin A who is on
 14 the phone with schools asking for specific data
 15 every week. And it's very time-consuming, in
 16 addition to that work, preparing for site visits and
 17 also planning the conference.
 18 So we do need someone who can work very
 19 closely with the staff person that answers the phone
 20 calls and hears complaints to determine, like,
 21 when -- when would we need to step in and do more of
 22 an investigation, rather than listen, provide
 23 support, provide resource information, and encourage
 24 the school to work locally to resolve the issues.
 25 Sometimes there's a need for us to step up

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1 the level of investigations that we're doing.
 2 So that's what we're calling it. But
 3 that -- those positions, those two positions --
 4 those three that I just mentioned, we understand
 5 have now moved past the PED and is at SPO and has
 6 cleared the first level at SPO.
 7 It has two more steps within SPO, and then
 8 a step within DFA before it's going to be ready to
 9 be posted.
 10 You know, it's hard to gauge exactly when
 11 that happens. I know there is a lot of energy and
 12 support around lowering our vacancy rate at the
 13 agency, which is currently at 19 percent.
 14 So I've -- I've recently had some meetings
 15 with HR to just, you know, express some frustration
 16 about how long it's taken since we started in
 17 September. At one point, one of the positions was
 18 kicked out. And so then it took us to square one on
 19 all three. So that's very frustrating.
 20 But I do feel like I have some hope.
 21 So moving on to the administrative
 22 support, these are direct reports to me. You guys
 23 know Samantha. And you know that the PEC Liaison
 24 position is open. You know Jessica.
 25 And I am really happy to announce that the

<p style="text-align: right;">134</p> <p>1 position that we had talked about, which is a .5 -- 2 we're sharing it with IT -- that has been posted. 3 And so I think that very soon, we are going to have 4 someone who -- this is going to be an IT end user 5 support, someone who we already have -- we've been 6 borrowing staff from IT. But this person is going 7 to be dedicated and have the halftime position 8 within CSD. 9 So they'll be dedicated to all PEC 10 meetings. They'll also interface with other people 11 that want to use Mabry Hall; that's on the PED side. 12 And then as we gear up to have the -- to purchase 13 the data system that we have the RFP out for, I 14 would really expect that person to become an expert 15 at that application, to be able to ensure that it's 16 set up the way it needs to be set up, that CSD 17 schools, you-all, everybody has the support we need 18 so that that launch is really smooth and really 19 successful. 20 So that's -- that's the organizational 21 chart. And before, you know, we talk about anything 22 else, I just want to give a shout-out, because I 23 really feel like the team has worked really hard and 24 has done a really excellent job. 25 I know that you just listened to the first</p>	<p style="text-align: right;">136</p> <p>1 So I don't know if there's any questions 2 or discussion. But that's the report. 3 THE CHAIR: Thank you, Director Chavez. 4 Any questions for the Director? 5 (No response.) 6 THE CHAIR: Thank you, Corina, Brigitte, 7 and your whole team for all that you do. We know 8 how much you do on days like today, and we also 9 aren't familiar, or don't know, how much you do 10 outside of these days, too. So we really appreciate 11 everything that goes into our time together and all 12 you do for our schools. 13 Next item is Item No. 10, Discussion and 14 Possible Action on Legislative Items. I'm not sure 15 if we have any at this stage, but we wanted to make 16 sure we had this here as a place -- Commissioner 17 Gipson. 18 COMMISSIONER GIPSON: I think we talked 19 yesterday about the resolution, possibly, for the 20 creation of the State School Board. 21 So Commissioner Stewart (verbatim) and I 22 have touched base, and we'll keep in contact. And 23 we're got that amendment ready if -- if it moves 24 forward. I think we're -- 25 THE CHAIR: Commissioner Carrillo.</p>
<p style="text-align: right;">135</p> <p>1 batch. The second batch is out there with the 2 schools next month. You're going to hear the next 3 batch on the Annual Reports. 4 It has meant a lot of back-and-forth, a 5 lot of calibration, a lot of making sure -- and 6 verification of information and data. And people 7 are turning things around really quickly. 8 Also, there is a conference planning team 9 that, as I mentioned yesterday, just got the -- got 10 the hotel secured. So we're gearing up for the 11 conference. 12 And -- and we are continuing with all the 13 other things that we're working on. 14 If I've missed anything, feel free to 15 nudge me and say, "Hey, how about this?" 16 I just want to thank the team, because 17 when Sharon left, that was a big loss. And I know 18 you-all are feeling it, to some degree. 19 But I hope you feel like you're being 20 supported with the travel, because both Jessica and 21 Samantha just stepped right in, got clarity around 22 what's what, communicated with you guys as quickly 23 as possible, and is really working hard to get you 24 guys your reimbursements. I felt like that was 25 really important to do.</p>	<p style="text-align: right;">137</p> <p>1 COMMISSIONER CARRILLO: Wasn't that put 2 forward by the same people that want to impeach he 3 Governor? 4 COMMISSIONER GIPSON: It was. But in case 5 someone else takes up the cause. 6 COMMISSIONER CARRILLO: Oh, okay. 7 COMMISSIONER GIPSON: You just don't know. 8 It's a 30-day session. 9 COMMISSIONER CARRILLO: You cover your 10 bases. 11 COMMISSIONER GIPSON: So we're ready. And 12 we're in conversations with people, so I'll keep you 13 posted if anything moves. 14 COMMISSIONER CARRILLO: Thank you. 15 THE CHAIR: Thank you. Anything else on 16 this item? 17 All right. We're going to move on to 18 Item No. 11, Election of Officers. So we have three 19 officer seats; we have the Chair, the Vice Chair, 20 and the Secretary. 21 Julia, or other Commissioners, if I get 22 this wrong, you know, as one of my last roles as the 23 Chair, I really am sorry. But I think -- we'll 24 start with the Chair. 25 So we'll take motions -- or nominations, I</p>

<p style="text-align: right;">138</p> <p>1 guess I should say.</p> <p>2 The person will have a chance to accept</p> <p>3 that, I believe, is the proper way to do that.</p> <p>4 The person who made the -- the nomination</p> <p>5 can get a chance to shine on that person why. The</p> <p>6 person who is nominated will get a chance to share</p> <p>7 their excitement or interest and why they would want</p> <p>8 to do this as well. And we can be brief on that.</p> <p>9 And then what we'll do, if we-- we will go</p> <p>10 through a voting process. Julia -- what we have</p> <p>11 done in the past, at least the one time I've been</p> <p>12 part of this, everyone needs Julia's phone number,</p> <p>13 and we will text our vote to her when the time is</p> <p>14 right.</p> <p>15 Does that make sense?</p> <p>16 Commissioner Beck, Commissioner Carrillo,</p> <p>17 I saw your hands up.</p> <p>18 COMMISSIONER BECK: May I make a motion?</p> <p>19 THE CHAIR: Before we do that, is everyone</p> <p>20 okay with that process, for Chair, Vice Chair, and</p> <p>21 Secretary? And does everybody have Julia's cell</p> <p>22 phone available?</p> <p>23 COMMISSIONER GIPSON: No, I don't have it.</p> <p>24 THE CHAIR: Commissioner Beck.</p> <p>25 COMMISSIONER BECK: I'm going to make a</p>	<p style="text-align: right;">140</p> <p>1 about the kids and the families as Commissioner</p> <p>2 Gipson. So I'm all in.</p> <p>3 THE CHAIR: Commissioner Carrillo, go</p> <p>4 ahead.</p> <p>5 COMMISSIONER CARRILLO: Second everything</p> <p>6 he said. And I also -- I can't imagine the</p> <p>7 Commission without you. Your institutional</p> <p>8 knowledge is so invaluable. So just very grateful</p> <p>9 that you're here and willing to take on that role</p> <p>10 again, because I know how consuming it is.</p> <p>11 And, you know, you can try to arrange</p> <p>12 Commissioner Beck to still sit next to Pattie in</p> <p>13 some way, so, you can continue that relationship.</p> <p>14 COMMISSIONER BECK: That would be awesome.</p> <p>15 THE CHAIR: Any other nominations -- or --</p> <p>16 Commissioner Clahchischilliage.</p> <p>17 COMMISSIONER CLAHCHISCHILLIAGE: I</p> <p>18 disagree. I do not think that he needs to continue</p> <p>19 to sit by Pattie. I think we need a chance, don't</p> <p>20 you think? Yeah. We need to have that to be a</p> <p>21 rotating seat. Thank you.</p> <p>22 THE CHAIR: Thank you.</p> <p>23 Any other nominations for Chair?</p> <p>24 Any other nominations?</p> <p>25 (No response.)</p>
<p style="text-align: right;">139</p> <p>1 motion to have a Commissioner nominated first?</p> <p>2 Well, I nominate Commissioner Gipson to be Chair</p> <p>3 next year.</p> <p>4 COMMISSIONER CARRILLO: I'll second the</p> <p>5 nomination. Do I need to second the nomination?</p> <p>6 THE CHAIR: You don't have to, but that's</p> <p>7 a nice thing to do, for sure. So, Commissioner Beck</p> <p>8 or Commissioner Carrillo --</p> <p>9 COMMISSIONER BECK: I'm going to say,</p> <p>10 really quickly --</p> <p>11 THE CHAIR: I'm sorry. Commissioner</p> <p>12 Gipson -- I should share -- will you accept that</p> <p>13 nomination?</p> <p>14 COMMISSIONER GIPSON: Only if Julia</p> <p>15 provides a beehive. That's the new -- she gave my</p> <p>16 partner honey during -- so, it's, like, this</p> <p>17 requires more than honey. This requires an entire</p> <p>18 hive. So, yes, I accept.</p> <p>19 COMMISSIONER BECK: I just want to say</p> <p>20 that this learning curve in the first year has been</p> <p>21 pretty huge. But having Commissioner Gipson next to</p> <p>22 me has really educated me far beyond what I</p> <p>23 otherwise would be knowing. So I just can't imagine</p> <p>24 somebody who's more experienced, understands</p> <p>25 everything involved with this, and is so caring</p>	<p style="text-align: right;">141</p> <p>1 THE CHAIR: All right. So what we'll do</p> <p>2 for -- it's slightly performative. But let's go</p> <p>3 ahead and text our -- our vote to Julia.</p> <p>4 (Off-mic discussion.)</p> <p>5 COMMISSIONER GIPSON: There was a school</p> <p>6 board election somewhere here in New Mexico, small</p> <p>7 school board. And two people were running. And</p> <p>8 neither one won because they didn't even vote for</p> <p>9 themselves.</p> <p>10 Oh, okay. So they had to have a runoff.</p> <p>11 And it's, like, how do you do that? A runoff.</p> <p>12 THE CHAIR: All right. We got the -- this</p> <p>13 has been a barnburner. Have we got the results?</p> <p>14 Unanimously, Chair Gipson, you will be the Chair.</p> <p>15 (Applause.)</p> <p>16 THE CHAIR: I do want to share that Chair</p> <p>17 Gipson, you are such a great person for this role,</p> <p>18 and you've always been a role model to me. I've had</p> <p>19 the chance to be on all sides of you now, you know.</p> <p>20 And I think that you're just a wonderful</p> <p>21 person, a good human, who has a heart of gold. I</p> <p>22 oftentimes think about the -- the ledger painting</p> <p>23 that you brought in to share about your story of who</p> <p>24 you are, and how that was a just such a beautiful</p> <p>25 part of you that I never got a chance to know up</p>

<p style="text-align: right;">142</p> <p>1 until that point.</p> <p>2 And I'm just really thankful for all that</p> <p>3 you do for our community. So congratulations.</p> <p>4 COMMISSIONER GIPSON: Just want to say</p> <p>5 thank you for keeping everything going and</p> <p>6 everything that you've done.</p> <p>7 And you're right. We have a long history</p> <p>8 together, starting with new applicants, when you</p> <p>9 started with -- and I appreciate all the hard work</p> <p>10 that you've put in.</p> <p>11 I -- you know, when I agreed with the</p> <p>12 nomination last year, I didn't think there was</p> <p>13 anyone else that really should be stepping up to do</p> <p>14 it. So -- and we continue on working together. So</p> <p>15 it's not the end of the journey.</p> <p>16 THE CHAIR: Thank you. All right. Let's</p> <p>17 move on to Vice Chair. We'll take and entertain</p> <p>18 some motions for Vice Chair.</p> <p>19 COMMISSIONER GIPSON: So I'd like --</p> <p>20 THE CHAIR: -- I'm sorry -- nominations.</p> <p>21 COMMISSIONER GIPSON: Sorry. Sorry. I'd</p> <p>22 like to nominate Commissioner Carrillo, Steven</p> <p>23 Carrillo. Not only is he an often good dinner</p> <p>24 partner and conversationalist during that time, I</p> <p>25 appreciate the often different points of view that</p>	<p style="text-align: right;">144</p> <p>1 administrators and these governing councils to very,</p> <p>2 very high standards.</p> <p>3 And they know it. They certainly know it.</p> <p>4 And I think that's wonderful. I think -- as I said</p> <p>5 before, we have 23 of the 57 schools in Spotlight or</p> <p>6 above. There's reasons for that. And, Steve,</p> <p>7 Commissioner Carrillo, is one of the reasons for</p> <p>8 that, for sure.</p> <p>9 THE CHAIR: Thank you.</p> <p>10 Any other comments? Any other</p> <p>11 nominations?</p> <p>12 COMMISSIONER CARRILLO: May I make a</p> <p>13 comment?</p> <p>14 THE CHAIR: Sure.</p> <p>15 COMMISSIONER CARRILLO: I declared</p> <p>16 publicly a couple of days ago that I was running for</p> <p>17 another term. A question I get asked often is about</p> <p>18 the Commission, how does it work and everything</p> <p>19 else. I say, "It doesn't matter where we're all</p> <p>20 from. It doesn't matter all our political</p> <p>21 backgrounds. We get along very well. We work</p> <p>22 toward the solutions, always keeping kids at the</p> <p>23 center."</p> <p>24 And I said, "Other legislature bodies</p> <p>25 could stand to learn from us in how to move forward</p>
<p style="text-align: right;">143</p> <p>1 he offers us.</p> <p>2 And I -- sometimes, not often -- but</p> <p>3 sometimes -- disagree. But that's where we get to</p> <p>4 better decisions being made, when we have that --</p> <p>5 differences in opinions. And we can respect those,</p> <p>6 and we can move on and get to a better place for us.</p> <p>7 And that's what we're supposed to be doing through</p> <p>8 that discourse.</p> <p>9 And there's always that respect for each</p> <p>10 other's opinions. And I think that's a voice that</p> <p>11 is important for us to be able to move forward,</p> <p>12 especially with the Executive Committee, because</p> <p>13 there's a lot of challenges still ahead that we have</p> <p>14 to work on.</p> <p>15 So, hopefully, looking forward to working</p> <p>16 more closely, even.</p> <p>17 THE CHAIR: Steve, do you accept?</p> <p>18 COMMISSIONER CARRILLO: Yes. It would be</p> <p>19 an honor to serve.</p> <p>20 THE CHAIR: Commissioner Beck?</p> <p>21 COMMISSIONER BECK: Yeah. I really</p> <p>22 appreciated Commissioner Carrillo's passion. I</p> <p>23 think he has incredible passion for these schools</p> <p>24 and incredible passion for the kids, and he holds</p> <p>25 these schools and these kids and these</p>	<p style="text-align: right;">145</p> <p>1 with things. And I'm just really proud to be a part</p> <p>2 of this body."</p> <p>3 THE CHAIR: Seeing no other nominations,</p> <p>4 let's go ahead and text our vote to Julia.</p> <p>5 (Brief pause.)</p> <p>6 THE CHAIR: All right. So in a landslide</p> <p>7 vote, Steve, you're the Vice Chair.</p> <p>8 Congratulations.</p> <p>9 COMMISSIONER CARRILLO: So I have a</p> <p>10 question. Does this mean I have to change my seat?</p> <p>11 I have to sit where you sit right now? Is that what</p> <p>12 happens?</p> <p>13 I don't know the rules. We'll cover that</p> <p>14 later.</p> <p>15 (Commissioner Burt, off-mic.)</p> <p>16 COMMISSIONER CARRILLO: Well, I just know</p> <p>17 that the Chair sits there. All right.</p> <p>18 THE CHAIR: Thank you. Thank you very</p> <p>19 much. Congratulations.</p> <p>20 I just want to stay, Commissioner Burt,</p> <p>21 that it's been a pleasure to work with you over</p> <p>22 these last -- this last year. And you have been an</p> <p>23 indispensable Vice Chair to this work, especially</p> <p>24 come March, when it's during contract</p> <p>25 negotiations -- you're welcome, Steve -- and I just</p>

146	<p>1 wanted to acknowledge, like, your brilliance and 2 your smarts and your heart for the work, and you 3 bring so much.</p> <p>4 And I hope you enjoy a little bit of extra 5 time to focus on yourself.</p> <p>6 COMMISSIONER GIPSON: I just want to thank 7 you, because you've worked tirelessly. So it's 8 really -- you know, from the boots on the ground, 9 from the first day that you were elected. So 10 there's -- I know the work. So I just want to say 11 thank you for stepping up, stepping in, and doing 12 the crazy for what you did.</p> <p>13 THE CHAIR: Okay. Commissioner Carrillo.</p> <p>14 COMMISSIONER CARRILLO: Just to kind of 15 echo a little bit -- I'm sorry -- what Ms. Gipson 16 said. Both of you are an absolute pleasure in terms 17 of leadership, style, getting us on track, moving us 18 forward and everything else.</p> <p>19 It's just been -- I have fun, Chair 20 Brauer -- or, I don't know when I stop calling you 21 that. But I have fun with our repartee. And I just 22 respect the heck out of you, and I learn from you in 23 tempering sometimes who I am. Sometimes.</p> <p>24 Anyway, it's a real pleasure.</p> <p>25 THE CHAIR: All right. The last, but not</p>	148	<p>1 you for those comments, very much.</p> <p>2 THE CHAIR: Any other nominations?</p> <p>3 Commissioner Clahchischilliage.</p> <p>4 COMMISSIONER CLAHCHISCHILLIAGE: I just 5 want to commend you for being brave, stepping up 6 after one year on the board. Thank you.</p> <p>7 COMMISSIONER BECK: Not as brave as 8 Commissioner Burt became Chair after one year.</p> <p>9 THE CHAIR: All right. Let's go ahead and 10 text our votes to Julia.</p> <p>11 (Brief pause in proceedings.) 12 All right. It's been a nail-biter, folks, 13 for the last 13 seconds. A nail-biter. Tim, you 14 are our -- 15 (Commissioner Gipson off-mic.) 16 THE CHAIR: Kornacki came back and told 17 me.</p> <p>18 COMMISSIONER BECK: It kind of reminds me 19 of my election to the Commission.</p> <p>20 THE CHAIR: Tim, you've won, ten to zero. 21 Congratulations. You're our next secretary. 22 (Applause). 23 THE CHAIR: I have to say, Commissioner 24 Beck, you were the first one -- first new 25 Commissioner that I met. And so -- like, we had --</p>
147	<p>1 least, seat is the Secretary. So we'll take some 2 nominations.</p> <p>3 Commissioner Carrillo -- or Vice Chair 4 Carrillo.</p> <p>5 COMMISSIONER CARRILLO: Holy smokes; 6 right?</p> <p>7 So I'd like to nominate Commissioner 8 Timothy E. Beck. And it's been so fun getting to 9 know you this last year. But, I mean, I am 10 impressed with the way in which you just dive in and 11 you want to learn, learn, learn, learn. And -- 12 because the Lord knows all of us, that's what we 13 have to do in this body.</p> <p>14 And so -- and I just appreciate, you know, 15 your dedication to kids. And you've been a teacher. 16 And I might be the only one on here that hasn't 17 worked in teaching. I'm not sure. Maybe not you.</p> <p>18 But, anyway, appreciate you very much. 19 Think you'll do a great job as Secretary. And I 20 think it's going to be great having you as part of 21 the Executive Team. I'm looking forward to that 22 part.</p> <p>23 THE CHAIR: Commissioner Beck, do you 24 accept?</p> <p>25 COMMISSIONER BECK: Yes, I do. And thank</p>	149	<p>1 we have a mutual acquaintance or friend that brought 2 us together. He's, like, "We have to have lunch at 3 some point."</p> <p>4 And we did that somewhat early on in 5 the -- I think we weren't elected officially yet, 6 but it was going to be happening. I remember how 7 excited you were to serve and to learn. And the 8 humility that you had was just something that really 9 hit me. And I knew you were going to be great at 10 this.</p> <p>11 So I'm excited for you to take this on. 12 And then, Secretary Armijo, I just want to 13 thank you for your work. And I know that your 14 daytime work did not allow you to be here as much as 15 I think you wanted to. And -- but I just wanted to 16 acknowledge the work that you've done, the effort 17 that you've done throughout the time that you've 18 been the Secretary. So thank you so much.</p> <p>19 All right. So next thing, the Action on 20 Annual Open Meetings Act Resolution. 21 This should be fairly quick. 22 Julia, do you want to give an overview on 23 that?</p> <p>24 MS. JULIA BARNES: Yes. This is a 25 document that is required for you to approve every</p>

<p style="text-align: right;">150</p> <p>1 year. I actually went through it a little bit more 2 with a fine-tooth comb to have it match up exactly 3 with your rules of -- your PEC protocols. 4 And then you'll notice that the Notice for 5 Individuals with Disabilities is now going to be on 6 every single one of our agendas. So you just need 7 to approve it. Then the Chair can sign it, and they 8 will post it. 9 THE CHAIR: Commissioner Carrillo. 10 COMMISSIONER CARRILLO: So I'd like to 11 make a motion to approve. 12 COMMISSIONER INGHAM: Second. 13 THE CHAIR: We have a second from 14 Commissioner Ingham. 15 COMMISSIONER CARRILLO: So I move that the 16 PEC adopt the Open Meetings Act Resolution 17 identified as Document 12 in the meeting materials, 18 and that this document be posted on the PEC website 19 and replace the existing resolution. 20 VICE CHAIR BURT: Second. 21 THE CHAIR: Any discussion? 22 (No response.) 23 THE CHAIR: All those in favor, please say 24 "Aye." 25 (Commissioners so indicate.)</p>	<p style="text-align: right;">152</p> <p>1 amount of learning that I have acquired as a result 2 of listening to you, watching, and seeing you-all in 3 the process. 4 And I'm just so happy that we have 5 selected leaders. I know we're going to learn a lot 6 from Pattie. And, Bekka, you've got to stay at the 7 end of the circle here. 8 And I'm really looking forward to the 9 exchange between Pattie and Steve. I know -- I love 10 watching them, because I love -- I really enjoy 11 listening to the debates, the discussions, and just 12 a lot of learning from it. 13 Thank you so much. You've done an 14 incredible job. 15 And, again, thank you. And Chairman, 16 you've done an excellent job. I've just really 17 admired the way -- your demeanor. It's just so 18 soothing. And when we got into heavy discussions, 19 you just came out and said, "All right. We'll 20 discuss this later. We don't need to make this 21 decision now," and end of discussion. 22 I enjoyed that. Thank you so much. I've 23 learned a lot from you. 24 THE CHAIR: Thank you. Thank you, 25 Commissioner Clahchischilliage.</p>
<p style="text-align: right;">151</p> <p>1 THE CHAIR: All those opposed? 2 (No response.) 3 THE CHAIR: All right. It passes 4 unanimously, ten-zero. 5 All right. So Discussion and Possible 6 Action to Provide Input to Liaisons to Speak on 7 Behalf of the PEC. 8 We have one item there, but I think, 9 Commissioner -- Vice Chair Carrillo, did we talk 10 about it? 11 COMMISSIONER CARRILLO: We covered that 12 yesterday, that we were going to do it in December, 13 for the following session. 14 THE CHAIR: For sure. Okay. Great. 15 Let's move on to Item No. 14, PEC 16 Comments. No discussion or action will be taken 17 here, and not all Commissioners need to be -- you 18 don't have to be moved to share. But if you have 19 something that you would like to share to us, we 20 would love to hear from you. 21 Commissioner Carrillo, I believe -- oh, 22 sorry. Commissioner Clahchischilliage. 23 COMMISSIONER CLAHCHISCHILLIAGE: I just 24 want to thank all of you, as officers, for all that 25 you've done, because there's been a tremendous</p>	<p style="text-align: right;">153</p> <p>1 Commissioner Beck. 2 COMMISSIONER BECK: Hey. I just wanted to 3 say that I think you and Vice Chair and Secretary 4 did an exemplary job in the last year in your -- not 5 a satisfactory job, an exemplary job -- in leading 6 us, in teaching us. So I just wanted you to know my 7 feelings about it. 8 COMMISSIONER TAYLOR: That can still be 9 the lower part of the Vistas score; so -- 10 THE CHAIR: Yeah. Thank you. Thank you 11 for those comments, I think. I think they were -- 12 Commissioner Carrillo. 13 COMMISSIONER CARRILLO: Excuse me. I echo 14 things everybody said. And look at that. It's not 15 even close to 1:00, let alone 2:00. 16 So there was just two things. One, 17 because I am going to talk about it next time. But 18 I wanted to plant the seed that I was -- Native 19 schools and math. Maybe for me this whole next 20 year, that's going to be a focus. Native schools 21 and math. That's just the conversations that keep 22 coming up around the two, you know, and can't be 23 ignored. 24 We all have our work cut out for us. I 25 know that everyone sitting around the dais here is</p>

<p style="text-align: right;">154</p> <p>1 up for it. Absolutely.</p> <p>2 THE CHAIR: Thank you. Vice Chair Burt.</p> <p>3 VICE CHAIR BURT: Thanks. I would be</p> <p>4 remiss, just since you were public about your</p> <p>5 appreciation of us, I do want to take a moment and</p> <p>6 just say thanks to Melissa and Alan. It really has</p> <p>7 been wonderful working with you two. I've enjoyed</p> <p>8 just about -- every conversation, every time we work</p> <p>9 together, it's been -- I mean, I think we just</p> <p>10 worked really well together, and I appreciate it.</p> <p>11 And I've -- you know, I worked with</p> <p>12 Melissa already on E.C. before you, but I knew what</p> <p>13 to expect. Wasn't sure exactly what to expect from</p> <p>14 you. But I've been very, very, very happy to work</p> <p>15 with you this whole year.</p> <p>16 It's been such a good learning experience</p> <p>17 for me in so many ways, because you and I do things</p> <p>18 differently. I think we, a lot of times, have the</p> <p>19 same end result that we want, which makes it easy to</p> <p>20 work together. But I think you've always been very</p> <p>21 open and receptive to other people. And it's</p> <p>22 something I really appreciate.</p> <p>23 And not to try to, like, inflate your head</p> <p>24 as big as humanly possible right now, but I am very</p> <p>25 grateful for the work you did last year. And I know</p>	<p style="text-align: right;">156</p> <p>1 a -- some sacrifice to participate right now. And</p> <p>2 so I'm grateful for that sacrifice. But it makes me</p> <p>3 so happy to see, like, it churning a little bit.</p> <p>4 It's, like, something I really appreciate about our</p> <p>5 Commission, too.</p> <p>6 THE CHAIR: Thank you for those words and</p> <p>7 sentiments. Definitely, the same.</p> <p>8 Secretary Armijo.</p> <p>9 SECRETARY ARMIJO: I just want to echo</p> <p>10 Bekka, board member, as well, about previous Chair</p> <p>11 Brauer. You know, you did take on a large task.</p> <p>12 Luckily, you had already been in this world, so I</p> <p>13 think it was pretty -- I want to say "easy" for you.</p> <p>14 But it's a hard role to step into. I want to thank</p> <p>15 you for that.</p> <p>16 Bekka, you've always been -- I mean,</p> <p>17 bouncing some things off of you and helping me to</p> <p>18 understand.</p> <p>19 I just want to thank the Commission also</p> <p>20 for putting their trust in me for this role. As he</p> <p>21 said, I did want to be here a lot more than I had</p> <p>22 been. And I just want to thank you all for stepping</p> <p>23 in and making sure that you covered everything when</p> <p>24 I wasn't able to be there.</p> <p>25 But as Bekka said, there's a lot of things</p>
<p style="text-align: right;">155</p> <p>1 how much it's -- how much you get leaned on</p> <p>2 throughout the last year.</p> <p>3 And so I am excited for you to have a</p> <p>4 little bit more free time and be able to enjoy this</p> <p>5 year in a different way.</p> <p>6 But your leadership has been invaluable</p> <p>7 this year. And very grateful for you to have</p> <p>8 stepped up in your, like -- before you even joined</p> <p>9 the board, like, I'm very, very grateful for that.</p> <p>10 And you've been -- it's just a pleasure to</p> <p>11 work with you professionally and personally.</p> <p>12 So I just want to make sure you know that.</p> <p>13 Melissa, you know -- I, like, miss Melissa</p> <p>14 when I don't see her. So, definitely, I've been</p> <p>15 very happy to work with this team. And I know the</p> <p>16 next E.C. coming in is going to do an incredible</p> <p>17 job. I'm so happy that there's new people coming</p> <p>18 on.</p> <p>19 I think it's great. I think anybody</p> <p>20 really can do it. It's -- so I'm looking at, you</p> <p>21 know, other folks that haven't -- I mean, the time</p> <p>22 commitment, I think, is one of the most challenging</p> <p>23 parts.</p> <p>24 But I think everyone can do it. So I'm</p> <p>25 very grateful that -- I do think it takes, like,</p>	<p style="text-align: right;">157</p> <p>1 going on in people's lives, and I just appreciate</p> <p>2 this Commission in being supportive of everything</p> <p>3 everybody does.</p> <p>4 And it was a pleasure serving in this</p> <p>5 capacity, and I am looking forward to a little bit</p> <p>6 of downtime and, you know, just am happy that</p> <p>7 everything is shifting into different roles, and,</p> <p>8 you know, other people's perspectives.</p> <p>9 And it's a great thing. So thank you both</p> <p>10 for your support and thank you to the rest of the</p> <p>11 Commissioners for all your support as well and CSD</p> <p>12 and everybody else, thank you.</p> <p>13 THE CHAIR: Thank you, Secretary Armijo.</p> <p>14 Seeing no other comments, I think this is</p> <p>15 the first time -- have you ever done this as a</p> <p>16 Chair, that we've adjourned -- well, I guess we</p> <p>17 have. I think maybe there was one time where we</p> <p>18 adjourned where we were all here. It's very rare.</p> <p>19 So I will entertain a motion to adjourn.</p> <p>20 Can we get a motion first?</p> <p>21 VICE CHAIR BURT: Move to adjourn.</p> <p>22 THE CHAIR: Oh, I move to adjourn.</p> <p>23 (Off-mic second from unidentified</p> <p>24 Commissioner.)</p> <p>25 THE CHAIR: And we got a second from --</p>

1 you know, I'm, like -- I'm going out with a bang.
 2 All those in favor of adjourning, please
 3 say "Aye."
 4 (Commissioners so indicate.)
 5 THE CHAIR: All those opposed?
 6 (No response.)
 7 THE CHAIR: Okay. Got one more thing.
 8 I'm going to do this one last time. (Indicates.)
 9 All right. We're adjourned.
 10 (Proceedings adjourned at 12:54 p.m.)
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1 RECEIPT
 2 JOB NUMBER: 9090N CC Date: January 19, 2024
 3 PROCEEDINGS: OPEN PUBLIC MEETING
 4 CASE CAPTION: In re: Public Meeting of the Public
 5 Education Commission
 6 *****
 7 ATTORNEY: CORINA CHAVEZ, DIRECTOR
 CHARTER SCHOOL DIVISION
 8 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 9 DATE DELIVERED: _____ DEL'D BY: _____
 10 REC'D BY: _____ TIME: _____
 11 *****
 12 ATTORNEY:
 13 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 14 DATE DELIVERED: _____ DEL'D BY: _____
 15 REC'D BY: _____ TIME: _____
 16 *****
 17 ATTORNEY:
 18 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 19 DATE DELIVERED: _____ DEL'D BY: _____
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 2 STATE OF NEW MEXICO
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 7 REPORTER'S CERTIFICATE
 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 9 Court Reporter in the State of New Mexico, do hereby
 10 certify that the foregoing pages constitute a true
 11 transcript of proceedings had before the said
 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
 13 State of New Mexico, County of Santa Fe, in the
 14 matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on January 29, 2024.
 17
 18
 19
 20 _____
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2 STATE OF NEW MEXICO

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19 20 Cynthia C. Chapman RMR-CRR, NM CCR #219
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