



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

MICHELLE LUJAN GRISHAM
GOVERNOR

Analysis of Renewal Application and Site Visit Turquoise Trail Charter School

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

Head Administrator: Ray Griffin

Business Manager: Jenny Crysler

Authorized Grade Levels: Pre-K through 8

Authorized Enrollment Cap: 840

Current Enrollment: 638

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

Vision: Turquoise Trail Charter School serves a diverse community of Pre-K through 6th grade students and families in a safe and supportive environment fostering communication, collaboration, critical thinking, and creativity. Students are empowered through a student-centered learning approach. Teaching and learning are research-based, data-driven, and relevant to diverse student needs and interests.

Mission: The School will be a high-achieving student-centered learning school preparing students academically and socially for lifelong success.

PART A:	<p>Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
PART B:	<p>Progress Report provided by the School is attached 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>

<p align="center">The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October 21, 2019. <i>Ratings are based on the rubric provided in the application.</i></p>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	<p>Department’s Standards of Excellence— A-F School Letter Grades 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. Overall NM School Grades SY16 - SY18: B, B, and B Lowest Performing: F in SY16 and D in SY17 and SY18</p>	<i>Demonstrates Substantial Progress</i>
1.b	<p>Specific Charter Goals 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> <ul style="list-style-type: none"> • Short Cycle Assessment Reading Rating in SY19: Meets • Short Cycle Assessment Math Rating in SY19: Exceeds • 21st Century Skills measure by ISTE benchmarks in grades 2 and 5 Rating in SY19: Exceeds 	<i>Meets the Standard</i>
FINANCIAL COMPLIANCE		
2.a	<p>Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During FY16-FY18, the school had thirteen (13) audit findings, including three (3) repeat.</p>	<i>Demonstrates Substantial Progress</i>
2.b	<p>Board of Finance Schools that have maintained all Board of Finance</p>	<i>Meets the Standard</i>

	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).	
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1e English Language Learners • Indicator 1f Attendance Laws • Indicator 2a Financial Compliance • Indicator 5a Facilities Requirements 	<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>Special Education complaint</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

PART C:	Financial Statement is attached 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.
PART D	Affidavits for Petitions are attached <ol style="list-style-type: none"> 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, with certified affidavit. Number: <u>56</u> Percentage: <u>65</u> % 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, with certified affidavit. Number: <u>293</u> Percentage: <u>76</u> %
PART E:	Description of the Charter School Facilities and Assurances are attached 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"> 1. A narrative description of its facilities 2. Attach <u> </u> facility plans or <u>X</u> the school’s Facility Master Plan 3. Attach a copy of the building E Occupancy certificate(s) from <u>Construction Industries Division</u> number <u>16730</u> <u>Maximum capacity is not listed on the certificate.</u>

	<p>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 The school’s letter, dated October 1, 2014, indicates an NMCI score of 5.73% , which is below the average at the time of 18.95% (lower is better with zero being perfect).</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: X Public (Cert A) for Building 1 <input type="checkbox"/> Private (Cert B) for Building 2 <input type="checkbox"/> Foundation (Cert C)</p>
<p>PART F:</p>	<p>Prior Amendment Requests</p> <ul style="list-style-type: none"> • Amendment request to increase enrollment capacity from 490 to 840 was approved on 3/16/2018. • Amendment request to serve grade levels seventh and eighth was approved on 3/16/2018. • Amendment request to change the school’s enrollment cap from 475 to 490 was approved on 6/14/2017.
<p>Interviews</p>	<p>A summary of the Stakeholder Interviews is on the following page.</p>
<p>Other Appendices</p>	<p>The school did not provide additional appendices.</p>
<p>School’s Response</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>

School Stakeholder Interviews

Stakeholder interviews were conducted on October 21, 2019 at Turquoise Trail Charter School. The participants included five (5) parents, eight (8) students, three (3) governing board members, and seven (7) staff members.

Three of the parents in attendance chose to enroll their child/children at Turquoise Trail because they heard great things about the school. Several parents expressed that engagement is a strength at Turquoise Trail. Most parents agreed that communication, especially involving informing parents about grades, has been an issue. They do recognize that it is slowly improving. One parent mentioned that they wish there was a better structure for discipline because sometimes students get out of hand and there are not a lot of repercussions for bad behavior. Several parents were also concerned with growing class sizes. The parents reported that the administrators are available when needed and willing to work with parents.

Two students expressed that they really like Turquoise Trail's student council. When asked if students feel challenged, answers were mixed. Most felt they were only sometimes challenged and it depended upon the class. One student mentioned that when they did not understand, the teachers would take time to help them. One student said that tutoring after school helps too, but another disagreed saying tutoring doesn't always help. According to students, the biggest weakness at the school is the discipline. Echoing one of the parents, a student said that sometimes students are out of control. The school's field is also a concern due to it being overgrown, covered in goat heads, and made smaller because of the middle school portables.

All three governing board members attending the interview joined the board after sending a child to Turquoise Trail. The board members believe that their responsibilities are to oversee the head administrator, make policy, oversee financials, and make sure the school is keeping up with the mission. The board evaluates itself during a summer retreat. The board perpetuates itself through recruiting at open houses and reaching out to the broader community. Potential members may be asked to serve on a committee and observe meetings before they are voted onto the board. On top of looking at overall school performance, the board examines segments of the student population, such as students in special education.

When asked about strengths of the school, several teachers mentioned autonomy and the ability to try new systems and methods. While they acknowledged that the new ideas do not always work, they emphasized that they do not consider that to be negative. The teachers expressed that their role in shaping the school revolves around their interactions with the students. Since many students come to Turquoise Trail in elementary school, staff get to connect with them, get to know them, and build a community. Teachers reported that when it comes to improving student performance they are evaluating programs and having "hard conversations on instruction, curriculum, piloting new programs, and gaps in instruction." Teachers at Turquoise Trail are always looking to improve themselves and students.



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Part A: Preliminary Data Report and Current Charter Contract Terms

**Turquoise Trail Charter School
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).

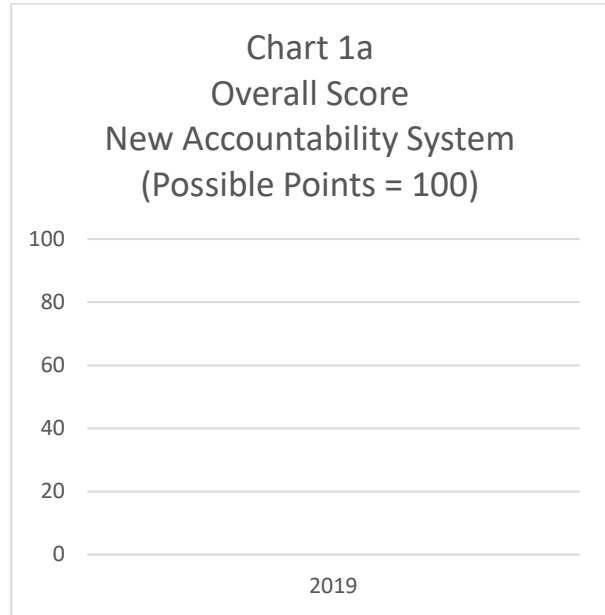
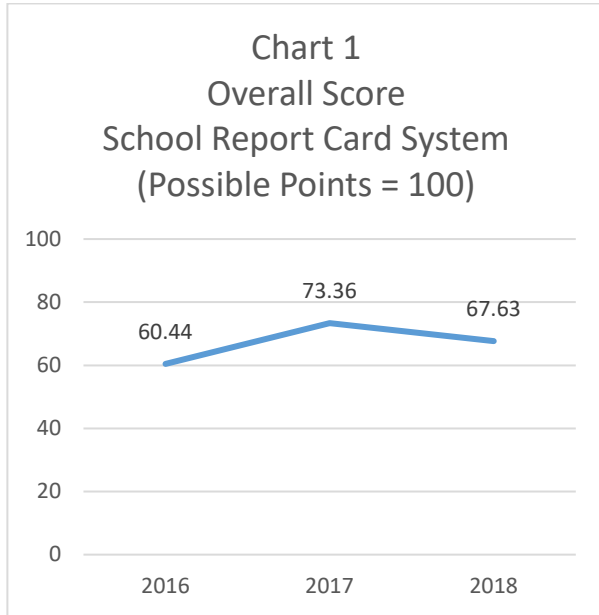
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point 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.

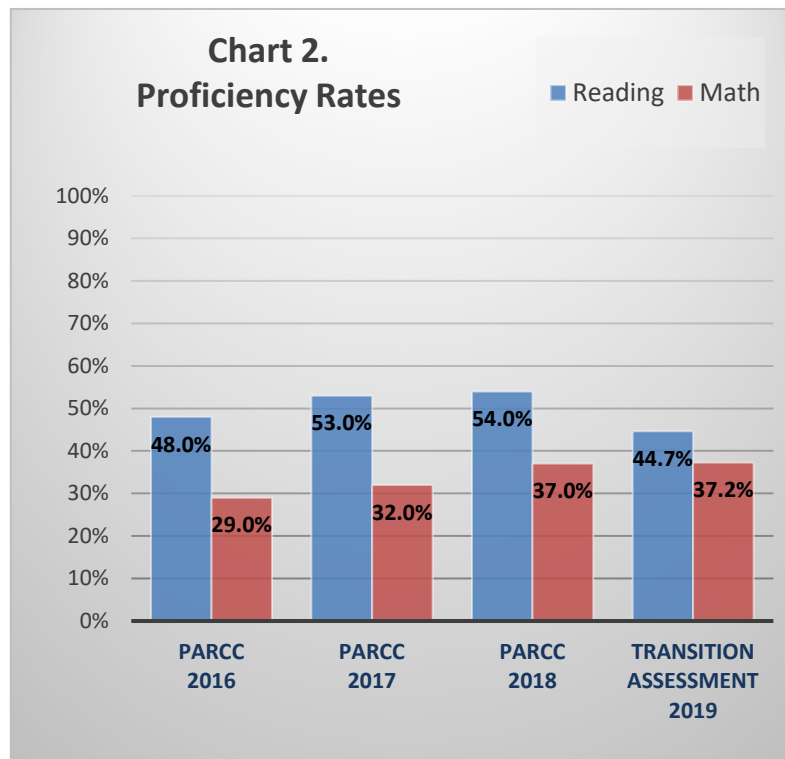
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019,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

1a. Department's Standards of Excellence

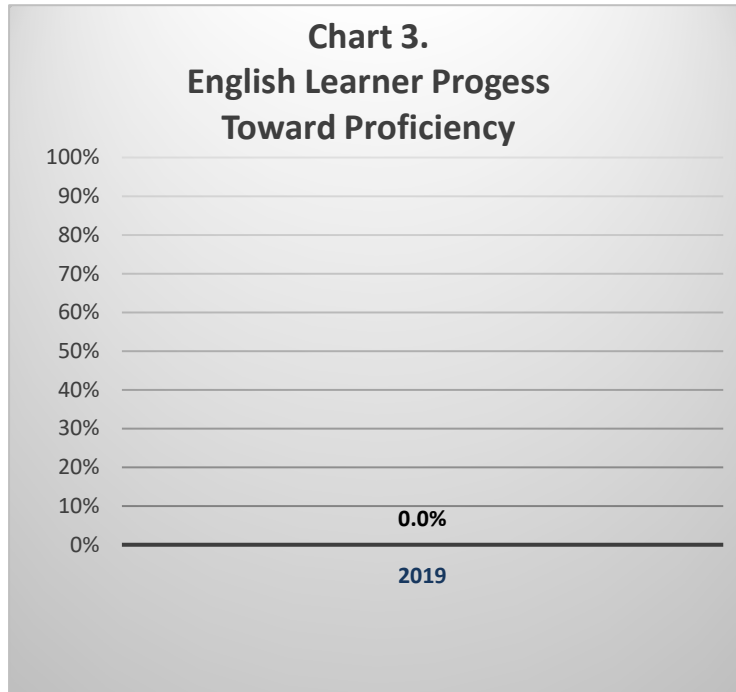
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



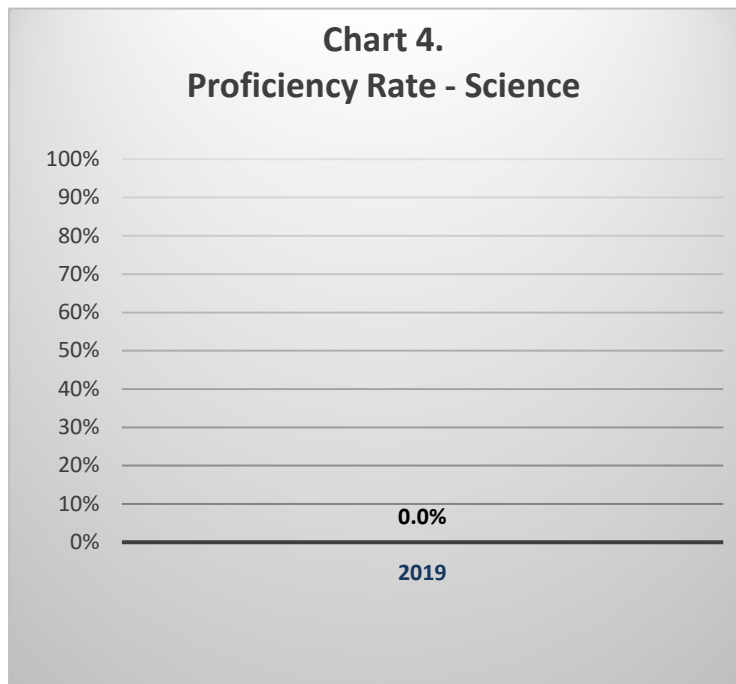
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



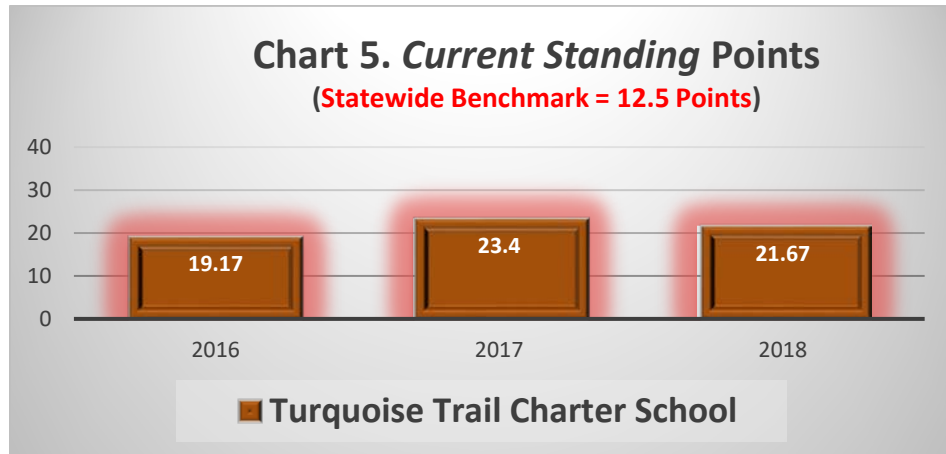
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



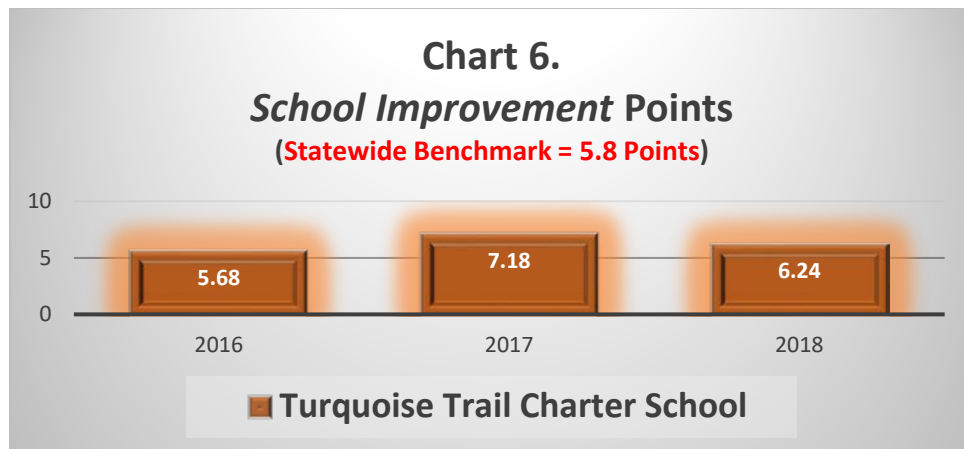
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

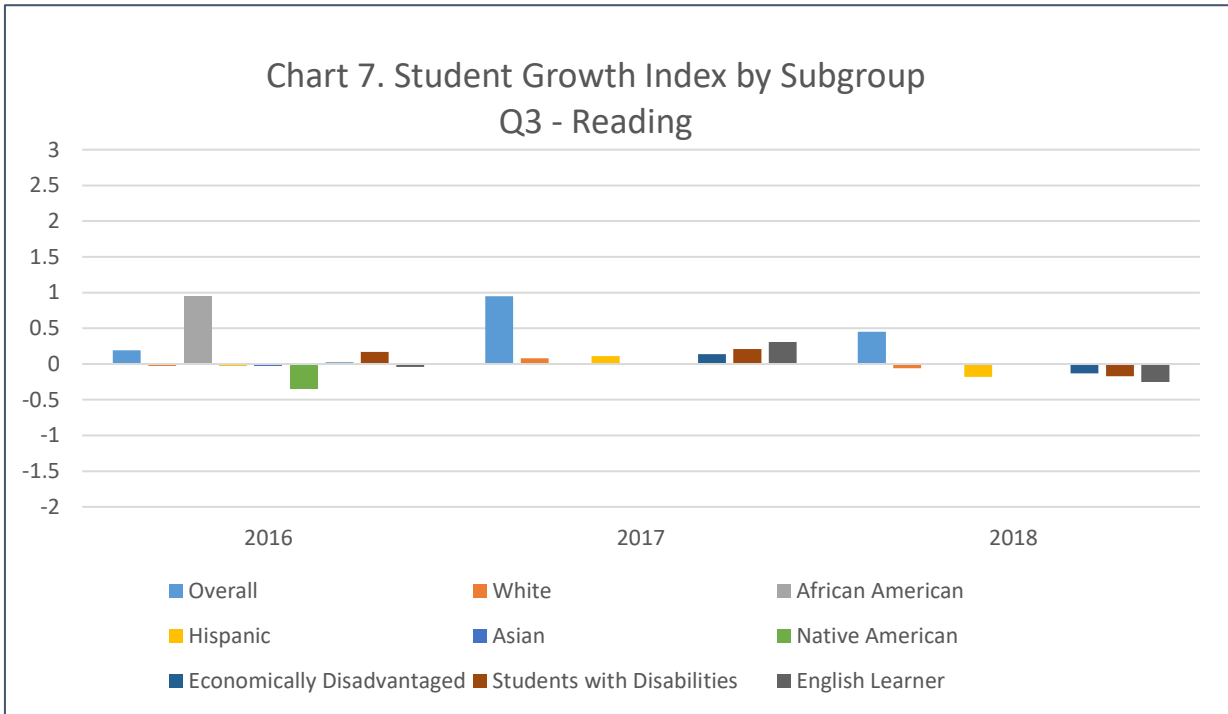


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



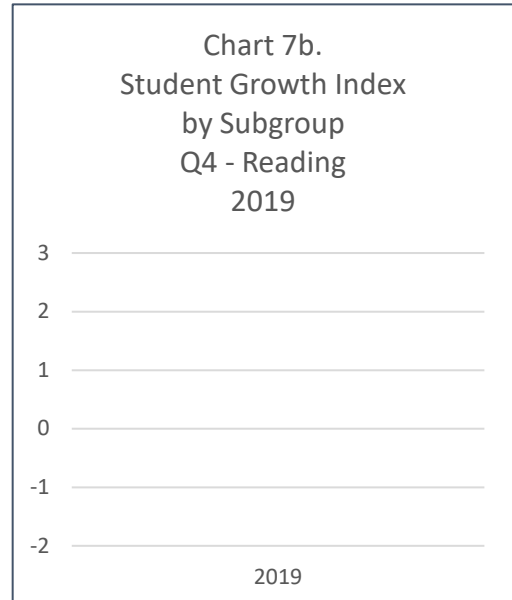
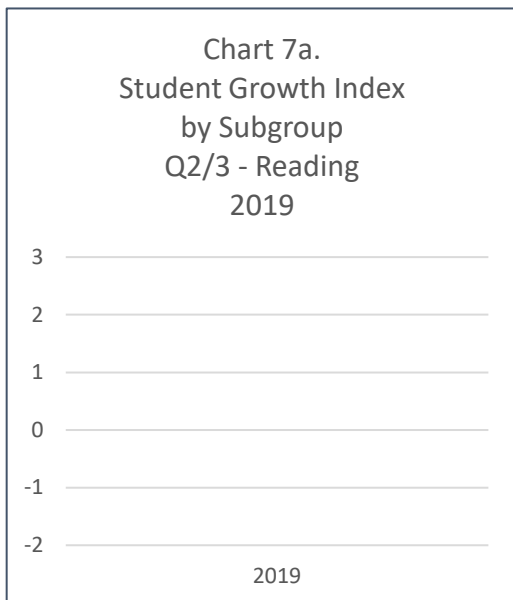
Subgroup – Higher-Performing Students in Reading

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.**



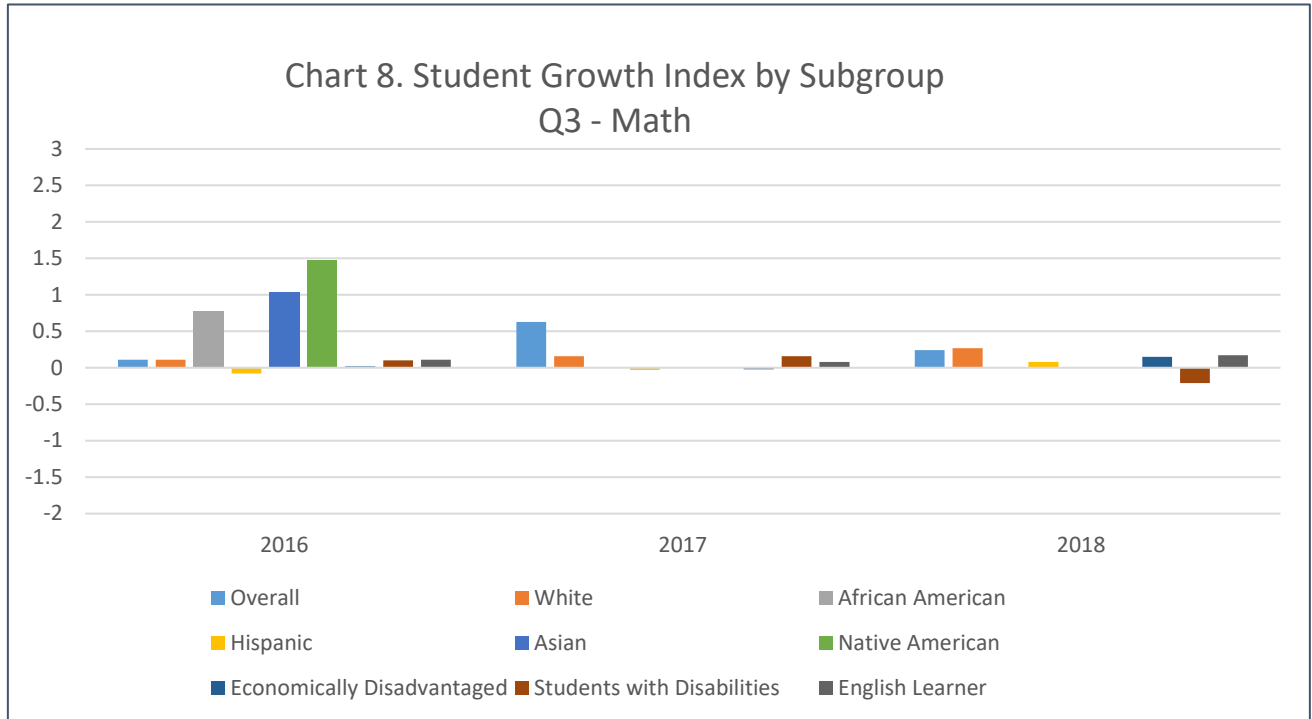
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



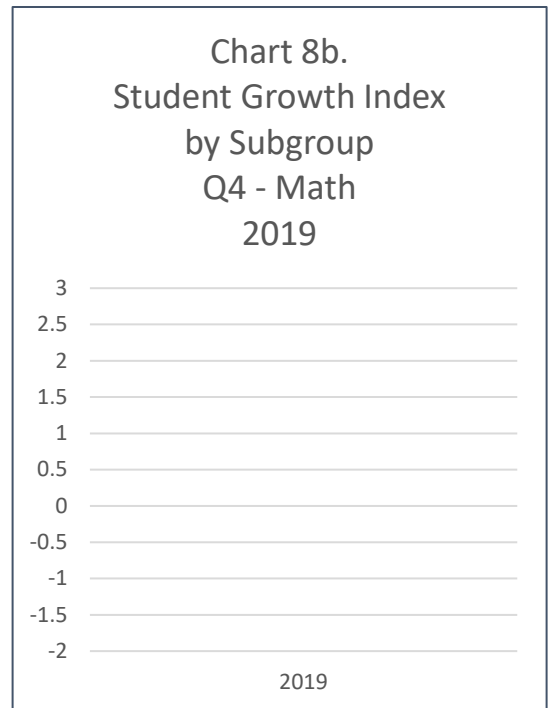
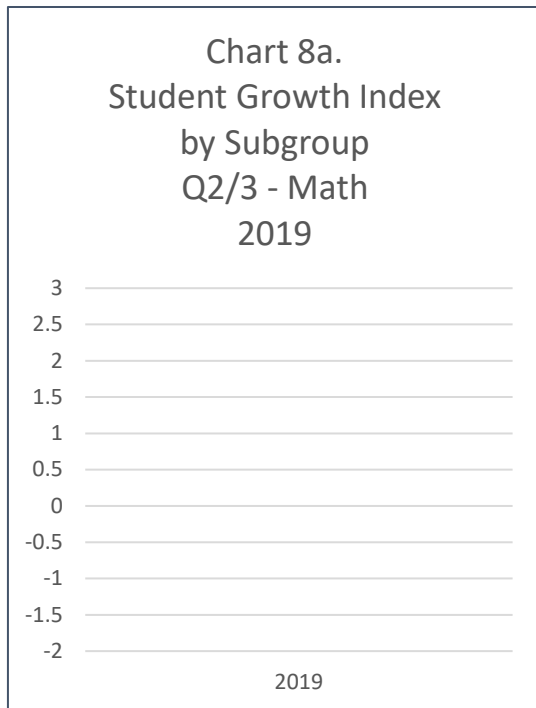
Subgroup – Higher-Performing Students in Math

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



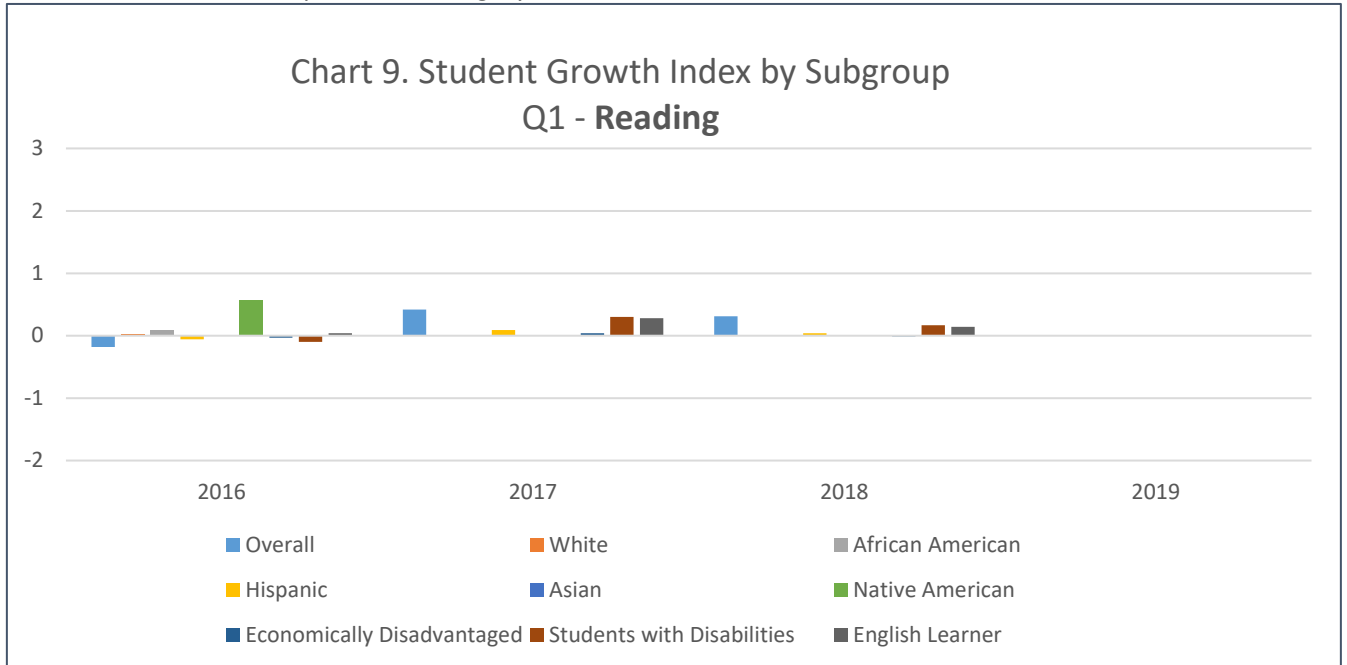
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

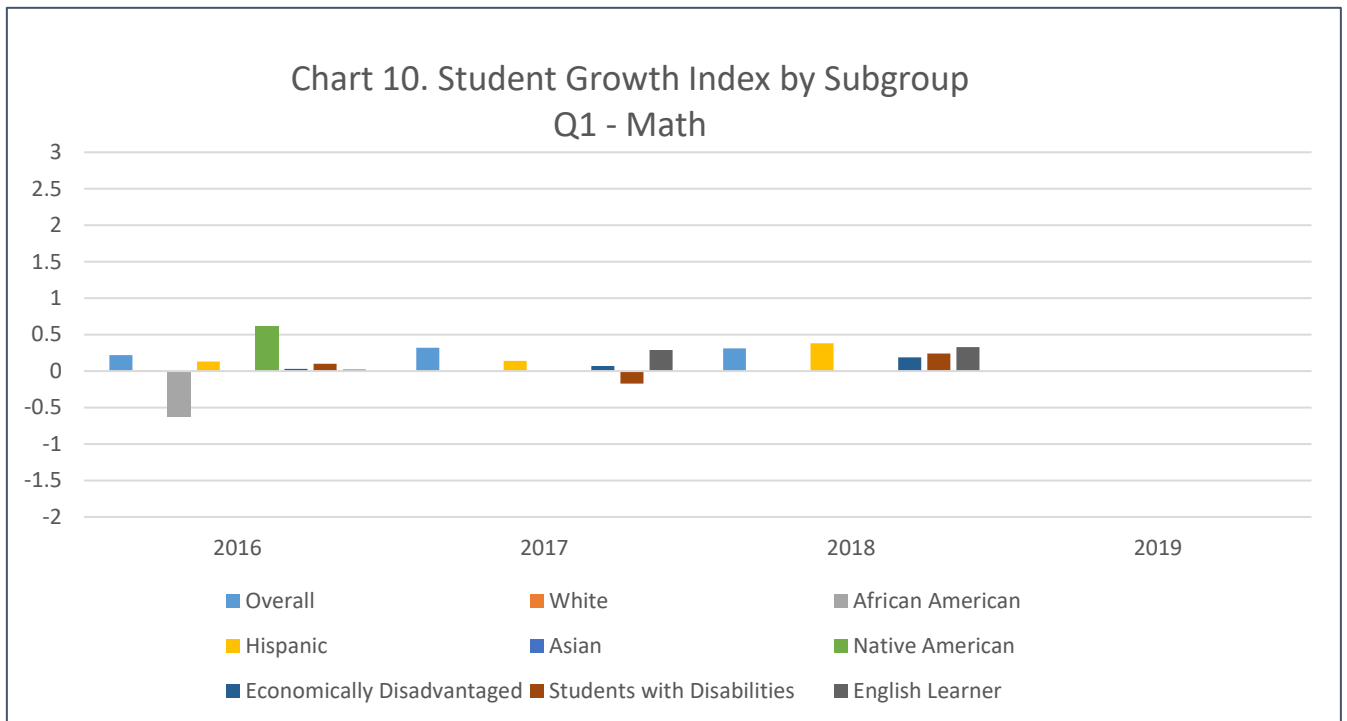


Subgroup – Lowest-Performing Students in Reading

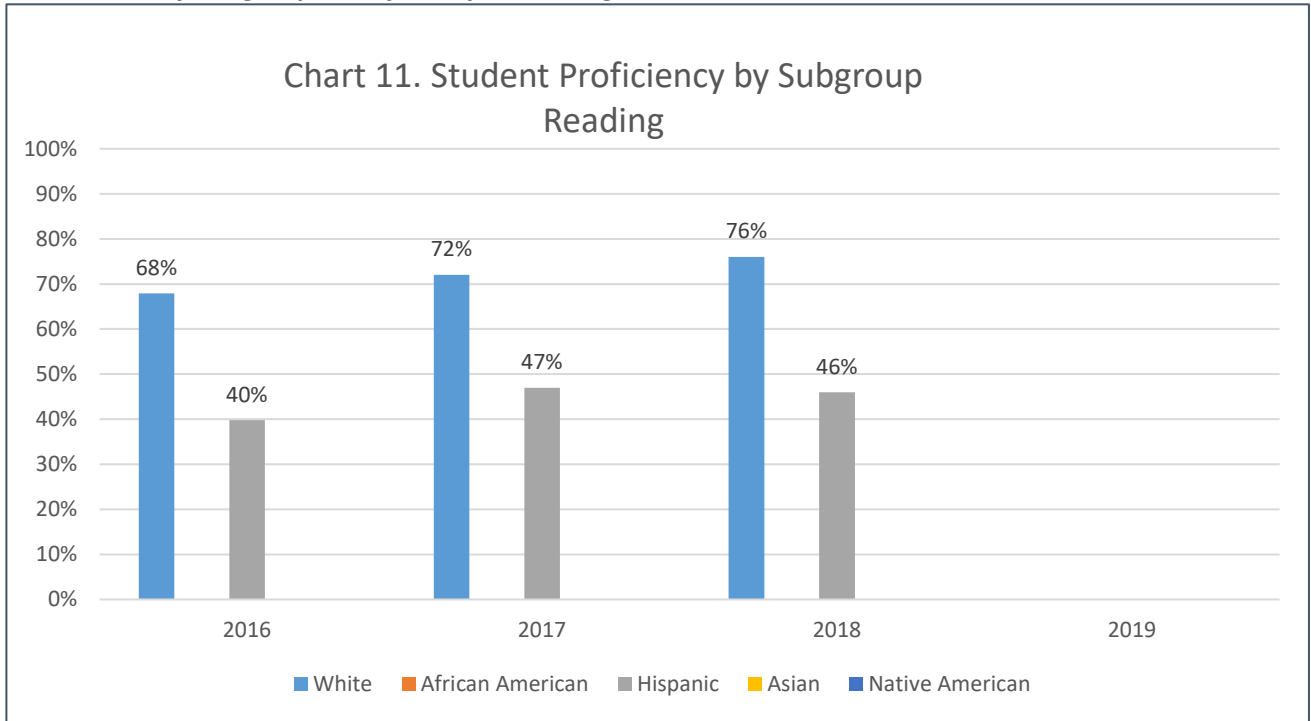
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



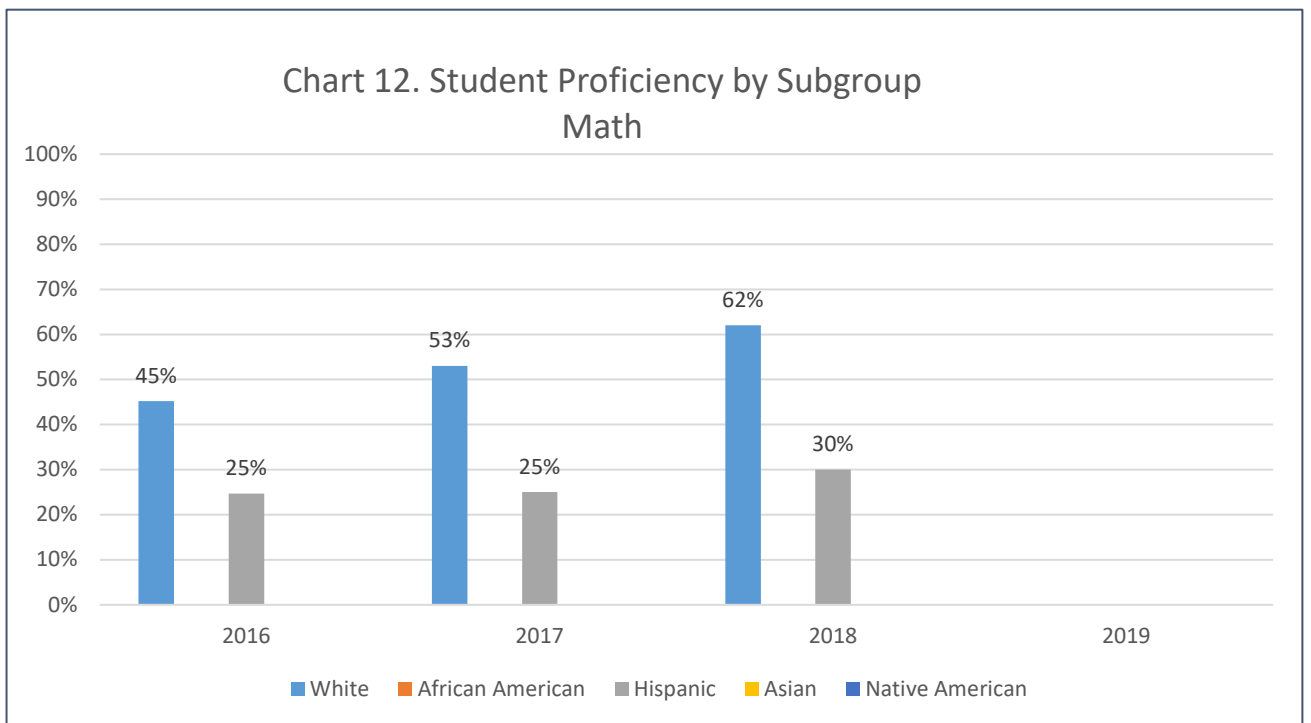
Subgroup – Lowest-Performing Students in Math



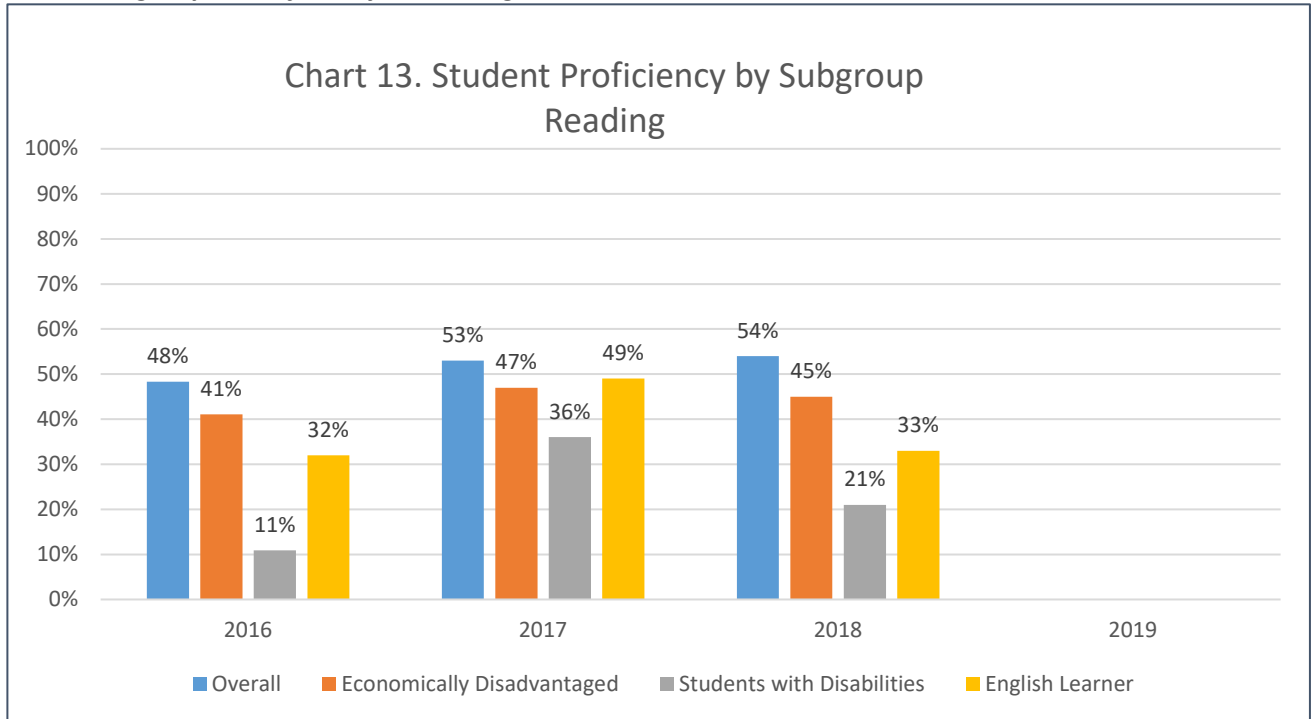
Race/Ethnicity Subgroups - Proficiency in Reading



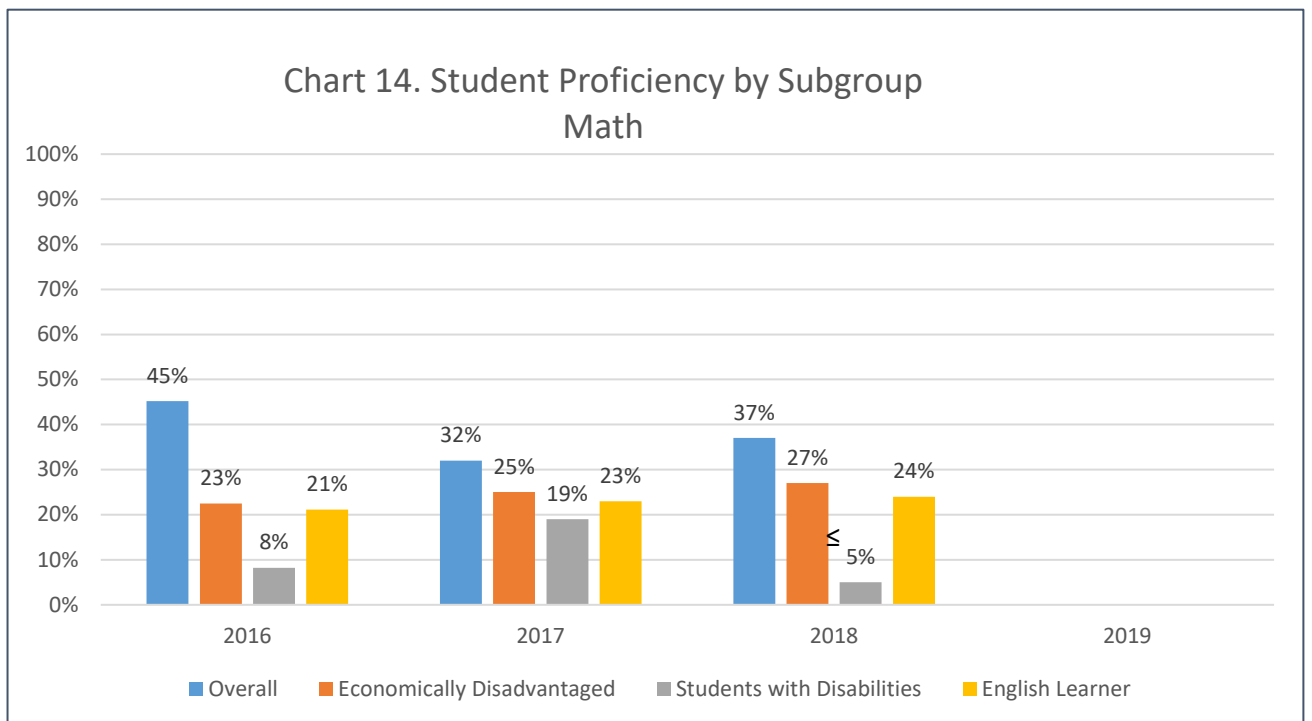
Race/Ethnicity Subgroups - Proficiency in Math



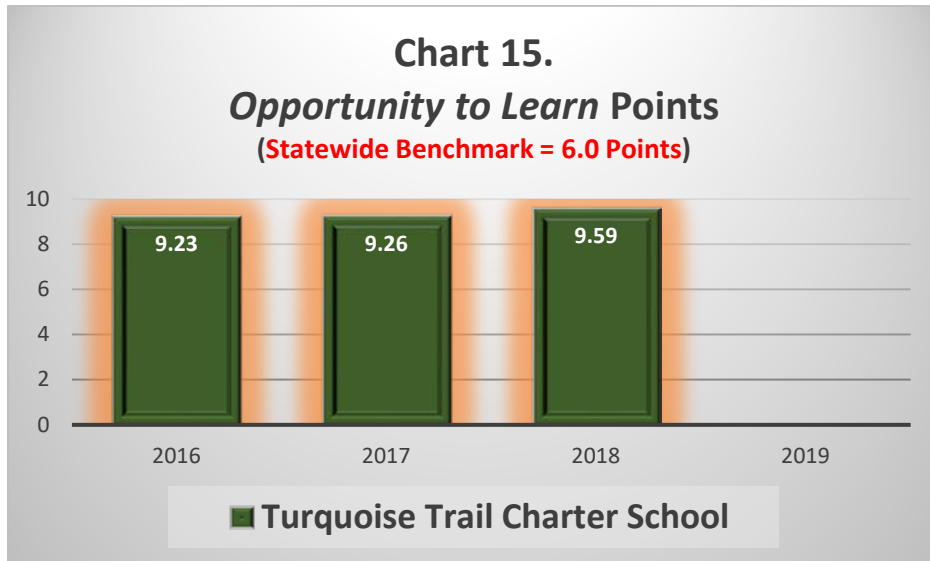
Other Subgroups - Proficiency in Reading



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.

Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING Short Cycle Assessment data (Discovery*) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. 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 at “achievement level III or IV” on the winter or spring short-cycle assessment.
2. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (Discovery*) 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 70-84% of identified students made at least one full year’s growth in math short-cycle assessment scores when comparing beginning year results to later results OR The student tests at “achievement level III or IV” on the winter or spring short-cycle assessment.
3. TTCS students will improve their 21st century skills as measured by ISTE benchmarks in 2nd and 5th grades. (Note: The progress of students in all grades will be assessed as well.) The school meets the standard if 70 - 79% of TTCS students in 2nd and 5th grades show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3
2016	Meets – unverified	Meets –unverified	Not Rated
2017	Meets	Meets	Exceeds
2018	Meets	Meets	Exceeds
2019	Meets	Exceeds	Exceeds

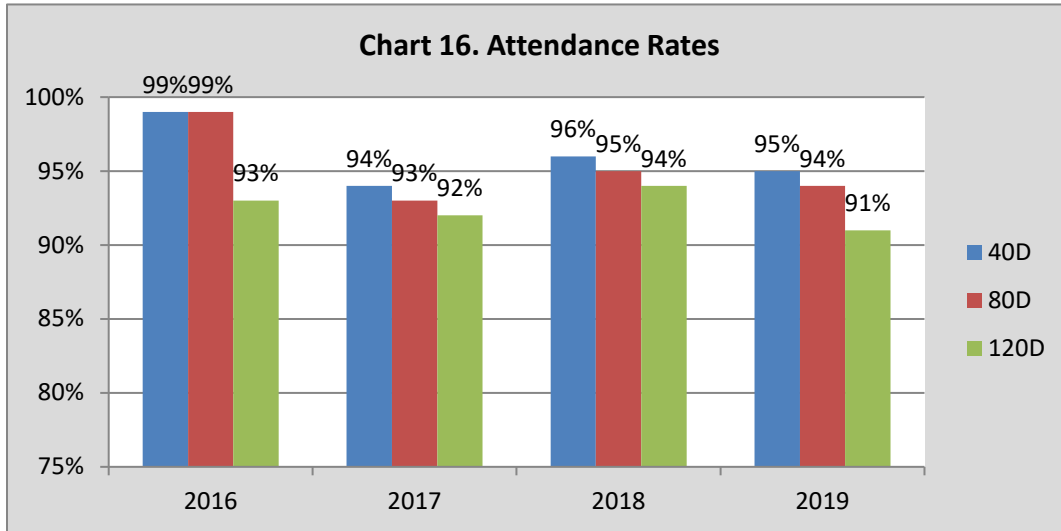
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

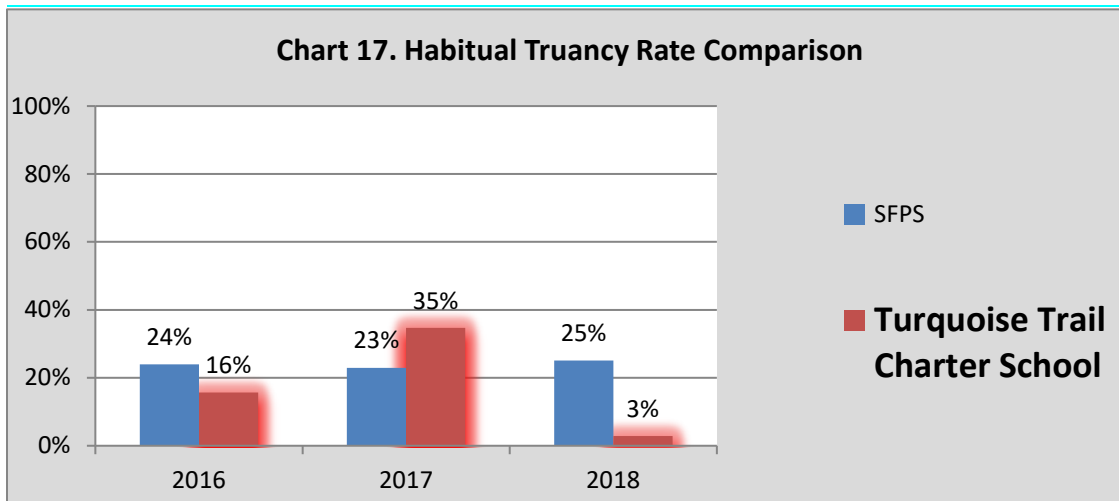
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

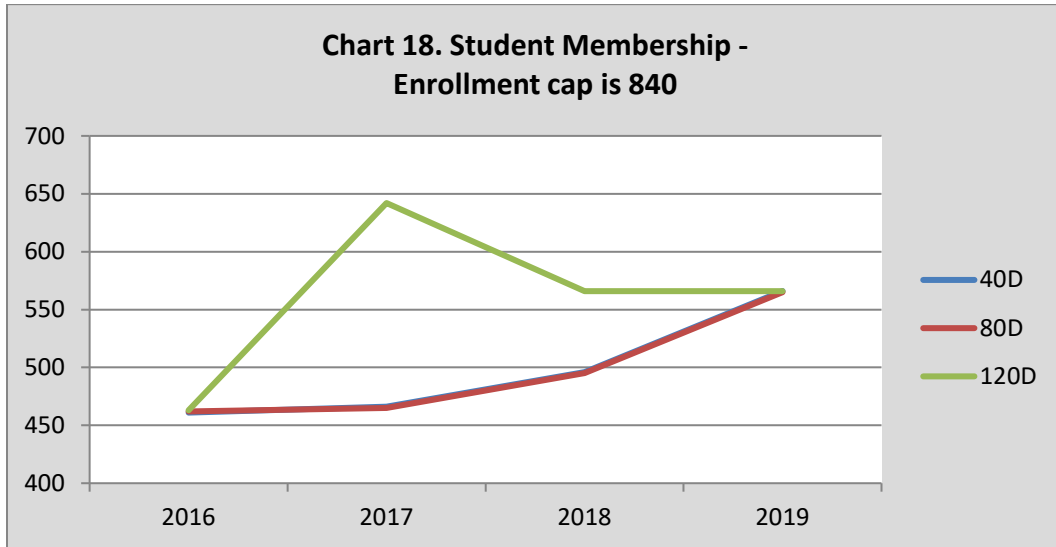
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



Student Membership (Enrollment)

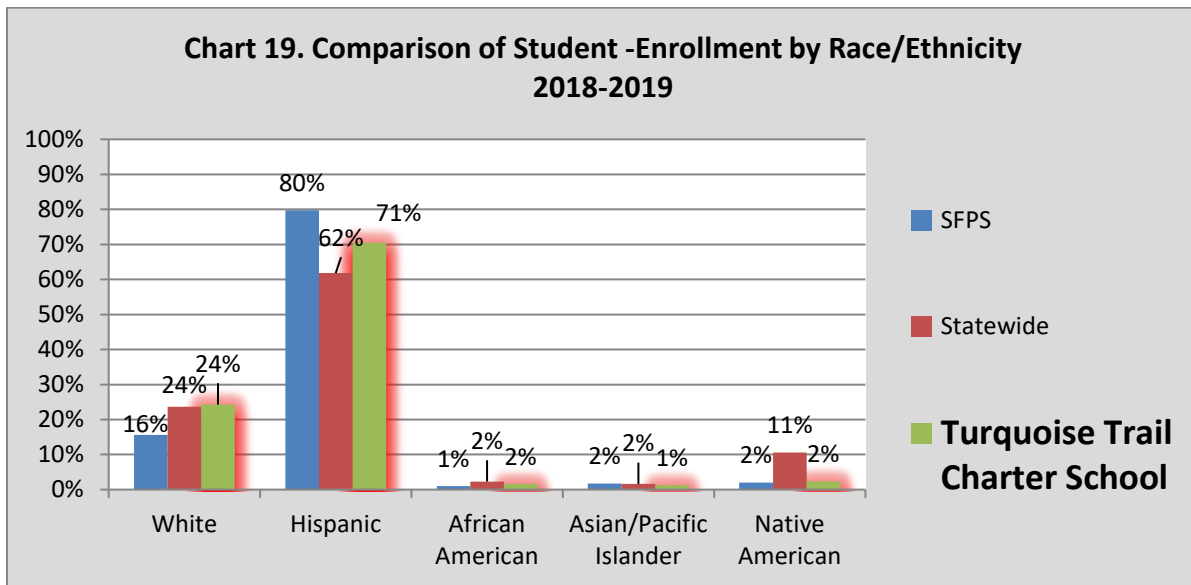
The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

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



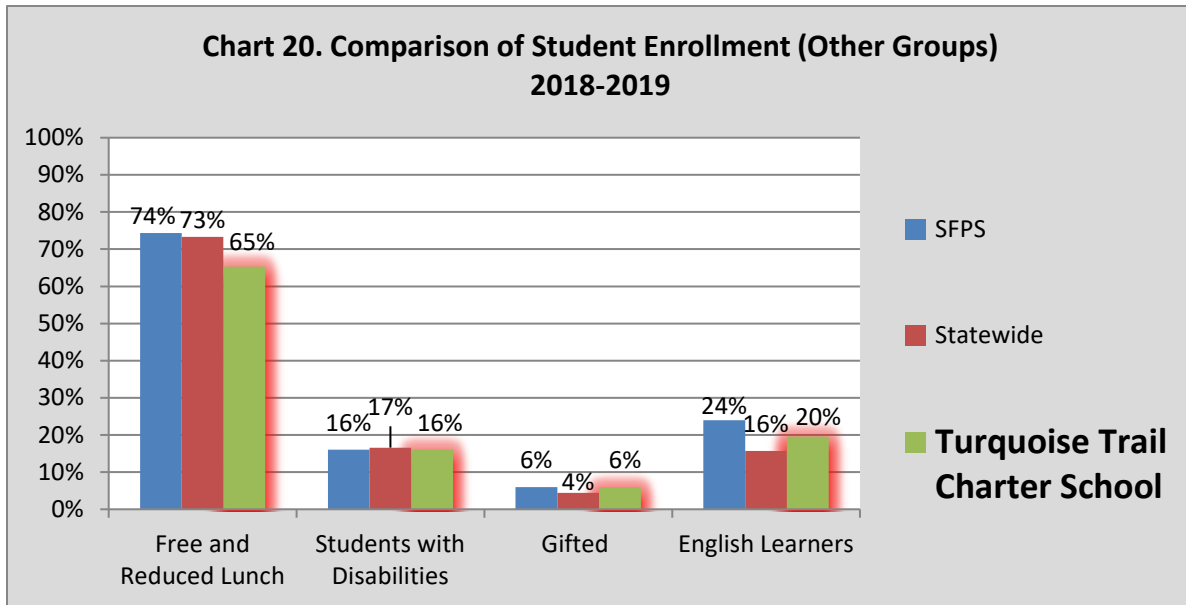
Note: The numbers for 40D and 80D are nearly identical and, therefore, the lines overlap.

Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

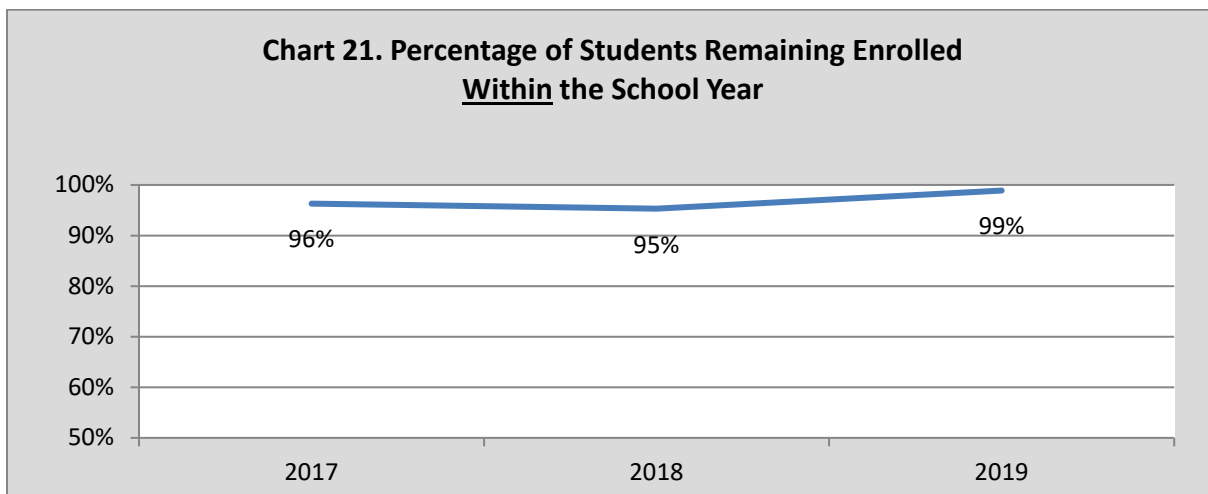


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

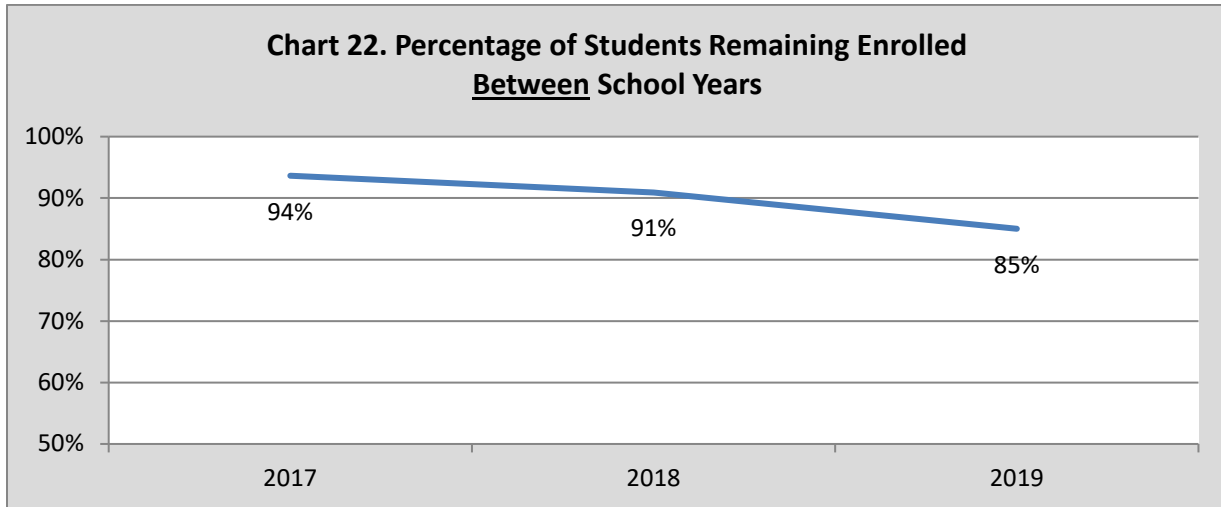
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

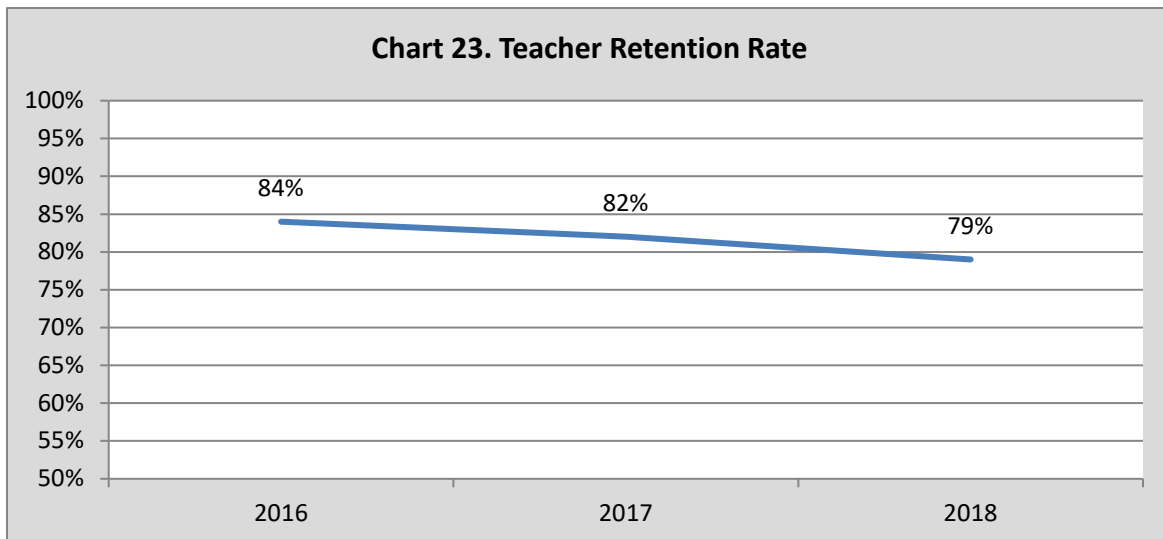


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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	4	1	0
FY17	1	2	0
FY16	8	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Timely Submission of ERB Contributions (Other Noncompliance)

Condition/Context: During our review of the School’s monthly ERB contributions, we noted 1 month in which the contribution was not filed in a timely manner and the School was assessed a late payment fee.

Management’s Response: Turquoise Trail has hired a part time assistant business manager to process payroll and related liability payments. With the addition of another person who is also able to process the ERB contributions, there is now a ‘backup’ person who is also trained and responsible for making sure that ALL payroll liabilities are paid correctly.

2018-002 Budgetary Conditions (Previously #2016-007) (Other Noncompliance)

Condition/Context: During our audit, we noted one expenditure function where actual expenditures exceeded the budgetary authority:

Fund 27128- Instruction \$1,260

Management’s Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management’s Response: Although this Fund was not overspent in total, the allocation between functions was not adjusted prior to year-end. Turquoise Trail has hired a part time assistant business manager to process payroll and related liability payments. With the addition of another person who can help relieve some of the business manager’s workload, the Business Manager will be able to better monitor expenditures and provide for timely reallocation or submission of BARs.

2018-003 Capital Assets (Other Noncompliance)

Condition/Context: During our testing of capital assets, we identified the following exceptions:

- During our review of disbursements, we identified 2 disbursements, which totaled \$23,552 in expenditures for assets that were less than the School's capitalization threshold of \$5,000, that were incorrectly coded to account code "57331 for Fixed Assets (More Than \$5,000)", instead of account code "57332 for Supply Assets (\$5,000 or Less)".
- During our review of the School's dispositions during the fiscal year, the School properly notified and obtained approval from the school Governing Council. However, the School did not submit a written notification to the State Auditor at least 30 days prior to the disposition as required.

Management's Response: The business manager was not aware that this would be an audit finding. Now that the School is aware, the Assistant Business Manager who oversees purchasing has been retrained to carefully watch the account codes related to fixed assets and the Business Manager will be more attentive to making sure the account code for fixed assets is only used if the asset is going to be capitalized.

The Operations Manager is responsible for notifying the state auditor of asset dispositions, but the Business Manager needs to notify the Operations Manager when the board approves the disposition, which did not occur in this instance.

TURQUOISE TRAIL CHARTER SCHOOL FOUNDATION

2018-001 Bank Reconciliations (Other Noncompliance)

Condition/Context: During our audit of the Foundation, we noted that the bank reconciliations for the Foundation were all prepared near year-end and lacked evidence of review and approval by someone independent of the preparer.

Management's Response: We agree that the Foundation had not been providing bank statements to the Business Manager on a timely basis, and the Business Manager had not been reconciling the accounts on a timely basis. The Foundation President has contacted the bank to have the statements mailed directly to the School now. The Business Manager is striving to reconcile the Foundation's bank accounts on a more timely basis. While there was an Excel workbook that detailed the transactions which was monitored, the Foundation decided mid-year to implement Quickbooks for the Foundation and that implementation was not completed until the summer.

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

The School is premised on student-centered practices which emphasize personalization; high expectations, hands-on and group learning experiences, teaching of 21st century skills, performance-based assessments; and opportunities for educators to reflect on their practice and develop their craft as well as shared leadership among teachers, staff, administrators, and parents.

Schools that incorporate these key features of student-centered practice are more likely to develop students that have transferrable academic skills; feel a sense of purpose and connection to school; as well as graduate, attend, and persist in college at rates that exceed their district and state averages.

Student – Focused Term(s).

The School holds an annual Culture Fair in the spring. Since the School's last charter renewal, this event has been adapted to include an environmental focus. Each classroom participates in the study of a culture and its surrounding natural environment. Based on their research, the class presents informational displays, projects, art, music, food, and/or hands-on activities for the School community.

Grade-level standards in reading, writing, science, and social studies are addressed through these projects.

Teachers create grade-level appropriate rubrics to evaluate student work.

Classes presented cultural/environmental projects such as:

the Brazilian rainforest; the Inuit of the Arctic; the monarch butterfly migration to Mexico; a Three Sisters garden (Native American culture); the Santa Fe watershed; and ancient China, Egypt, and Greece.

Turquoise Trail Charter School has a strong commitment to its fine arts program. The core of the program consists of weekly standards-based classes in music and visual arts for all students in kindergarten through 6th grade. The program continues to evolve through curriculum development, arts integration opportunities, after-school clubs, special projects, performances, and exhibitions.

Teacher – Focused Term(s).

The School has a commitment to full use of Title II funds for professional development.

Key areas of PD for 2015-2016:

- Lucy Calkins/Columbia Teachers College Reading & Writing Project workshop
- GLAD training
- CES Coalition of Essential Schools
- Integrating technology into instruction (ISTE standards)

Parent – Focused Term(s).

The School has a commitment to involvement of parents, full participation in academic goals and helping to provide extracurricular programs.

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.

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

3c. Governing Body Performance

The school has seven (7) 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
Floyd Trujillo	President	10/1/201	Active	8	8	0
Sammi Triolo	Vice Pres.	1/1/2016	Active	8	8	0
George Wallace		7/17/2018	Active	8	10	0
Hannah Mazur		4/25/2019	Active	10	11	0
Ruth Center		9/27/2018	Active	10	10	0
Victoria Schweizer		9/27/2018	Active	10	10	0
Kevin Stack	Treasurer	3/1/2013	Active	8	0	8

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 during the Contract Term

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 increase enrollment capacity from 490 to 840.	Approve	3/16/2018	NA
Amendment request to serve grade levels seventh and eighth.	Approve	3/16/2018	NA
Amendment request to change the school's enrollment cap from 475 to 490.	Approve	6/14/2017	NA

Figure 8. Amendment Requests and actions