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

MICHELLE LUJAN GRISHAM  
GOVERNOR

## Analysis of Renewal Application and Site Visit

### Taos Integrated School of the Arts

**School Address:** 118 Toalne St, Taos, NM 87571

**Head Administrator:** Richard Greywolf

**Business Manager:** Deanna Mooney

**Authorized Grade Levels:** K-8

**Authorized Enrollment Cap:** 180

**Current Enrollment:**

**Contract Term:** July 1, 2015 through June 30, 2020

**Mission:** Taos Integrated School of the Arts will provide its students with an exceptional education that meets or exceeds all New Mexico State Standards. The course of study will be based on an Arts-integrated curriculum that is multicultural and meets all Common Core State Standards. School and student performance will be measured by New Mexico's Public Education annual assessments, nationally recognized short-cycle assessments, student portfolios, and student performances in the Arts domain. The School will cultivate academic skills and knowledge to help all students achieve their highest potential as artistically-minded lifelong learners.

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

**The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October 29, 2019.**  
*Ratings are based on the rubric provided in the application.*

Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<p><b>Department’s Standards of Excellence— A-F School Letter Grades</b></p> <p>Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section.</p> <p><b>Overall NM School Grades SY16 - SY18: D, B, and A</b>  <b>Lowest Performing Students: F in SY16, D in SY17</b></p>	<i>Demonstrates Substantial Progress</i>
1.b	<p><b>Specific Charter Goals</b></p> <p>Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <ol style="list-style-type: none"> <li>1. SHORT CYCLE ASSESSMENT (NWEA) READING – Grades 3-8  <b>Rating for SY19: Meets</b></li> <li>2. ASSESSMENT IN READING (DIBELS) – Grades K-2  <b>Rating for SY19: Meets</b></li> <li>3. SHORT CYCLE ASSESSMENT MATH (NWEA)  <b>Rating for SY19: Does Not Meet</b></li> </ol>	<i>Demonstrates Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b></p> <p>Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section.</p> <p><b>During FY16-FY18, the school had six (6) audit findings, including one repeat and one material weakness or significant deficiency.</b></p>	<i>Demonstrates Substantial Progress</i>
2.b	<p><b>Board of Finance</b></p> <p>Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).</p>	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		

3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	<b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> <li>● <b>Indicator 1b Applicable Education Requirements</b></li> <li>● <b>Indicator 1e English Language Learners</b></li> <li>● <b>Indicator 2a Financial Compliance</b></li> <li>● <b>Indicator 5a Facilities Requirements</b></li> <li>● <b>Indicator 5b Health and Safety Requirements</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

<b>PART C:</b>	<b>Financial Statement is attached</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions are attached</b> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u>20</u> Percentage: <u>100</u> %</b> 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. <b>Number: <u>166</u> Percentage: <u>100</u> %</b>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances are attached</b> A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> <li>1. A narrative description of its facilities</li> <li>2. Attach <u>  </u> facility plans or <u>X</u> the school’s Facility Master Plan</li> <li>3. Attach a copy of the building E Occupancy certificate(s) from <u>Town of Taos</u> number <u>004492</u> and <u>Construction Industries Division</u> number <u>21264</u> and <u>22666</u>                      The maximum capacity is not listed on the certificates.</li> <li>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978</li> </ol>

	<p><b>The school’s letter, dated April 2, 2019, indicates an NMCI score of <u>1.4 %</u> , which is well below the current average of 23.79% (lower is better with zero being perfect).</b></p> <p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.          _____ building is owned by charter school, school district, or government entity;          OR          _____ building is subject to a lease-purchase agreement; OR  <u> X </u> school had provided the appropriate assurances form:  <input type="checkbox"/> Public (Cert A)   X Private (Cert B)   <input type="checkbox"/> Foundation (Cert C)</p>
<p><b>PART F:</b></p>	<p><b>Prior Amendment Requests</b></p> <ul style="list-style-type: none"> <li>• Amendment request to change its material terms to correct a clerical error in the charter with respect to the operational structure on the number of hours required was approved on 2/9/2018.</li> <li>• Amendment request regarding moving into the school’s permanent location for the 2017-2018 school year with the condition that the school submits to the PED all outstanding documentation prior to the occupation of the proposed facility was approved on 9/1/2017.</li> <li>• Amendment request to move from current facilities at 212 Bendix Drive, Taos, New Mexico 87571, to house grades four through eight; and 119 Manzanares Street, Taos, New Mexico 87571, to house grades K through 3, with the conditions that the school must meet all facility requirements and provide a land use permit from Taos Planning and Zoning was approved on 5/13/2016.</li> </ul>
<p><b>Interviews</b></p>	<p><b>A summary of the Stakeholder Interviews is on the following page.</b></p>
<p><b>Other Appendices</b></p>	<p><b>The school did not provide additional appendices.</b></p>
<p><b>School’s Response</b></p>	<p>The school may provide a narrative response to this analysis, which is due no later than November 25, 2019. The response should be uploaded to the Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us.</p>

## Stakeholder Interviews

Stakeholder interviews were conducted on October 29, 2019 at the Taos Integrated School of the Arts. The participants included five (5) parents, fourteen (14) students, two (2) Governing Council members, and four (4) staff members.

Parents were drawn to charter schools after finding oversized classes in the traditional public schools. The parents enjoy that there is a feel of “family” at this school. They also spoke of the smaller class size and that teachers and staff are “kind and caring”. Parents spoke as to how the school integrates the arts into the curriculum and how it helps the students to learn and makes it exciting for them. Some parents spoke about how their students were not necessarily driven by the arts, however these same students are always included, are comfortable performing, never felt embarrassed, and have fun doing it. Parents see students’ grades improving and kids thriving.

Students stated that the mission of the school was to integrate arts with the normal curriculum so that it is not boring. Another student stated that the mission of the school was to “teach us to express ourselves through different ways like art, actual art drawing, acting or dance”. While other students noted they were more “academic students” and wanted to see a wider variety of classes outside the arts. When asked if they were in charge of the school what they would change, one student said “he would maintain what Mr. Greywolf is currently doing, everything has worked smoothly since he has been here”, while others wanted a soccer/football field. Overall, students feel challenged, know that they have tutoring open to them Tuesday through Thursday after school, and can seek out their teachers as well as ask fellow students for assistance.

Of the board members interviewed, one was a parent of two special needs students. Eventually, here at the school, her students were thriving and one later actually tested as gifted. This board member is a believer in this school and wanted to give back and serving on the board is her way of doing so. When asked “how do you see your job as a Governing Council Member”, responses were “we are a board of finance” to make sure monies are spent appropriately and to supervise the head administrator and support his vision for the school. One of these visions is the importance to support community and culture.

Teachers and staff complimented each other’s answers. Many of them initially having their own children as students within the school, and being won over and drawn in as staff after seeing their own children blossom. Teachers enjoy creating lesson plans that integrate the arts, not just on occasion but always; teachers really enjoy the collaboration they have among themselves which helps in creating the community feel at the school. One teacher noted that it was “exciting for students to see their own growth”. The teachers all collectively miss the presence of the Reads to Lead program the school once had.



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

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**Taos Integrated School of the Arts  
November 2019**

## SECTION 1. ACADEMIC PERFORMANCE

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

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

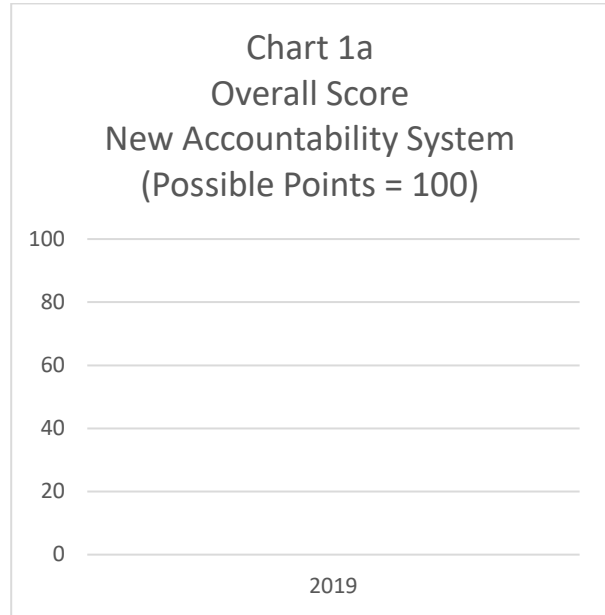
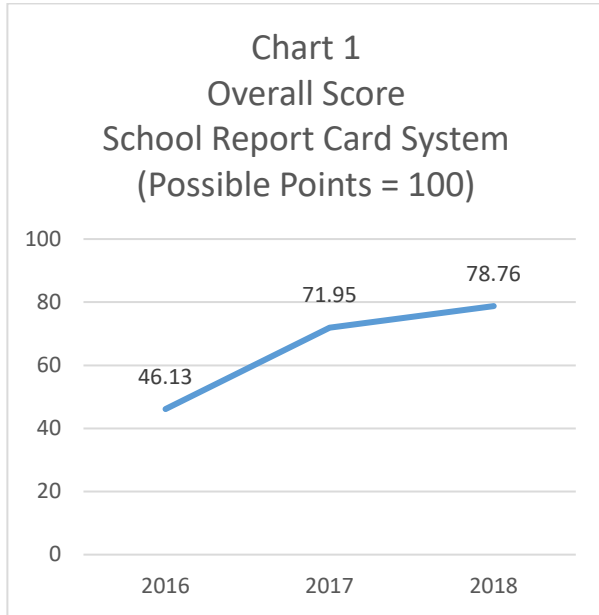
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point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

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

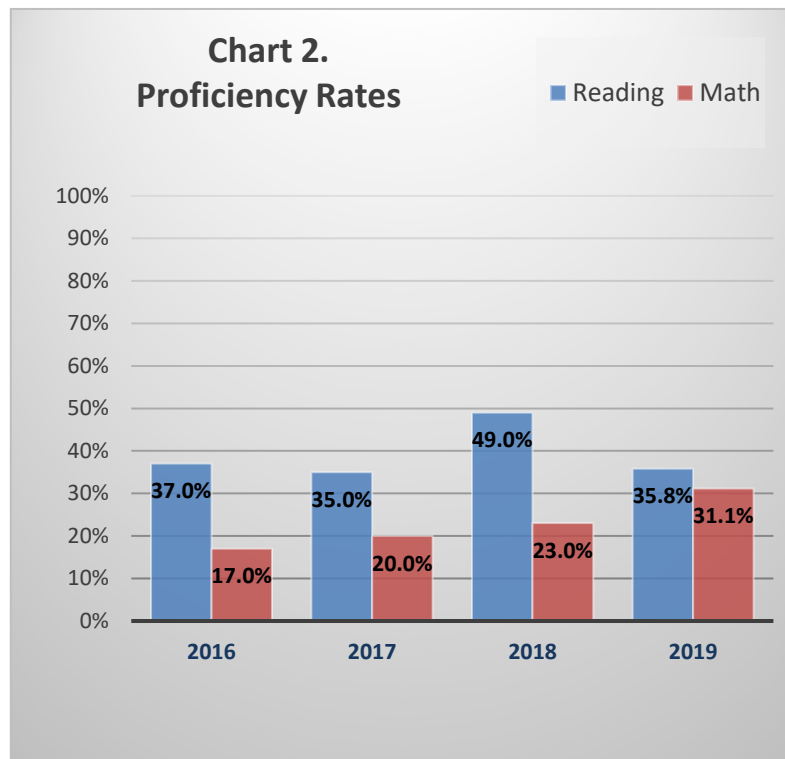
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019, from the new State System of School Support and Accountability, once the reports are released.**

1a. Department's Standards of Excellence

**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).

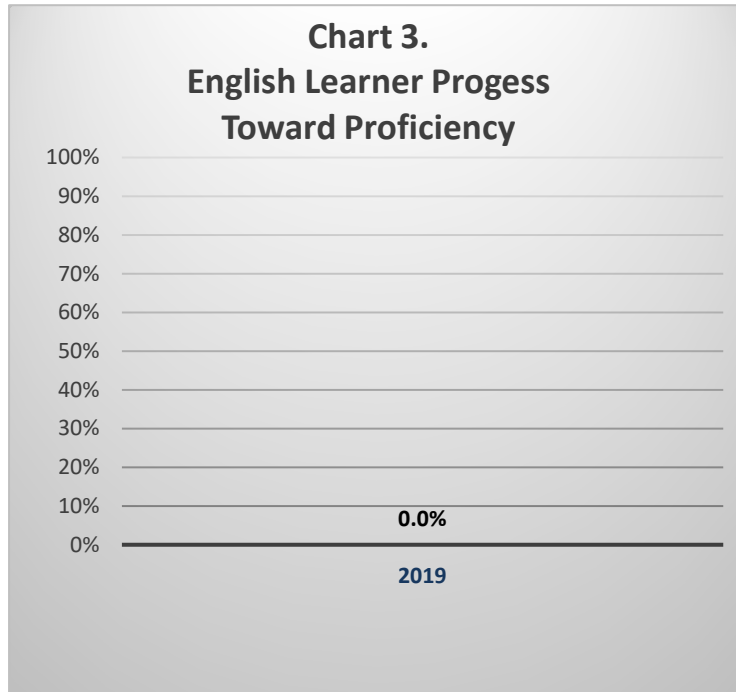


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

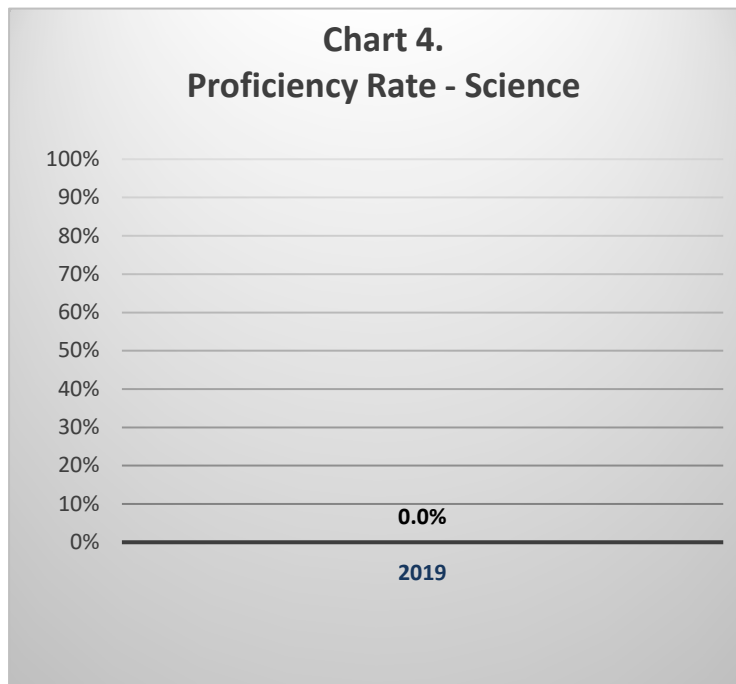




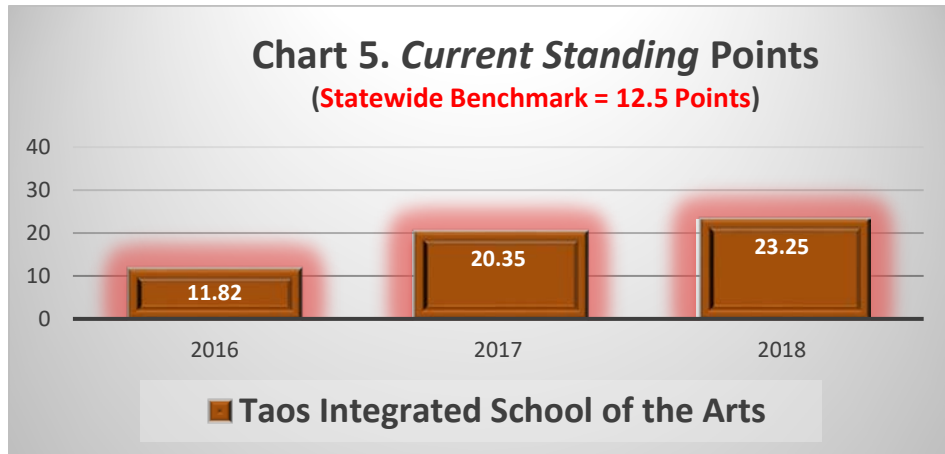
**English Learner Progress toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



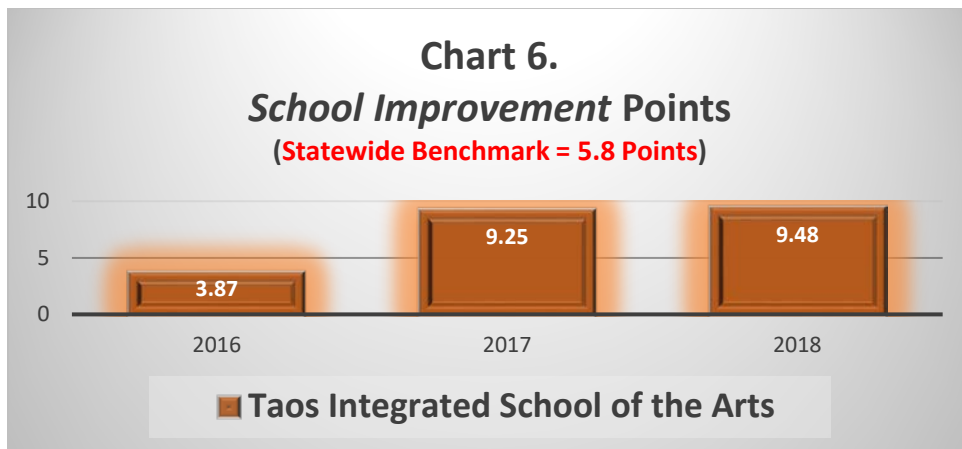
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

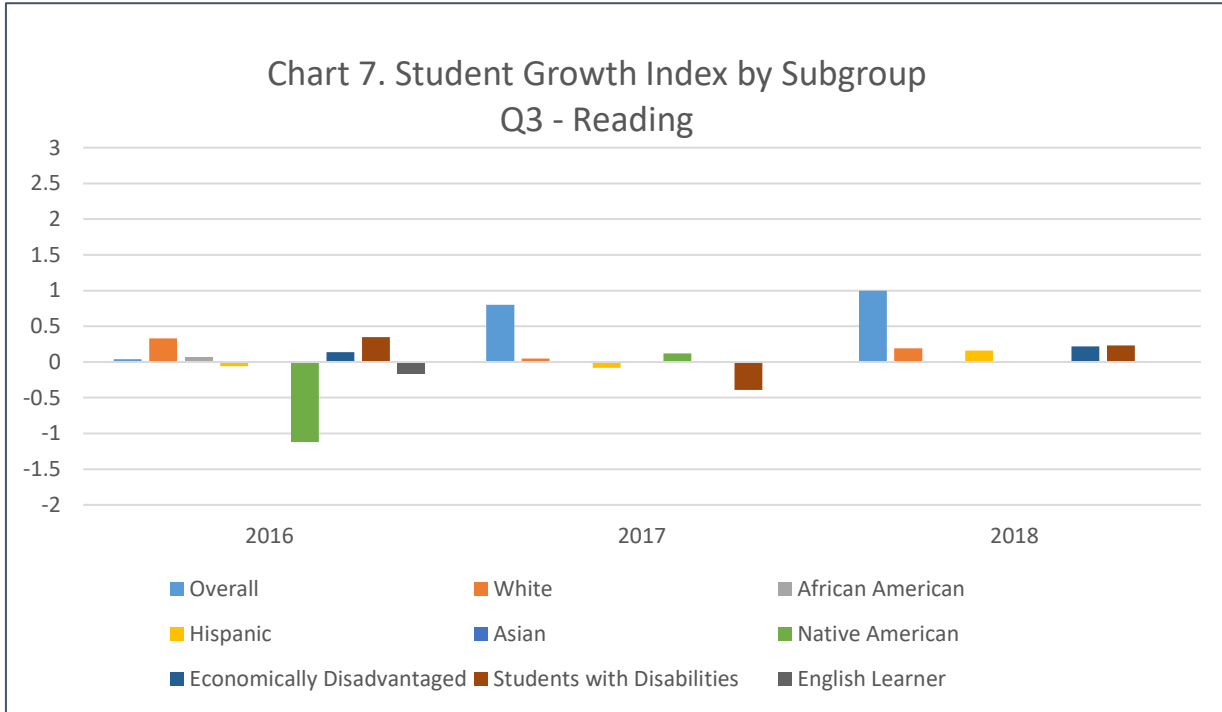


**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



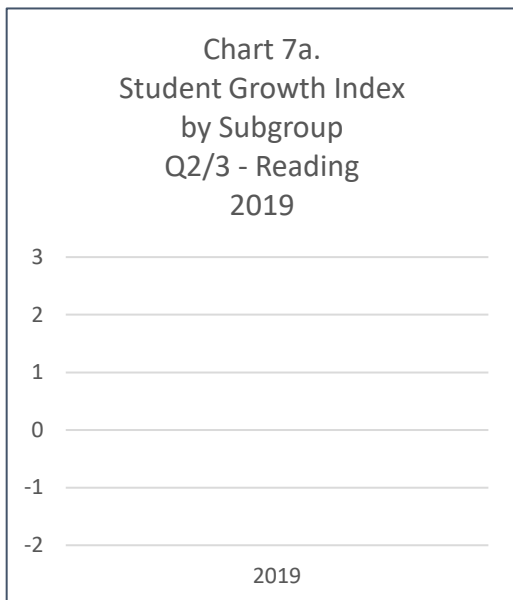
**Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. Subgroups with fewer than 10 students are not displayed in order to mask student identity. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



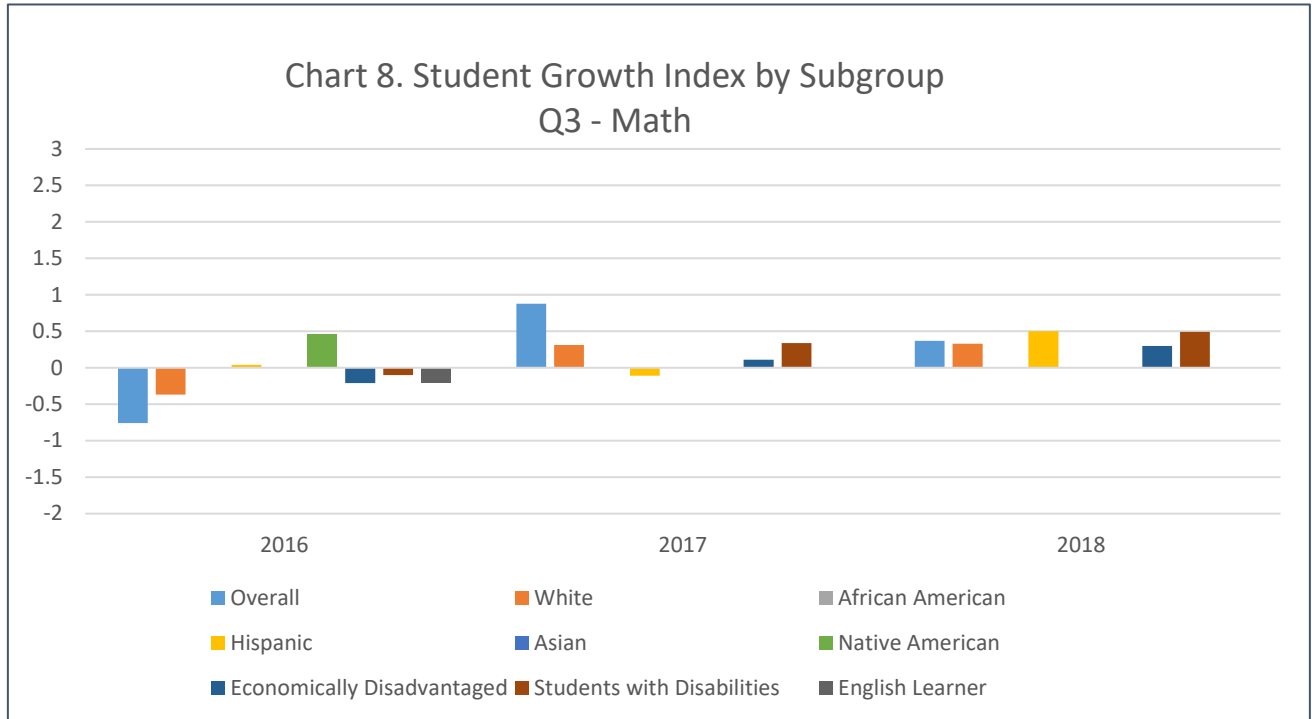
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



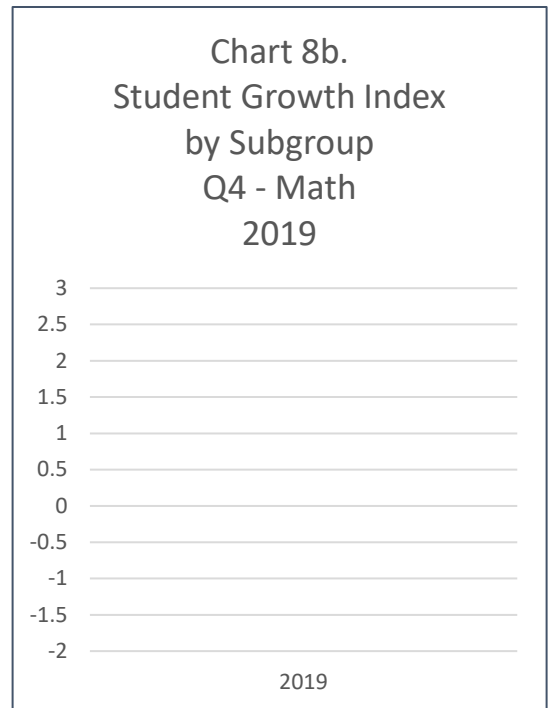
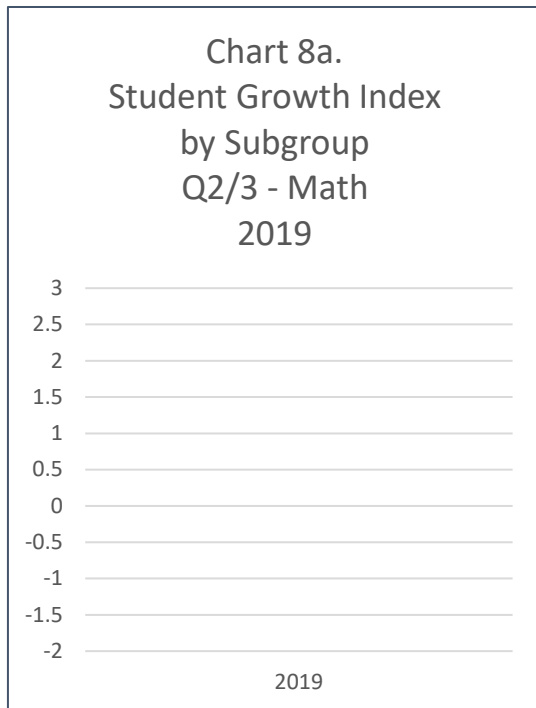
**Subgroup – Higher-Performing Students in Math**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



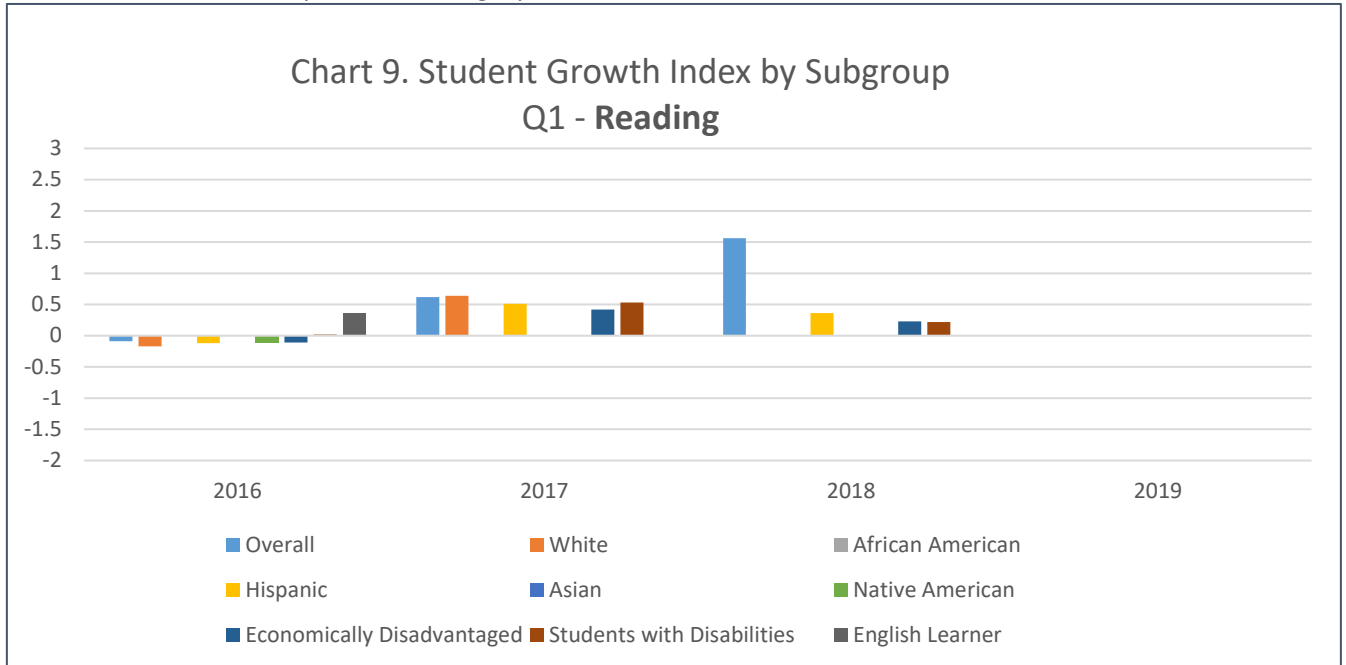
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

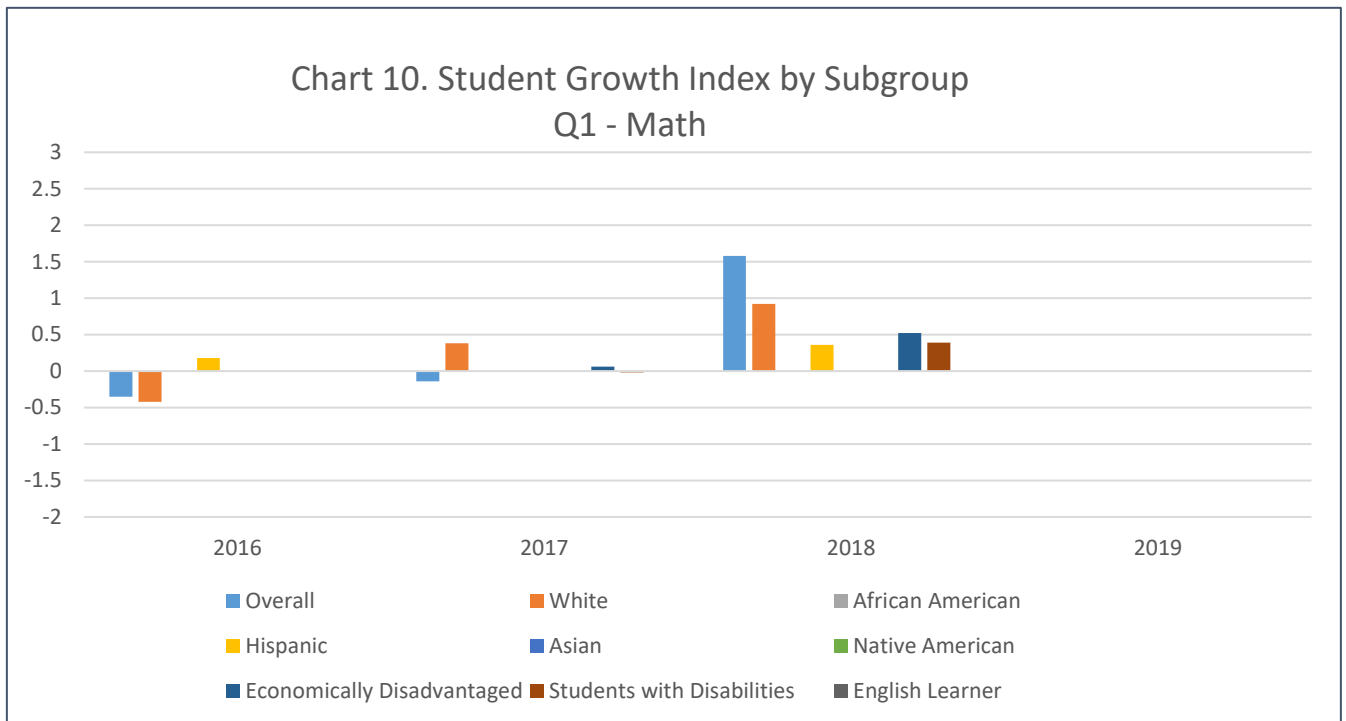


**Subgroup – Lowest-Performing Students in Reading**

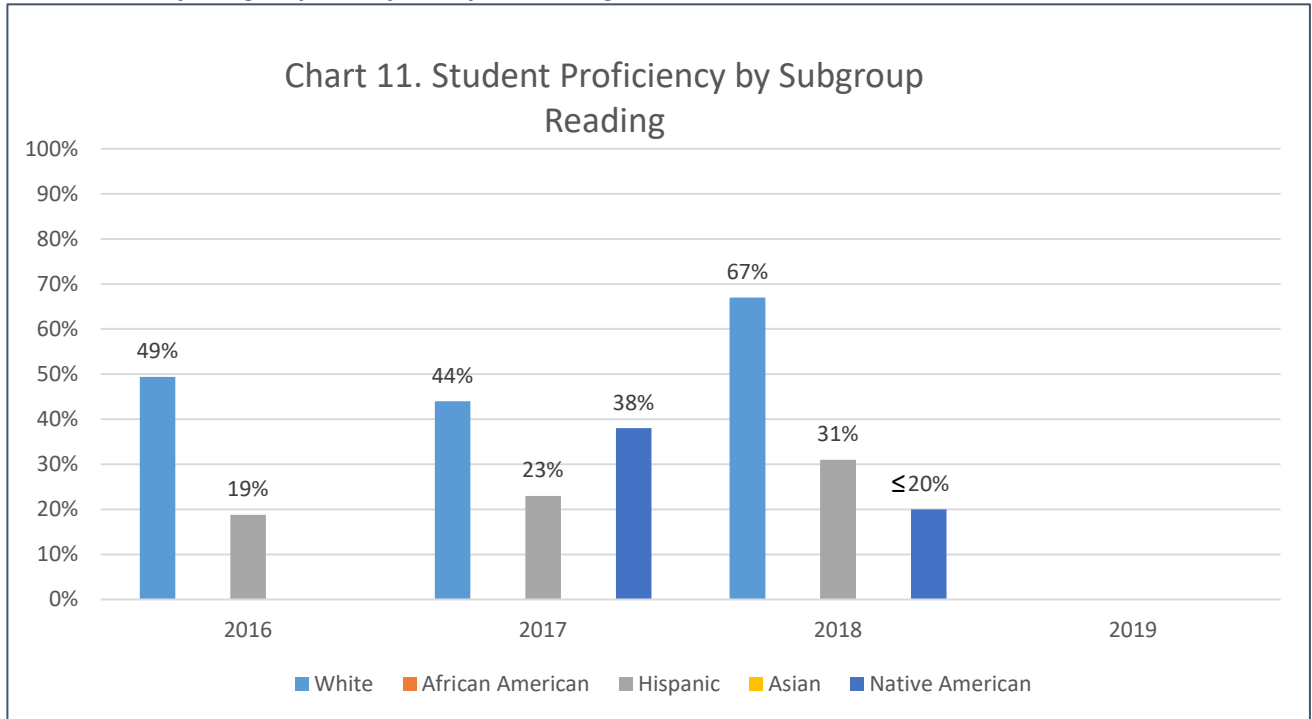
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



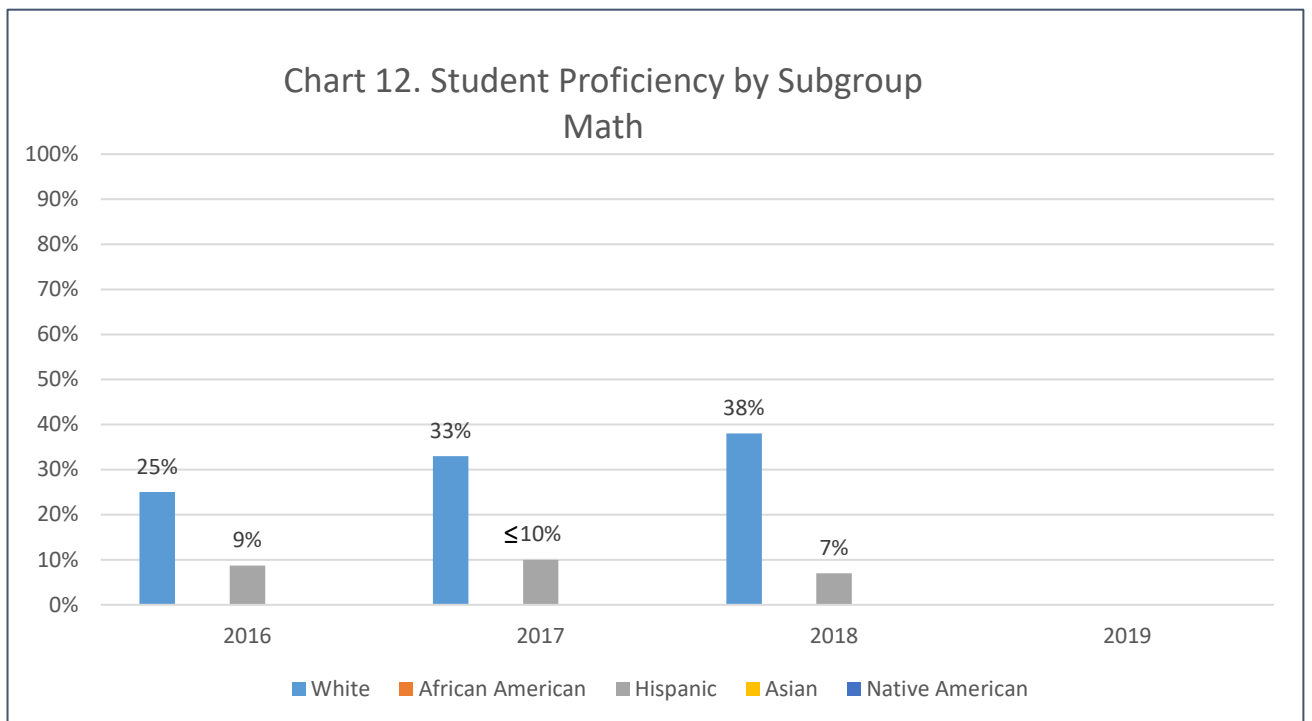
**Subgroup – Lowest-Performing Students in Math**



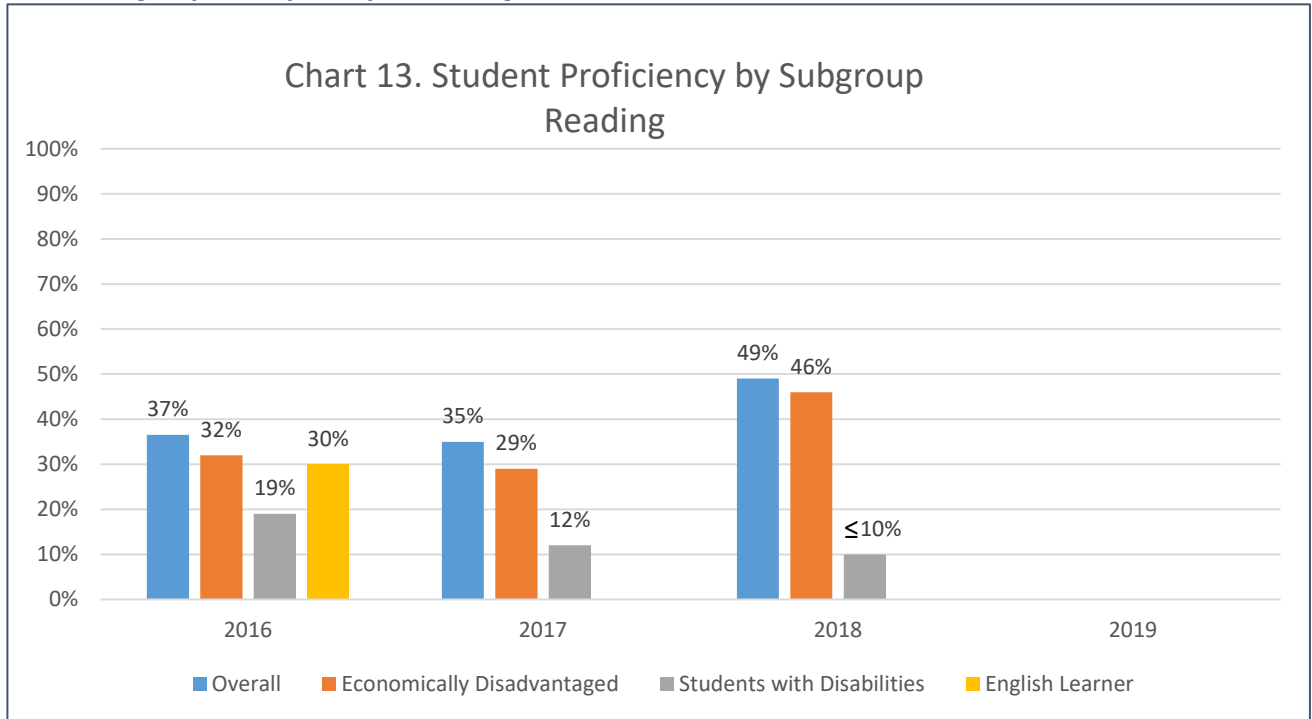
**Race/Ethnicity Subgroups - Proficiency in Reading**



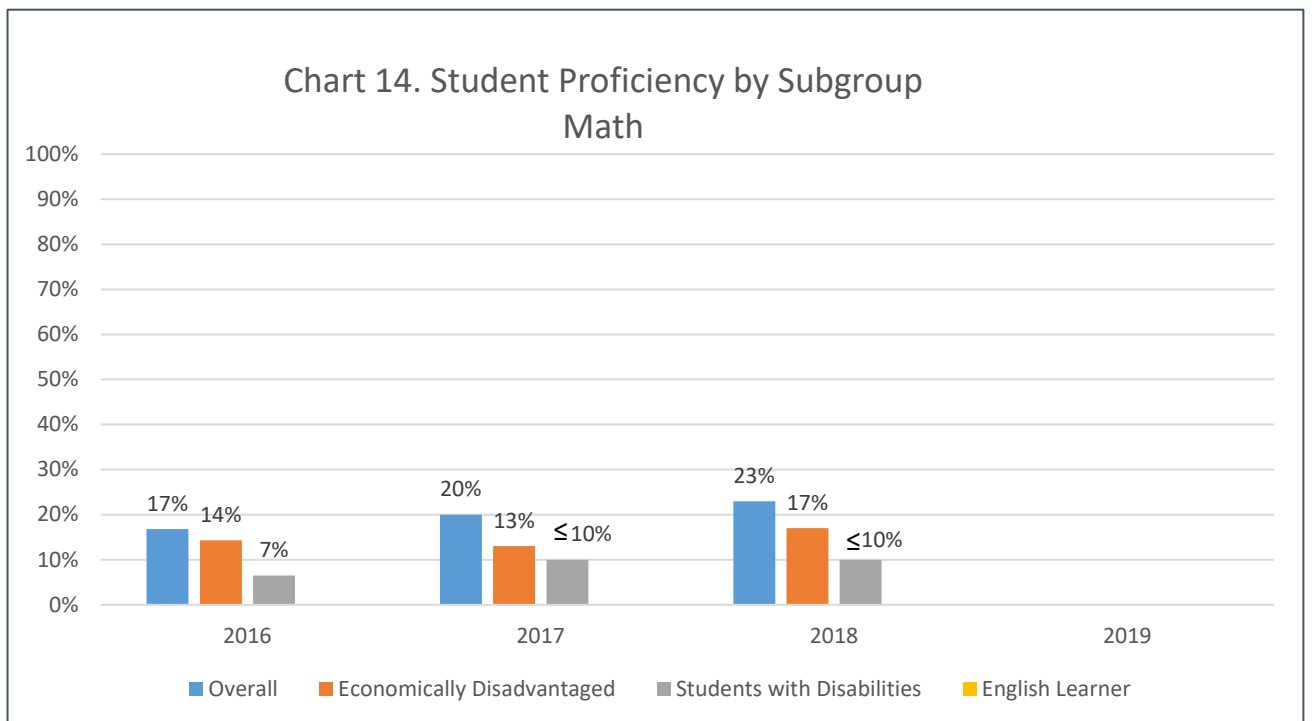
**Race/Ethnicity Subgroups - Proficiency in Math**



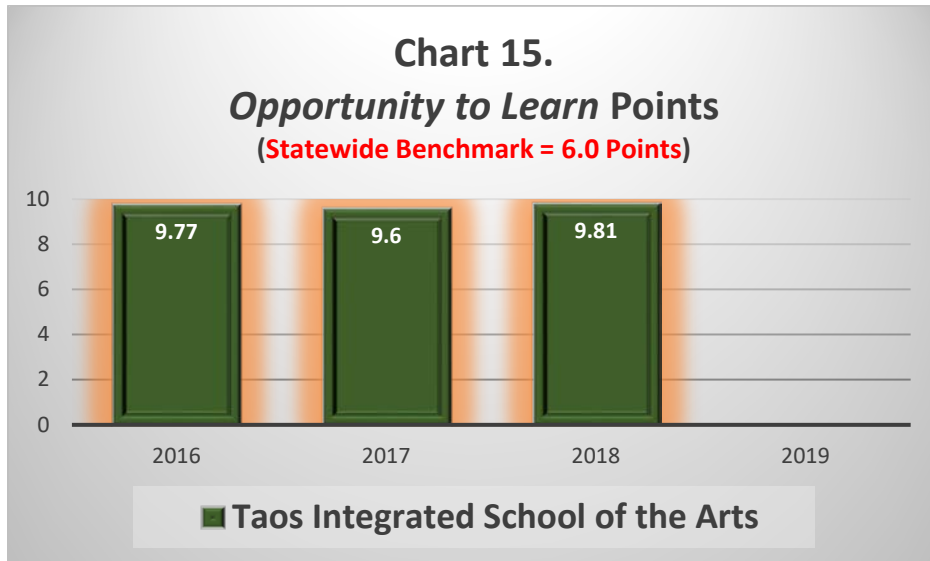
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**



**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.





1b. Specific Charter Goals

This section contains a summary of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators. Please note that the school submitted data in support of revising the goals for each year of the contract. The ratings have not been changed to reflect that data because the school was given an opportunity to correct data in 2018.

### Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING 3-8 Grades Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students in grades 3-8. The school meets the target of this indicator if 70 - 84% of identified students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests “proficient” or “advanced” on the winter or spring short-cycle assessment.
  
2. ASSESSMENT IN READING Short Cycle Assessment data (Dibels) will be used to measure adequate reading progress of Full Academic Year (FAY) students who have attended the school in grades K-2. The school meets the standard if 70-84% or more of identified students test “At or above benchmark” on the winter or spring short-cycle assessment OR advance one category during the year (i.e. from “Well Below Benchmark” to “Below Benchmark”).
  
3. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students. The school meets the target of this indicator if 70- 79% of identified students made at least one full year’s growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR The student tests “proficient” or “advanced” on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>

	Goal 1	Goal 2	Goal 3
<b>2016</b>	Not rated	Not rated	Falls Far Below
<b>2017</b>	Falls Far Below	Falls Far Below	Does Not Meet
<b>2018</b>	Meets	Does Not Meet	Does Not Meet
<b>2019</b>	Meets	Meets	Does Not Meet

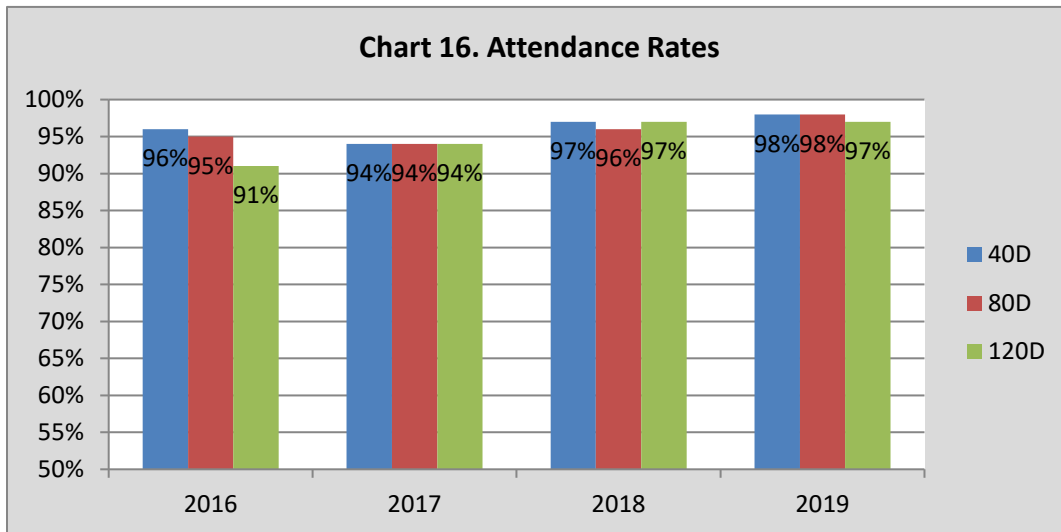
<sup>1</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

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

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

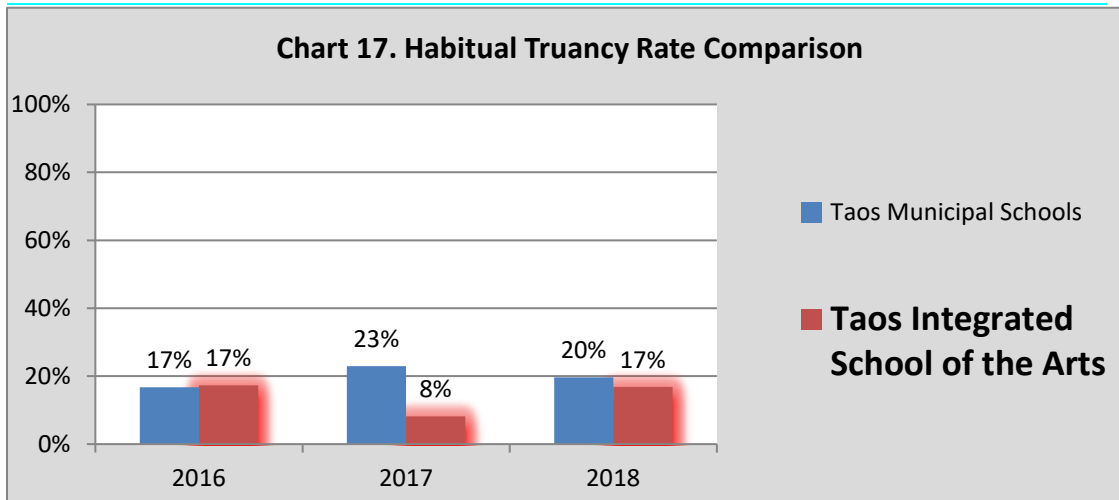
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



**Habitual Truancy (The statewide target is 2% or less.)**

Chart 17 reflects the school’s habitual truancy rate compared to the local district.

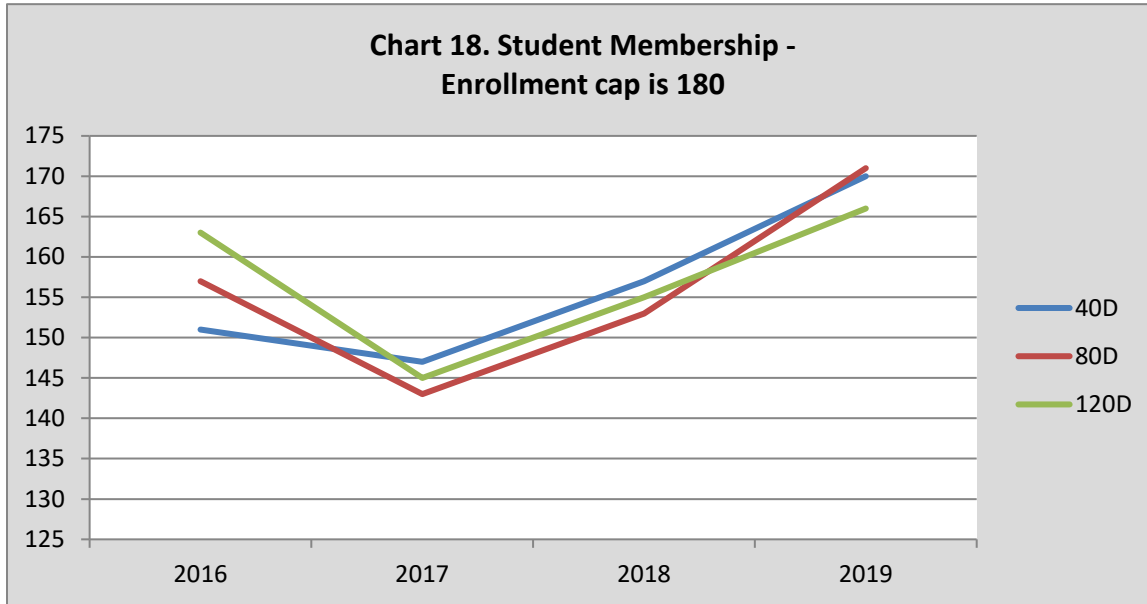
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



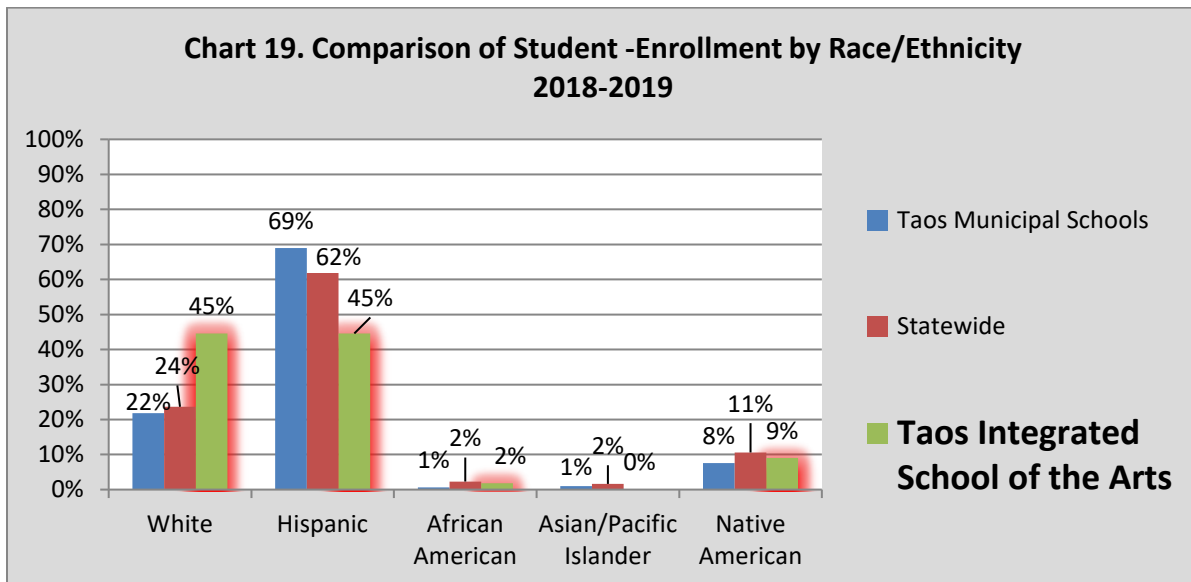
**Student Membership (Enrollment)**

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

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

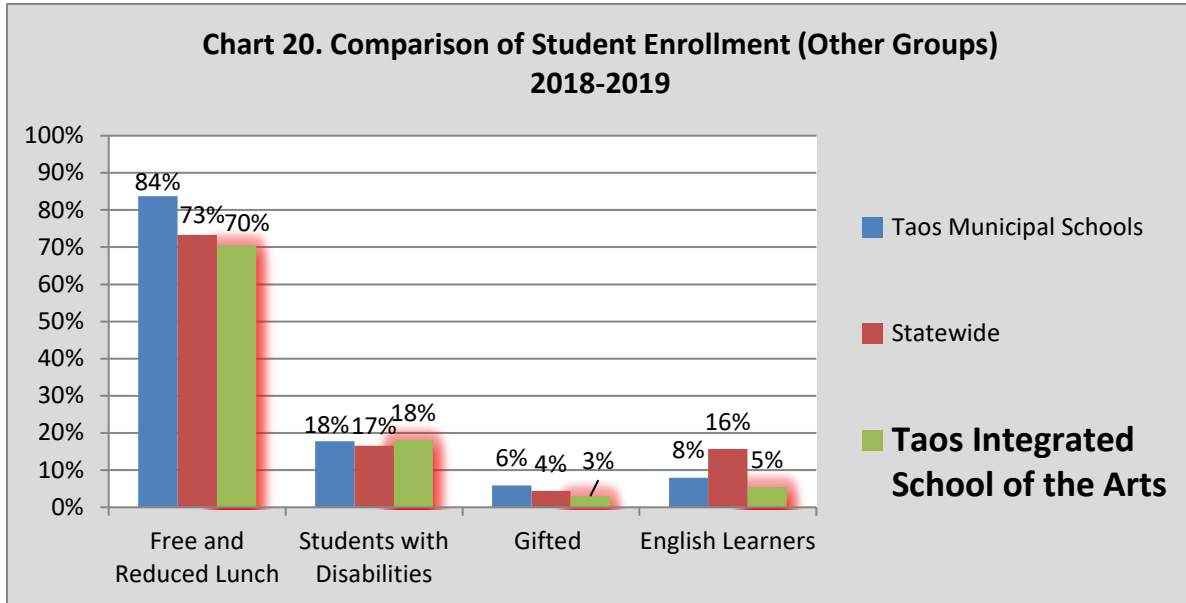


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

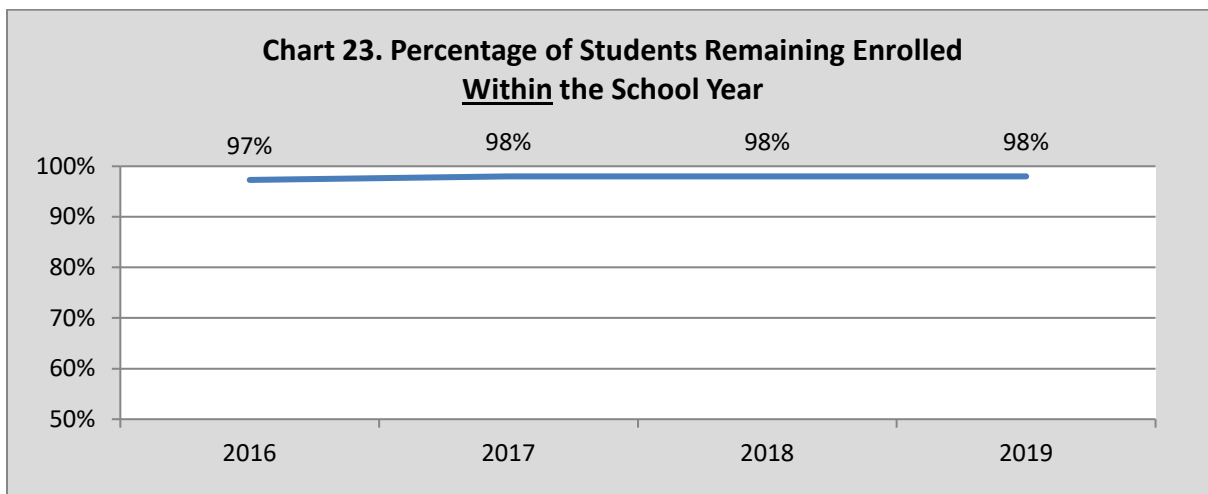


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

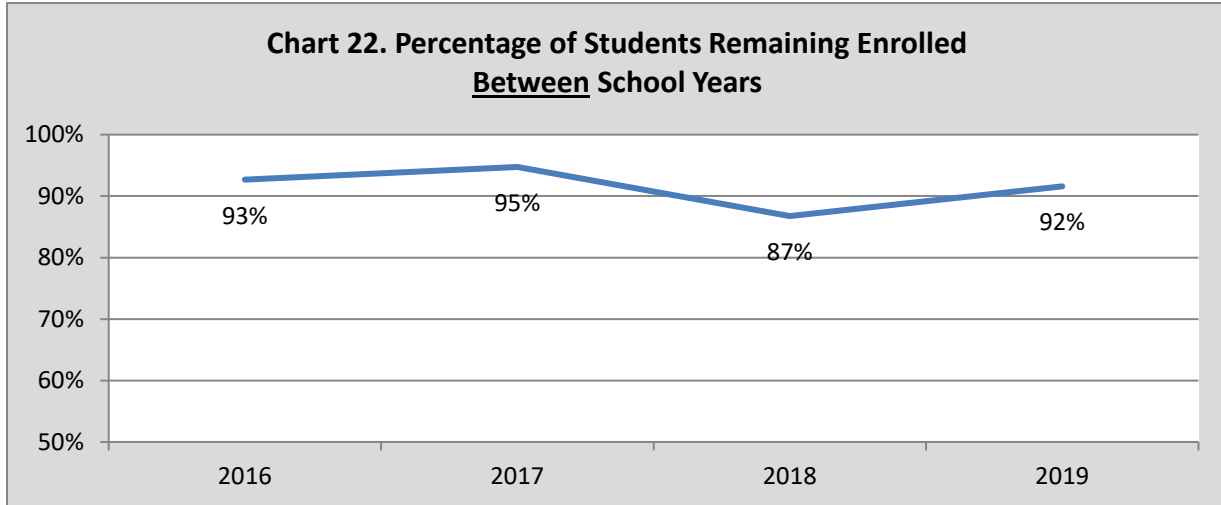
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.



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

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

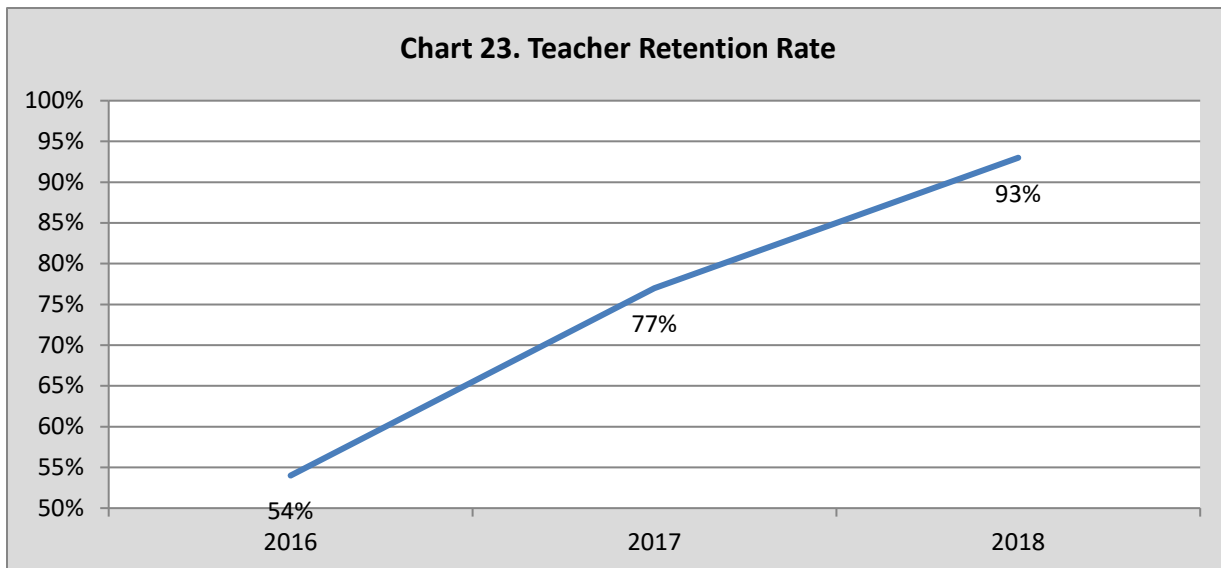


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



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

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	1	0	0
FY17	3	1	0
FY16	2	0	1

### *Summary of Most Recent Fiscal Report*

In FY18, the school received the following audit findings:

**2018-001 Untimely Processing and Submission of Reimbursement Requests (Other Noncompliance)**

**Condition/Context:** As of June 30, 2018, the School had outstanding reimbursement requests that approximated \$221,000, which represents the reimbursement requests for the entire year.

**Management's Response:** The School did comply with the mandatory deadline of Requests for Reimbursements, and does understand the need to submit more often throughout the year. The School agrees to submit BARS at least biannually or quarterly dependent upon the amount of the request.

### 2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### *Educational Program of the School*

Our educational philosophy includes the belief that teaching is both a science and an art. We believe an arts-integrated curriculum facilitates and inspires learning. The arts integration is the thread that holds integrated/thematic instruction together. Multicultural studies and understanding is vital to success for students in the 21<sup>st</sup> century.

The School's educational approach is to provide common core standards instruction through an arts-integrated approach. We deliver traditional instruction in the core subjects and then infuse art projects (including dance, drama, music, visual arts) into each unit of study.

Unless there are exceptional circumstances, classrooms have no more than 1:20 teacher/student ratio.

#### *Student – Focused Term(s).*

All of the School's students will participate in the various arts integration offered by classroom teachers, along with dance, drama and music activities.

Student proficiency of Common Core Standards will be demonstrated by or through integrating the arts throughout grades K-8. This goal will be achieved and assessed by projects, individual electronic portfolios, progress reports, knowledge of artistic conventions, and the use of creative problem solving process. Students will continually use on-going visual thinking strategies.

#### *Teacher – Focused Term(s).*

Teachers will receive ongoing professional development in Visual Thinking Strategies, which we use in conjunction with Taos Harwood Museum.

Teachers will receive at least three integrated arts professional development seminars during the school year. Teachers will sign up to offer arts-integrated units and lessons to their fellow teachers.

#### *Parent – Focused Term(s).*

Parents are invited to serve on the Parent Arts Advisory Council and participate in arts activities during the course of the school year.

3b. Organizational Performance Framework

Please note that the 2018-2019 ratings are not yet finalized. Schools may be in the process of submitting additional documentation and the Academic Indicator cannot be rated until the NM System of School Support and Accountability data is released. This chart will be updated in the packet provided to the Public Education Commission (PEC) and the school in November.

Taos Integrated School for Arts	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00</b> NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01</b> Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00</b> Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01</b> Education Plan: applicable education requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.02</b> Education Plan: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard	meets (or Exceeds) Standard
<b>III-A.03</b> Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	meets (or Exceeds) Standard
<b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.05</b> Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06</b> Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>IV-A.00</b> Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.02</b> Employees: completing required background checks	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.03</b> 4d. General Info: Staff Turnover, if applicable			meets (or Exceeds) Standard
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.02</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable



3c. Governing Body Performance

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

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

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
<b>Ernest Ortega</b>		10/23/2017	Active	8	0	8
<b>Julee LaMure</b>	President	1/13/2016	Active	8	8	0
<b>Pamela Harris</b>	Treasurer	1/16/2018	Active	8	8	0
<b>Pennie Herrera Wardlow</b>	Secretary	1/16/2018	Active	8	8	0
<b>Doris Breier</b>	Vice Pres.	11/9/2016	Active	10	10	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

## OTHER SECTIONS

Part B: Progress Report (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement (to be provided by school)

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to change its material terms to correct a mistake in -- a clerical error in the charter with respect to the operational structure on the number of hours required.	Approve	2/9/2018	NA
Amendment request regarding moving into the school's permanent location for the 2017-2018 school year with the condition that the school submits to the PED all outstanding documentation prior to the occupation of the proposed facility	Approve	9/1/2017	NA
Amendment request to move from current facilities at 212 Bendix Drive, Taos, New Mexico 87571, to house grades four through eight; and 119 Manzanares Street, Taos, New Mexico 87571, to house grades K through 3, with the conditions that the school must meet all facility requirements and provide a land use permit from Taos Planning and Zoning.	Approve	5/13/2016	NA

Figure 8. Amendment Requests and actions.