

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

Charter Schools Division
Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501
(505) 827-6909
charter.schools@ped.nm.gov

Approved by the Public Education Commission: March 18, 2022

Table of Contents

Instructions	1
School Information	1
Academic Performance	2
Student Outcomes	2
1. Academic Performance	2
1.a. Student Outcomes	2
1.b. Mission-specific or School-Specific Goals	2
2. Organizational Performance	2
2.a. Educational Program	2
2.b. Financial Compliance	3
2.c. Governance Responsibilities	3
2.d. Equity and Identity	3
2.e. Tribal Consultation	3
2.f. Other Performance Framework Indicators	4

Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Turquoise Trail Charter School

Authorizer: Public Education Commission

Current Charter Term: 2020-2025

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Turquoise Trail Charter School is the oldest charter in New Mexico and has been serving students in Santa Fe for over 30 years. TTCS serves students in Santa Fe county and the surrounding areas such as Las Vegas, NM and Rio Rancho, NM. The school provides students in grades Pre-K-8th the opportunity to participate in a bilingual, arts-integrated, and academically rigorous curriculum. TTCS houses a robust early childhood program providing preschool to 3 and 4 year olds. In two years the program grew from 2 to 5 classrooms and the PreK teachers during the 23-24 school year received the highest scores in the state for their performance.

Providing an early childhood education program to TTCS students provides benefits in the following areas:

School Readiness: Pre-K programs prepare children for the transition to kindergarten and elementary school, promoting a smoother academic journey.

Long-Term Academic Success: Research indicates that children who attend quality preschool programs perform better academically throughout their school years.

Addressing Inequities: Quality preschool programs can help close achievement gaps by providing all children with the skills and support they need to succeed.

When looking at the future of TTCS, the preschool program is an important part of maintaining enrollment and providing a strong foundation for students' academic growth. Especially since TTCS's academic growth has not been significant since 2020. As a result of the academic stagnation the administration in 23-24 made some significant changes to the structure of the program by implementing a bilingual program and core curricula that is used across grade levels, and content expert teacher approach. Teachers are also provided with training on the new curriculum and ongoing professional development.

The teachers delivering the curriculum are content expert teachers versus traditional models where a teacher teaches all the subjects in a contained classroom. Research shows that the one teacher one classroom model fosters inequities (Basile et al., 2023). The content expert approach means that at each grade level there are three primary teachers each is responsible for teaching a subject. The teachers have been placed in the content based on their proven expertise in the area and passion for the subject matter. In this model expert teachers reach more students.

Other Academic Information

-TTCS has met the standard for our Mission Specific Goal for four years in a row.

- Though there has been some academic stagnation, TTCS has not fallen below a Traditional school rating.
- Implementation of Reading Quest starting on 23/24 and continuing the program through the 24/25 school year.
- Two of our primary academic goals is to ensure students are getting the math support they need and to support students so we see 15%-25% growth in all state tested subjects.
- TTCS has hired a math coach/math tutor to work with all math teachers and to work with TTCS's lowest performing students in 6th and 7th grade.
- TTCS is working with Math Amigos to provide mentorship to teachers.
- Requiring all grade levels K-8 to participate in monthly Istation testing, so teachers are better equipped with the data they need to differentiate appropriately for all students.
- During the 23-24 school year 100% of special education students made growth on the short cycle assessments.
- Reference: Basile, C. G., Maddin, B. W., & Audrain, R. L. (2023). The next education workforce: HOW TEAM-based staffing models can support equity and improve learning outcomes. Rowman & Littlefield.

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response: To address the question of how the school has measured student proficiency and growth, especially in the absence of state summative assessments during the 2019-20 and 2020-21 academic years, it's essential to provide a comprehensive overview of the interim and formative assessments used, the results of those assessments, and the actions taken to improve student outcomes.

Measuring Student Proficiency and Growth

Prior to online instruction during the pandemic, Turquoise Trail Charter School used Istation and PARC to determine student progress and proficiency in Math and ELA. During the 2019/2020 school year, NWEA MAP testing replaced PRC for grades K-8. This format was modified beginning with the 2020/2021 school year to Istation for grades kindergarten to second grade and NWEA MAP testing for grades three through eight.

At Turquoise Trail, we understood that students were less engaged and more frequently absent during online instruction. Along with working to increase connections between staff and students, we used state assessments to gauge progress even as we taught online. Istation progress monitoring was used in kindergarten through second grade and NWEA MAP assessments were given in kindergarten through eighth grade in addition to classroom, teacher-created formative assessments used to support

instructional progression in a specific skill. The combination of assessments gave teachers information to tailor online small group instruction to maximize learning.

During online instruction, teachers developed formative assessments to evaluate students' grasp of specific concepts taught during a unit. In kindergarten through third grade, teachers taught in small groups online and assessed student progress in foundational reading and math skills informally using running records and student inventories including the Phonological Awareness Skills Test and DIBELS inventories. These assessments allowed teachers to evaluate students' understanding of foundational reading skills to drive instruction in English Language Arts and Reading. Grade-level teams collaborated in sharing these informal progress monitoring measures to ensure consistency and alignment with learning goals.

As we returned to in-person learning during the 20/21 and 21/22 school years, we understood that many of our new teaching staff lacked the experience to create meaningful assessments to identify student areas of need. We required Istation for progress monitoring monthly in grades k-2 and used NWEA MAP in grades 3-8. In the 22/23 school year we began weekly grade-level meetings to evaluate student data and develop strategies to individualize learning.

In the past two years, beginning in the fall of 2022, Turquoise Trail Charter has recommitted to the tenets of its charter when evaluating student progress and proficiency. During the 23/24 school year TTCS started using iMSSA.

We changed the way we teach students. We created grade level teams of three one teacher teaches STEM, one teaches ELA/Humanities and one teachers Spanish. Students rotate to each teacher in their grade level during the day. This model allows teachers to focus on one content area and expand their knowledge through targeted PD opportunities. It gives students a focused learning experience with a teacher who continues to reflect on their practice in their content area. This model also allows for enhanced collaboration as a team. All team members teach all students in a grade level. Teachers are able to create plans to support a student in all subject areas across the day.

We invested in high quality, comprehensive curriculum so teachers have the best tools, including assessments tied to the curriculum to drive instruction appropriately and to provide interventions.

We partnered with Reading Quest for high-dosage, in person one-to-one tutoring of foundational reading skills. Sixty to seventy of our students with the lowest Istation scores and confirming phonological awareness assessments are tutored for 60 minutes per week. Students in this program made double-digit progress on Istation from BOY to EOY. The average growth for first grade was 53 points. The average growth for second-grade students was 37.8 points and the average growth for third-grade students being tutored by Reading Quest was 23.6 points.

We enhanced the way we evaluate students and how we approach understanding what the data means. We use formative and unit evaluations to support learning. We have recommitted to show what we know through demonstrations of mastery. These celebrations of learning occur four times per year. Students showcase their learning through projects and portfolios they create and present to their classes and families. Demonstrations of mastery are worth 50% of a student's nine-week grade. The grade encompasses the process of developing the original idea, and creating and refining the project until it is ready for presentation.

Students proficiency in a subject is assessed through formative and standardized assessments. Their progress is measured in formative and end-of-unit testing as well as the demonstration of mastery of the content they learned.

Results: Initial assessments indicated a wide range of proficiency levels, with some students showing significant learning gaps due to the disruptions in their education. For instance, benchmark tests revealed that students in grades 3-5 were lagging in reading comprehension and mathematical problem-solving compared to pre-pandemic levels.

Over time, the results showed that targeted interventions and differentiated instruction were effective in promoting growth. By the 23/24 school year, students demonstrated improvements in student understanding in ELA and math.

Actions Taken to Improve Student Outcomes

In response to the assessment data, the school implemented several actions to address identified gaps and support student growth, the school established small-group instruction sessions for students who were identified as needing additional support, whether through Reading Quest tutoring or as part of MLSS and our model of a Universal Design for Learning. These sessions focused on specific areas where students struggled. We continue monthly Istation progress monitoring and data meetings to adjust and differentiate instruction, provide accommodations and modifications and adjust the classroom environment to allow all students access to the appropriate curriculum to maximize their learning.

Teachers received training on effective formative assessment practices and data-driven instruction. This training and weekly grade level PLCs emphasize how to analyze assessment data to inform teaching strategies and how to use formative assessments to provide timely feedback to students. Our teachers will also complete LETRS training and begin mentoring with Math Amigos to create a culture of reflective practice that benefits our students.

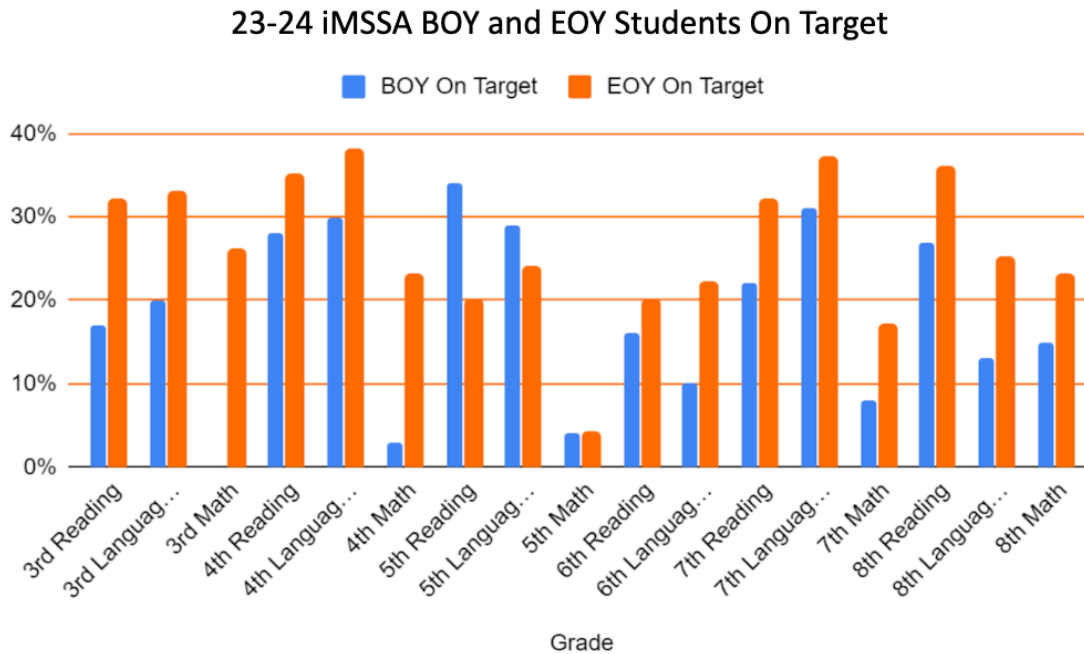
The curriculum was reviewed and adjusted to address the gaps identified through assessments. For example, additional resources and materials were provided to reinforce critical areas such as reading comprehension and mathematical fluency. We invested in an outstanding, research based, integrated, engaging, hands on curriculum that challenges all students at the appropriate academic level without reaching frustration. Teachers, EAs, providers for Special Education and coaches work together to individualize and modify curriculum to allow all students to work together even as they complete assignments that maximize their learning.

Success of Actions

By the end of the 2023-24 school year, there was a noticeable improvement in student growth. Please see the growth data in **Appendix A-1 Example 3**. Benchmark tests showed recovery in reading, with many students progressing from BOY to EOY and being on target for their grade level. Please see Table 1 for more information. However, we saw a significant decrease in 5th-grade reading, language usage, and math. As a result, we moved a more experienced ELA teacher who is familiar with our student population's needs into the 6th-grade ELA position and have a math tutor dedicated to 6th and 7th grade. We have already seen progress in 6th-grade BOY Reading and Language Usage data. Please see **Appendix A-1 Example 2** for the 5th to 6th grade data. Throughout the 24-25 BOY data, we see a decline in learners being on target and an increase in learners who are near target. This is indicated in **Appendix A-1 Example 1 and Example 2**. However, we are seeing a significant decline in students being near target and on target in 7th and 8th grade and an increase in learners needing support. This is included in **Appendix A-1 Example 2**. This significant decline in students being on target in 7th and 8th grade compared to the could be because the number of new 7th and 8th grade incoming students at TTCS who may not have the foundational skills they need. However we are not certain this is the reason. Teachers are using the iMSSA BOY data and the Istation data to assess each student and to provide targeted interventions and data driven instruction. By using this approach we saw an increase in the 23-24 data of

learners being on target for their grade level. During the 24-25 school year we are focused on ensuring that math and ELA are fully integrated into all subject areas to ensure grade level standards. We monitoring this progress through monthly walk throughs, weekly grade level meetings, and quarterly formal observations. This is documented in our 90 Day Plan and MLSS Learning Walks.

Table 1. Students BOY and EOY 23-24



Formative assessments, especially our school wide demonstrations of mastery, indicated higher levels of student engagement and participation. Students demonstrated better understanding of material and were more actively involved in their learning process.

Teachers are now accomplished at our method of delivering instruction and students benefit from a team approach. Enhanced professional development and resources provided support their instructional practices. They feel more equipped to use assessment data effectively and to tailor their teaching to meet student needs. Overall, the school’s response to the absence of state summative assessments was proactive and adaptive, leveraging interim and formative assessments to maintain a focus on student learning and growth. The targeted actions taken based on assessment results proved successful in improving student outcomes and supporting continued academic progress. The continued and consistent use of formative and state standardized assessments over the last five years has given administrators and staff evidence to improve instruction, adopt exceptional curriculum and support teachers as they use data and resources to provide the best possible instruction and support for all students.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

At Turquoise Trail, the mission-specific goal of demonstrating mastery is deeply rooted in the integration of arts and the core values of tradition, mastery, community, equity and creativity. The school has expanded its approach to mastery through a content expert teacher model, fostering a more hands-on, project-based learning environment.

Mission-Specific Goal: Demonstration of Mastery

Turquoise Trail is committed to ensuring that students not only acquire knowledge but also demonstrate a deep understanding and mastery of key concepts. Mastery at Turquoise Trail is measured not just by traditional assessments, but by students' ability to apply their learning in real-world contexts, particularly through artistic expression and interdisciplinary projects. Each year the students have met the mission-specific goal.

Arts Integration

Arts integration is a cornerstone of the educational experience at Turquoise Trail. By weaving the arts into the core curriculum, students are encouraged to explore and express their understanding of academic subjects through creative mediums such as visual arts, music, drama, and dance. This approach allows students to engage with the material on a deeper level and develop a holistic understanding that transcends traditional subject boundaries.

Core Values

Tradition: Turquoise Trail honors the rich cultural heritage and traditions of the community by incorporating local history, folklore, and indigenous art forms into the curriculum. This not only preserves tradition but also helps students understand their place within a broader cultural context.

Mastery: The school is dedicated to ensuring that each student achieves a high level of mastery in core academic subjects. Mastery is demonstrated through various forms of assessment, including projects, performances, and exhibitions, where students must apply their knowledge creatively and effectively.

Community: Turquoise Trail fosters a strong sense of community by encouraging collaboration among students, teachers, and families. The school's projects often involve community engagement, allowing students to learn from and contribute to their surroundings, reinforcing the importance of working together toward common goals.

Equity: The content expert teacher model ensures that all students have access to high-quality, specialized instruction. This approach is designed to meet the diverse needs of the student body,

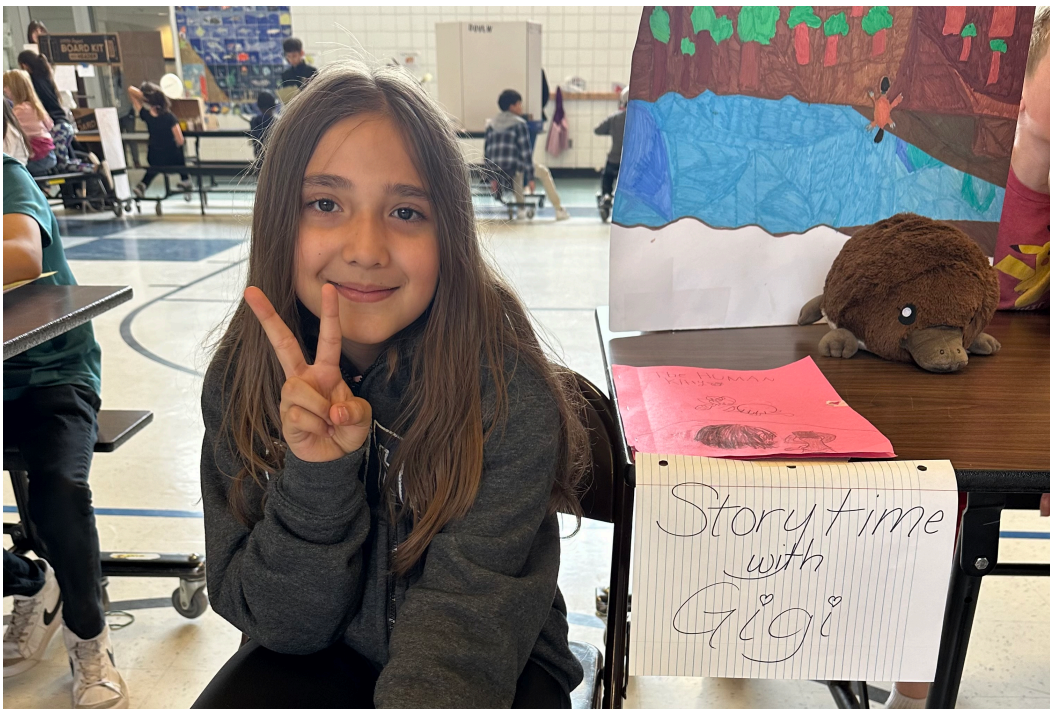
ensuring that every child has the opportunity to succeed and demonstrate mastery, regardless of their background or learning style.

Creativity: Creativity is at the heart of the learning process at Turquoise Trail. Students are encouraged to think outside the box, experiment with new ideas, and express themselves in innovative ways. This fosters a love of learning and prepares students to be adaptable, forward-thinking individuals.

Content Expert Teacher Model: The demonstration of mastery is supported by the content expert teacher model. In this model, students benefit from the specialized knowledge and skills of teachers who are experts in their respective fields. This allows for more in-depth exploration of subjects and facilitates a hands-on, project-based approach to learning.

Hands-On Learning: Students engage in practical, hands-on activities that require them to apply their knowledge in tangible ways. Whether they are building models, conducting experiments, or creating art, these activities help solidify their understanding and demonstrate their mastery of the subject matter.

Turquoise Trail's mission-specific goal of demonstrating mastery, enriched by arts integration and the core values of tradition, mastery, community, equity, and creativity, prepares students to thrive in an increasingly complex world. By expanding the demonstration of mastery through the content expert teacher model, the school ensures that students are not only knowledgeable but also capable of applying their learning in creative, meaningful ways that reflect a deep understanding of the subjects they study. When students reach 8th grade they have a capstone course that is dedicated to their work on their demonstration of mastery. Students have the opportunity to explore what they are passionate



about and work independently or with others. An example of a project that required students to apply real world applications was the playground project done by a group of our middle school students. They researched and designed a playground then they wrote a proposal and presented their proposal to

legislators for capital outlay funds. In 2023 the school was awarded \$230,000 in capital outlay funds for the project. In 2024 students in grades K-6 participated in a demonstration of mastery project where they wrote a bilingual book series in Spanish and English titled *Here Comes the Chicks*. The books were based on the chicks that hatched in their STEAM class.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

To evaluate how a school is implementing its distinctive educational program as outlined in its contract (Performance Framework Indicator 1.a.), we need to look at how the school addresses the key components related to families, teachers, and students.

Family Engagement

The school has established robust communication channels, such as;

- monthly grade-level newsletters in Spanish and English
- a user-friendly online portal called Remind for direct two-way communication with staff and administrators
- the Monday Minute is recorded by our Head Administrator with all the important information for the week
- The T3 written weekly school communication that mirrors the Monday minute, sent over Remind to all families
- parent-teacher conferences.
- the Anonymous Alerts system is an app on every school Chromebook and is featured on our website for students and families to report anything to the school anonymously.

These tools ensure that families are well-informed about their child's progress and school activities.

The school invites families to several well-established and cherished events during the school year. These events have become Turquoise Trail traditions and include:

- Gathering of the Pack is an opportunity for families to meet their child's teachers, administrators, and other professionals involved in their child's educational journey. Families can visit classrooms, learn

more about teacher's curriculums and expectations, and have time to ask questions for the upcoming school year.

- Demonstrations of Mastery are an opportunity for students to showcase what they have learned during each nine-week session. Demonstrations of Mastery range from digital learning to performances to a choice board where students can pick how to demonstrate their mastery of a subject.
- Staff vs. students volleyball and basketball games are the finale for our winter and spring semesters. They are a great way to build community and allow everyone to unwind and enjoy some friendly competition. The weeks building up to the event provide opportunities for staff and students to connect as teams where all are welcome to participate.
- Fall Fest/Winter Fest and STEAM Rodeo are Turquoise Trail's highlight all-school events.
- Monthly after-school socials as TTCS connects families, teachers, and community members with community agencies like Santa Fe County firefighters, police officers, healthcare professionals, and members of the forest service.
- NMAA volleyball, basketball, and cross-country sports opportunities are offered at TTCS.
- Turquoise Trail's PTA, which is part of the National PTA organization, is free for families to join and supports events held throughout the school year.
- TTCS offers before and after-school childcare to support families who need extended care for their children. Early childhood care and all before-school care are free for all families. TTCS has partnered with Boys and Girls Clubs of Santa Fe to provide a robust educational after-school program. Turquoise Trail also offers club opportunities for students before school including chess, chorus, and volleyball.

At Turquoise Trail, we use surveys, town halls, and after-school social events to meet to understand family needs and perspectives. This feedback is used to tailor programs and address concerns promptly.

Teacher Support and Development

1. The school provides ongoing professional development tailored to the specific needs of its educational program. This includes online and in-person workshops focusing on curriculum and best practices in all disciplines. We train with our partners at Eureka math; Amplify/Core Knowledge ELA; Open Sci Ed middle school initiative and elementary school pilot workshops; LETRS training for elementary and early childhood staff; math amigos teacher mentors; and Reading Quest workshops. Our staff provides workshops and extensive mentoring and coaching in MLSS, Universal Design for Learning, classroom management, and social-emotional strategies to support all students.
2. A collaborative work environment is encouraged through regular team meetings and professional learning communities where teachers can share insights and strategies.
3. Teachers are given autonomy to experiment with innovative teaching strategies that align with the school's mission. Teachers are given strong, evidence-based, comprehensive curricula to fill their toolbox for rigorous and engaging instruction. For instance, teachers use project-based learning, integrate technology in new ways to enhance instruction, and use multiple modalities to support and engage all learners. Teachers instruct, assess, and reflect to provide access for all students to learn.

Student-Centered Approaches

1. The school has implemented a universal learning design, an educational framework that aims to optimize teaching and learning for all students by providing multiple means of representation,

expression, and engagement. The idea is to create a flexible learning environment that accommodates diverse learners' needs and preferences.

Teachers present information in various ways to accommodate different learning styles and needs.

Teachers engage students by offering choices that tap into their interests and motivations, and by providing appropriate levels of challenge and support. Then, students express their understanding of a unit of instruction by demonstrating mastery. A UDL classroom removes barriers to learning and provides equitable opportunities for all students to succeed.

2. The school offers robust support services such as counseling, mentoring, and academic intervention and tutoring programs to address various student needs, ensuring that all students have the resources necessary to succeed.

Innovations in Support of the Mission

Our mission is to support a diverse community of students and families in a safe and supportive environment fostering communication, collaboration, critical thinking, and creativity. Teaching and learning are research-based, challenging, data-driven, and relevant to unique student needs and interests.

We provide engaging learning experiences taught by content-based master teachers in grades 1-8.

1. Classrooms are designed to allow all students meaningful access to the curricula that provide the appropriate rigor by individualizing instruction through hands-on experiences.
2. As a bilingual school, Turquoise Trail provides core instruction in Spanish as well as foundational skills practice for all students in Spanish.
3. As a school that embraces and extends project-based learning school-wide, our teachers think outside the box to cross grade level and curricular boundaries for our demonstrations of mastery. Whether it is a school-wide study of animal sciences by hatching and observing chicks to then making art about this student experience and creating bilingual books documenting the experience per grade level, or diving into the culture of Latin America, in Spanish class, through throwing pottery in art class or the multidimensional experience of creating and expanding our school garden. Turquoise Trail is flexible and innovative in how we construct learning experiences for our students.

Turquoise Trail Charter School not only adheres to the terms of its contract but also actively seeks to enhance its educational program through innovative practices and a strong focus on the needs of families, teachers, and students.



2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same

financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Turquoise Trail Charter School did receive 1 significant deficiency 1 material weakness, and 1 repeated finding in the external audits of FY2020, FY2021, FY2022, and FY2023

Turquoise Trail Charter School					
Year of External Audit		FY2020	FY2021	FY2022	FY2023
Total Findings		2	1	0	3
Significant Deficiency		0	0	0	1
Material Weakness		0	0	0	1
Repeated Findings(s)		1	0	0	0

FY2020- Repeated findings were related to travel and internal controls. This finding was resolved in FY21 and has not been repeated since.

FY2023- Significant deficiency was related to accounts payable. Management has established a reconciliation process of AP towards the end of every Fiscal Year that will aid in the identification of proper AP accruals. This reconciliation will have a secondary reviewer for AP accruals on upcoming audits. This review was done by the TTCS audit committee.

FY2023- Material Weakness was related to capital asset management. Management was conflicted when categorizing these assets. The \$81,960 was composed by 1) a partial wooden fencing repair considering the material will not withstand a useful life and 2) a floor coating that was considered a repair at the time of coding these services. Moving forward, management will be working with auditors and a secondary reviewer for future fixed asset listing for additional opinions, as well as doing future research before the initial upload of the fixed asset listing.

Turquoise Trail Charter School Board of Finance has maintained its full authority since the school's opening.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Turquoise Trail Charter School met all governance responsibilities during the term of the contract as demonstrated by consistent “Meets Standard” ratings for each Annual Report (2019-20, 2020-21, 2021-22, and 2022-23).

At no time did membership fall below the requirements in the by-laws or the statutory minimum of five members. At no time were any vacancies open. All Governance Council members completed the required training hours during each year of the contract term.

The Finance Committee meets every month to review all financial transactions to ensure the school is in compliance. The finance committee includes the business manager and the head administrator.

The Governance Council works closely with the head administrator and the school attorney to ensure policies continue to be updated.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students’ cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school’s equity council play in protecting the rights of all students?

School response:

Turquoise Trail Charter School is committed to protecting the rights of all students. Our administration, instructional leaders, families, students, and broader community are actively involved in ensuring students are receiving the most inclusive and culturally relevant instruction and experiences. Our commitment is proudly represented by our 1) Curriculum and Instruction; 2) Community Engagement; 3) the TTCS Equity Council; and 4) Continued Compliance with Statutory Requirements.

Curriculum and Instruction

TTCS offers a curriculum that is: content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico content standards. Curriculum examples include: Tools of the Mind, Bridges, Eureka, ALEKS, Mystery Science, Open SciED, Core Knowledge, Heggerty, Amplify, UFLI, Santillanes, Listos, and IXL. This thoughtful, high-quality curriculum is paired with a variety of assessments to support and guide teachers with professional tools to evaluate student comprehension. This curriculum represents a variety of cultural and linguistic perspectives and highlights diversity in culture and language through multiple perspectives to support students in each core, content area.

All TTCS instructional staff have participated in training sessions around diversity, equity, and inclusion. Examples of training include: Along SEL Programming, Random ACTS of Kindness, Conscious Discipline and Culturally & Linguistically Responsive Instruction with Dr. Sharroky Hollie

Community Engagement for Inclusivity

TTCS prioritizes community engagement to further develop and understand inclusivity. TTCS has developed strategic partnerships with local groups that support students including: Girls Inc., Feed NM

Kids, Santa Fe Food Depot, My Little Horse Listener, and Challenge New Mexico, Cozy Coats - Christus St. Vincent, Bras for girls.org. Also, in collaboration with an internal Cultural Advisory Group, TTCS creates curriculum programs that target and enhance social-emotional understanding; one such example is developing social emotional and social justice curriculums through theater based exploration of language and its connection to racism.

Equity Council: The council is composed of around a dozen members who understand the importance of diversity in promoting learning and development to further academic achievement for all our students. The Equity Council promotes leadership through representation of the diverse school community and prioritizes equitable resource allocation to achieve school goals on behalf of all students.

TTCS formed its Equity Council in December of 2019. The Readiness Assessment Tool was completed at that time and then again in May 2024. The process of the council is to gather input about, identify, and take action on - equity topics that we could improve at TTCS. Such topics include: cultural representation in school events, high quality instructional curriculum, and an increase in home culture representation and student voice.

TTCS Equity Council Mission and Vision

Mission: Create a school where there is truly a place in the Pack for every single person

Vision: The Equity Council works toward creating an inclusive environment for all Coyotes

The Equity Council's goal in 2024 is to examine TTCS community events and bilingual language programs and make constructive suggestions to enhance inclusivity and increase the variety of dual language programming offered to students, such as offering a Navajo/Dine language course. The Council also examines curriculum content and makes suggestions for more culturally and linguistically responsive materials and best practices for teachers.

TTCS Equity Council members represent all student groups including students with disabilities, Native Americans, English learners, the economically disadvantaged, African American, LGBTQ+. Membership includes families, school leadership, teaching staff, and community members with a goal to increase student participation.

Continued Compliance with Statutory Requirements

TTCS has withheld ethical school discipline policies and practices, the school protects students' privacy, and civil or constitutional rights, and is in compliance with the McKinney Vento Act requirements or protection of the rights of students in the foster care system.

TTCS is in compliance with the Martinez-Yazzie mandate, the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C).

TTCS has met the standard for rating 4.a. From 2021-2024.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Though Turquoise Trail does not serve a large number of Native American students, we are deeply committed to working closely with the Native American families we do serve through our Equity Council. This council acts as a bridge, fostering open communication and collaboration between the school and the Native American community. Our primary goal is to enhance cultural relevance in the education we provide, ensuring that Native American students see their heritage and traditions reflected in their school experience.

By integrating culturally responsive practices into our curriculum and activities, we aim to create an environment where Native American students feel seen, valued, and included. This includes incorporating Native American history, traditions, and perspectives into classroom instruction, school events, and extracurricular opportunities. We believe that by doing so, Native American students will not only have the chance to engage with their cultural identity but also gain a sense of pride and empowerment through representation.

Through ongoing dialogue with Native American families and cultural leaders, we are continuously working to provide opportunities for students to participate in culturally relevant experiences. Whether through school-wide events, guest speakers, or hands-on projects that celebrate Native traditions, we are committed to enriching the educational journey of Native American students while fostering understanding and respect among the wider student body. Our efforts are part of a broader mission to promote equity, celebrate diversity, and ensure that every student feels connected and supported within our school community.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Over the course of its contract term, Turquoise Trail Charter School has received three repeated ratings of "Working to Meet Standard" and four ratings of "Does Not Meet Standard."

The repeated "**Working to Meet Standard**" has been in the area of 1.d. Rights of English Learners (EL). During a recent site visit, the Language and Culture Division (LCD) conducted a thorough review of the school's EL program, examining student files as part of their Technical Assistance and Focused

Monitoring Review (TAFM). The review revealed that the school did not follow the correct English Learner identification process, as outlined in LCD's guidance.

In response to these repeated findings, the school has taken proactive steps to address the concerns raised by the LCD. Most notably, the school has hired a dedicated ELL and Bilingual Director. This new position is critical in ensuring the school's compliance with EL standards and in improving the quality of support offered to English Learners. The ELL and Bilingual Director will work closely with the NOVA and Records Coordinator to ensure that all EL data is properly entered into the system and that student files are updated and maintained according to state and federal guidelines.

Through this enhanced oversight and focused attention, Turquoise Trail Charter School is committed to rectifying past shortcomings, ensuring compliance with EL regulations, and providing high-quality educational services to its English Learner population. The school is determined to foster an environment where all students, including English Learners, receive the necessary support to thrive academically and linguistically.

For indicator 3c Reporting Requirements TTCS received **"Working to Meet Standard"** for two years in a row. The actions that we are taking to meet the standard are to ensure that we understand the reporting requirements by communicating with the Charter School Division moving forward if there is a change.

For indicator 4b Attendance and Retention TTCS received **"Working to Meet Standard"** for two years in a row. The actions that we are taking to resolve this is increased communication with families on the importance of attendance. If a student has two consecutive absences the principal reaches out to the family and then depending on the circumstances the school counselor or social worker is asked to intervene. Ensuring students are engaged in learning and excited about coming to school and the curriculum is another area we are monitoring closely. We will be surveying the students in grades 3-8 during the 24-25 on their level of engagement in school and what makes them want to be at school.

For indicator 1b State Assessment Requirements in 21-22 Turquoise Trail Charter School has received a **"Does Not Meet Standard"** because we did not reach the target of 95% participation for all assessments. Since this has happened the District Test Coordinator is closely monitoring all assessments and reporting student participation on the assessments each quarter to the head administrator. We have met the standard since.

For Indicator 4c, staff credentialing, Turquoise Trail Charter School received a **"Does Not Meet Standard"** rating for two consecutive years. While the necessary waivers were initially addressed, the issues persisted due to a misunderstanding in the course coding for our middle school. Specifically, we were entering incorrect codes for courses, which resulted in the appearance that teachers were teaching subjects—or even sports—they were not actually assigned to. This coding error caused significant discrepancies in our reporting and led to the repeated "Does Not Meet Standard" ratings.

After a thorough review and through a process of trial and error, we identified the root cause of the issue. We have since rectified the errors and corrected our course coding to reflect the accurate teaching assignments.

To prevent these issues from recurring, we have made several improvements moving forward:

Dedicated Reporting and Course Scheduling Role: We have appointed a staff member whose sole responsibility is managing our reporting and course scheduling processes. This individual will be attending all relevant training sessions and meetings for both NOVA and PowerSchool to stay up-to-date with the latest reporting requirements and procedures.

Close Collaboration with Principals: The reporting coordinator is working closely with the principals to ensure that teachers are accurately assigned to the correct course codes, as specified by the New Mexico

Public Education Department (NMPED) course listings for the current school year. This ensures that all teacher assignments are in compliance with state regulations.

Support from the NOVA Team: We have also been working closely with the NOVA team from PED, whose guidance has been instrumental in helping us correct our course coding and reporting processes. Their support has been invaluable in ensuring that we meet the credentialing and course reporting standards moving forward.

With these measures in place, we are confident that we have resolved the previous issues and have implemented a system to ensure accurate course coding and credentialing compliance. Our goal is to maintain full compliance with NMPED standards, ensuring that all teachers are properly assigned and that the school meets credentialing requirements in the future.

TTCS received a **“Does Not Meet Standard”** rating on 2c responsive to audit findings citing repeated findings were related to travel and internal controls. This finding was resolved in FY21 and has not been repeated since.

TTCS received a **“Does Not Meet Standard”** rating on 2b Accounting principals citing FY23 Audit reflects three (3) New Findings. (1) Material Weakness (1) Significant Deficiency.

2023-001 Internal Controls over Cash Receipts (Other Noncompliance)

Condition/Context: During our testing of cash receipts the following was noted:

- The school has a 48-hour waiver for deposits less than \$500. However, there was one instance in which a deposit greater than \$1,000 was made within 48 hours.
- One instance in which a pre-numbered receipt was not dated, thus the auditors were unable to determine if the school had been compliant with the 48-hour deposit waiver.

Criteria: Per NMAC 6.20.2.14, school districts shall establish and maintain a cash management program to safeguard cash and provide prompt and accurate reporting that adheres to cash management requirements of the applicable state and federal laws and regulations. In addition, NMAC 6.20.2.14 states that money received and receipted shall be deposited in the bank within twenty-four (24) hours or one banking day.

Cause: Management oversight, lack of effective procedures over cash receipts

Effect: Noncompliance with NMAC 6.20.2.14

Auditor’s Recommendation: We recommend that pre-numbered receipts and cash logs all be required prior to deposit being deposited. In addition, we recommend the school review NMAC 6.20.2.14 and ensure procedures are in place to allow for timely deposits.

Management’s Response: Management will monitor deposits to ensure compliance with NMAC 6.20.2.

Implementation: Management will implement a check log that provides date of receipt, entity, amount, check number, and name and signature of who accepted the check prior to being deposited. Furthermore, Management will hold an annual training session and assign roles and responsibilities for deposits, as well as assign and implement back up plans that will ensure deposit funds within the 24-hr. rule when greater than \$500 and 48 hr. rule when less than \$500. This will happen immediately. The finance committee will review and confirm.

Person Responsible: Head administrator and school secretary

2023-002 Accounts Payable (Significant Deficiency) (Previously 2022-001)

Condition/Context: During our testing of subsequent disbursements and accounts payable, we noted two payments totaling \$15,397 were not properly accrued as of June 30, 2023.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding and will work toward corrective action during FY2024.

Criteria: Per NMAC 6.20.2.11, every school district shall establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP.

Cause: Management oversight, lack of effective procedures over the accruing of accounts payable.

Effect: Possible misstatement of accounts payable.

Auditor's Recommendation: We recommend that management establish appropriate controls and procedures to ensure all subsequent disbursements are reviewed for proper inclusion/exclusion from the accounts payable listing.

Management's Response: Management will establish a reconciliation process of AP towards the end of every Fiscal Year that will aid in the identification of proper AP accruals. This reconciliation will have a secondary reviewer for AP accruals on upcoming audits.

Implementation: Management has made the needed corrections before completion of audit. The finance committee will review and confirm.

Person Responsible: Business Manager

2023-003 Capital Asset Management (Material Weakness)

Condition/Context: During our review of the capital asset roll forward, we noted the following deficiencies:

Two asset additions totaling \$81,960 that were erroneously excluded by the school from capitalization.

Criteria: Per NMAC 6.20.2.11, every school district shall establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of the financial statements in accordance with GAAP.

Cause: Management oversight, lack of effective procedures over fixed asset capitalization.

Effect: Possible misstatement to the financial statements.

Auditor's Recommendation: We recommend that management ensure that adequate internal controls are established surrounding the year-end financial close and reporting process related to capital assets.

Management's Response: Management was conflicted when categorizing these assets. The \$81,960 was composed by 1) a partial wooden fencing repair considering the material will not withstand a useful life and 2) a floor coating that was considered a repair at the time of coding these services. Moving forward,

management will be working with auditors and a secondary reviewer for future fixed asset listing for additional opinions, as well as doing future research before the initial upload of the fixed asset listing.

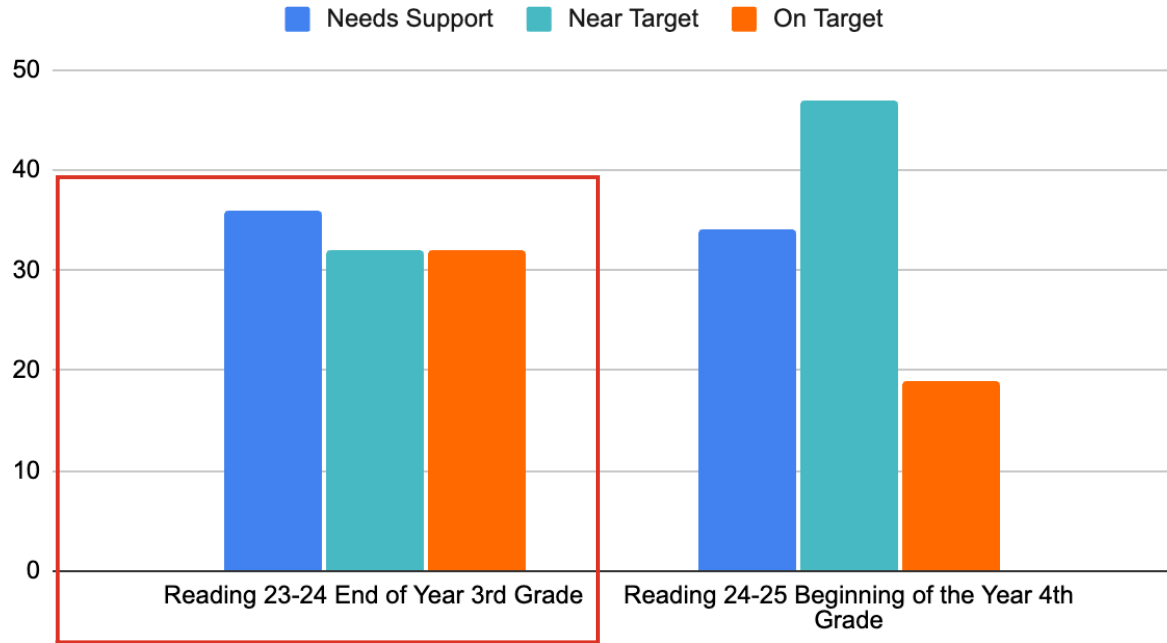
Implementation: Management has corrected the fixed asset listing before completing the audit as instructed by auditors. The finance committee will review and confirm.

Person Responsible: Head administrator and business manager I

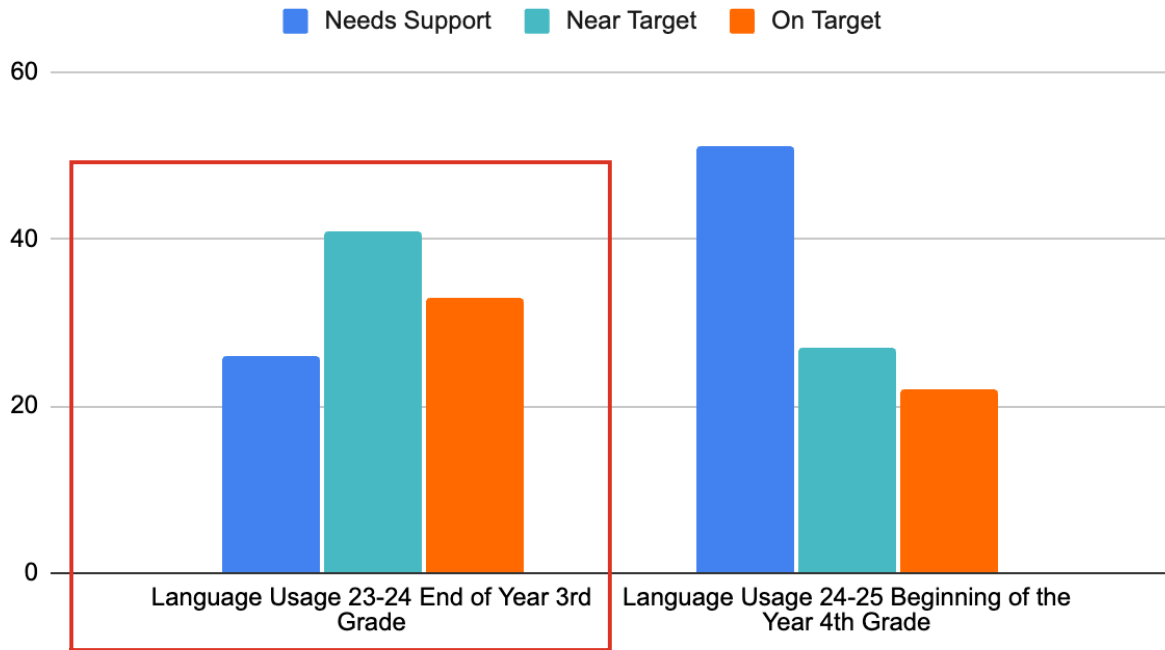
In 2022 Turquoise Trail Charter School did receive a corrective action plan for a complaint filed with the Special Education Division please see **Appendix B-1 Complaint Communications.**

iMSSA DATA 3rd through 4th EOY 23-24 and BOY 24-25

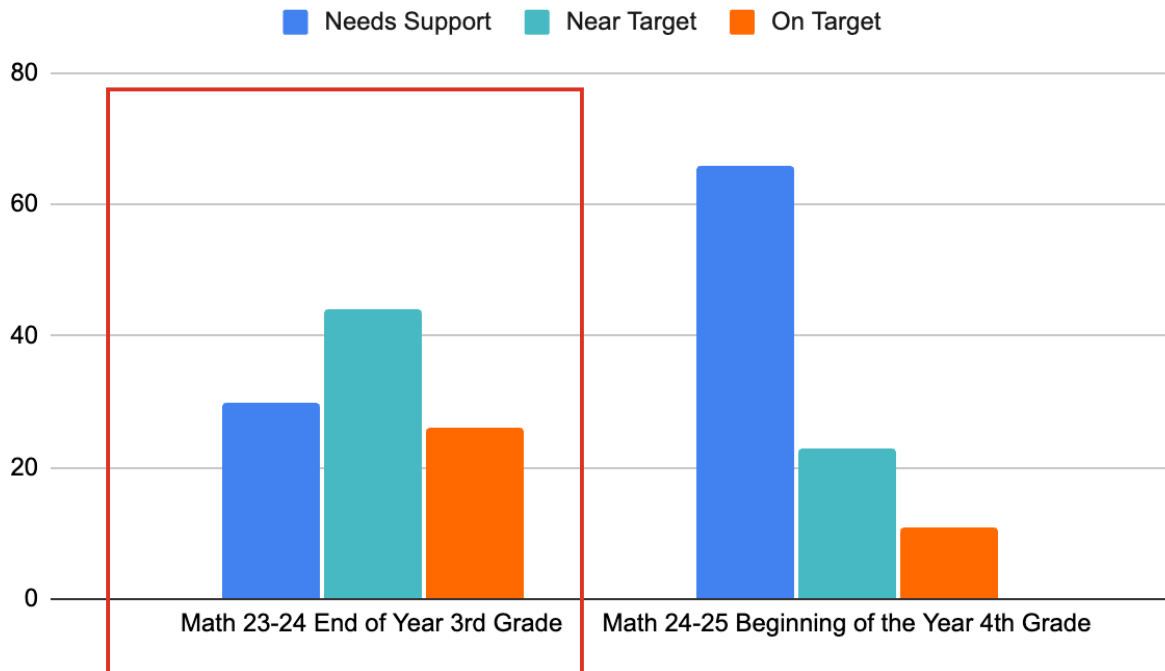
3rd to 4th Grade iMSSA Reading Data



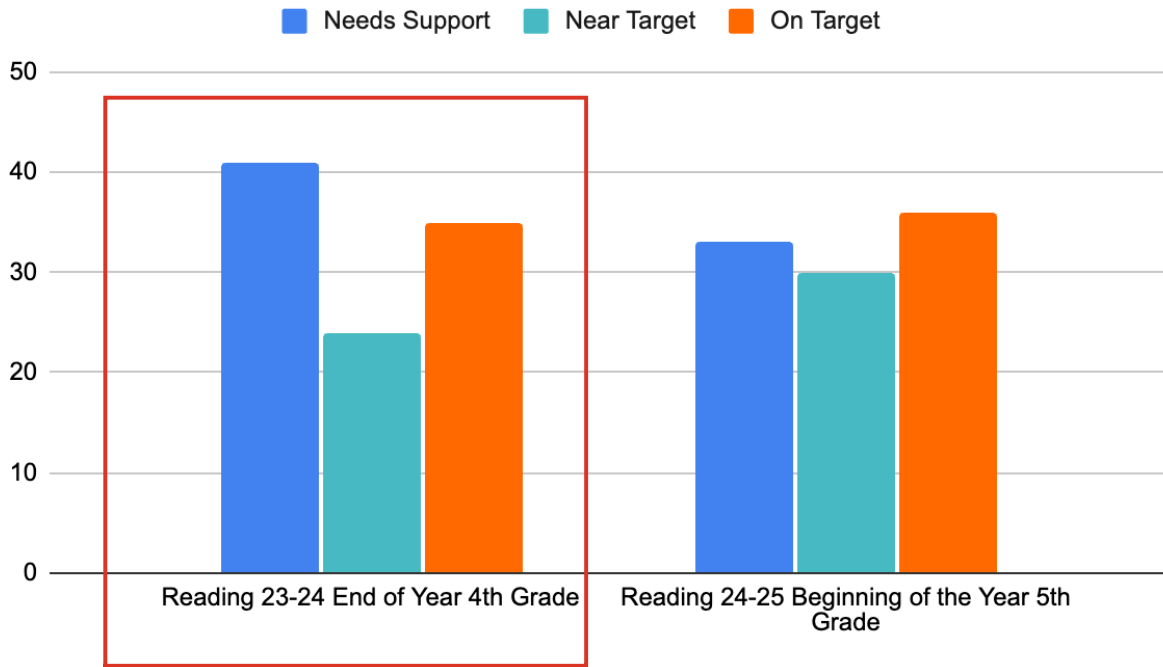
3rd to 4th Grade iMSSA Language Usage Data



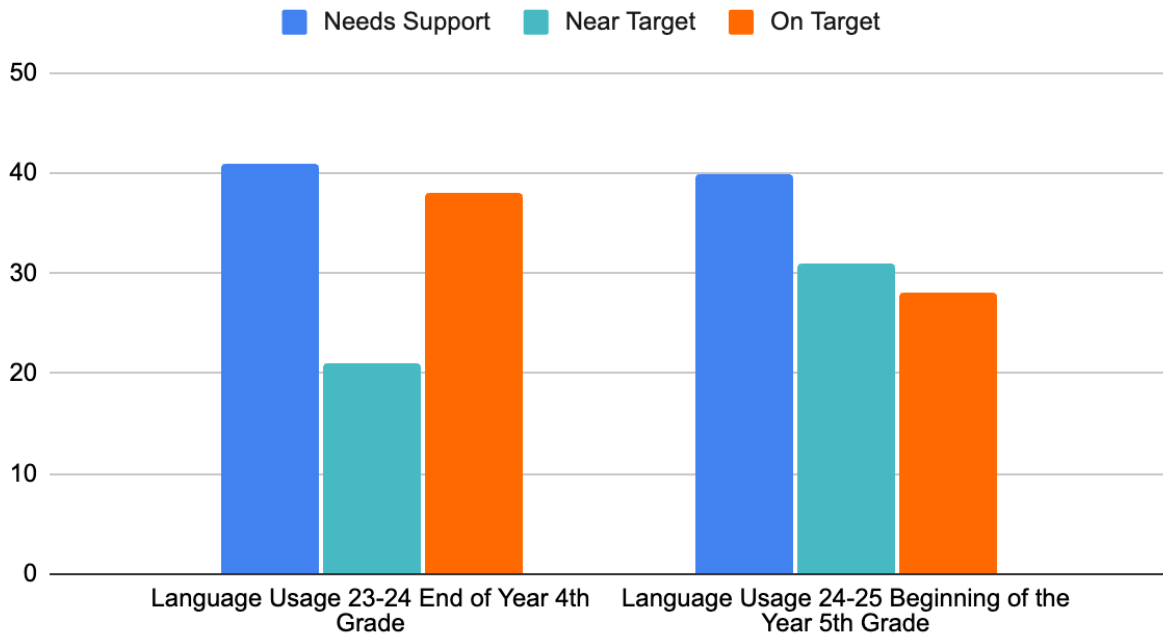
3rd to 4th Grade iMSSA Math Data



4th to 5th Grade iMSSA Reading Data

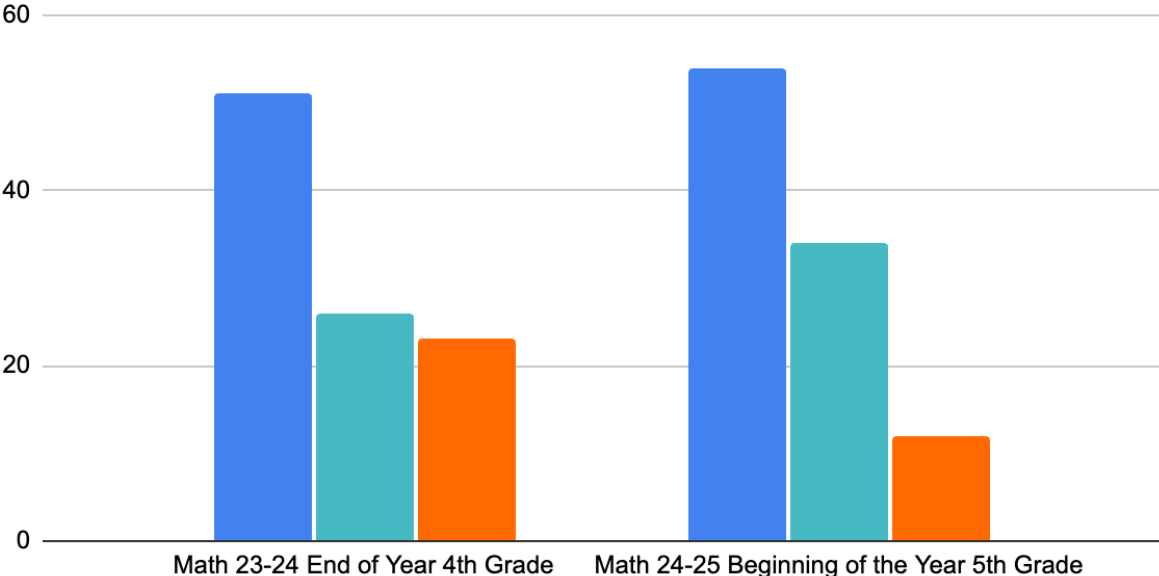


4th to 5th Grade iMSSA Language Usage Data



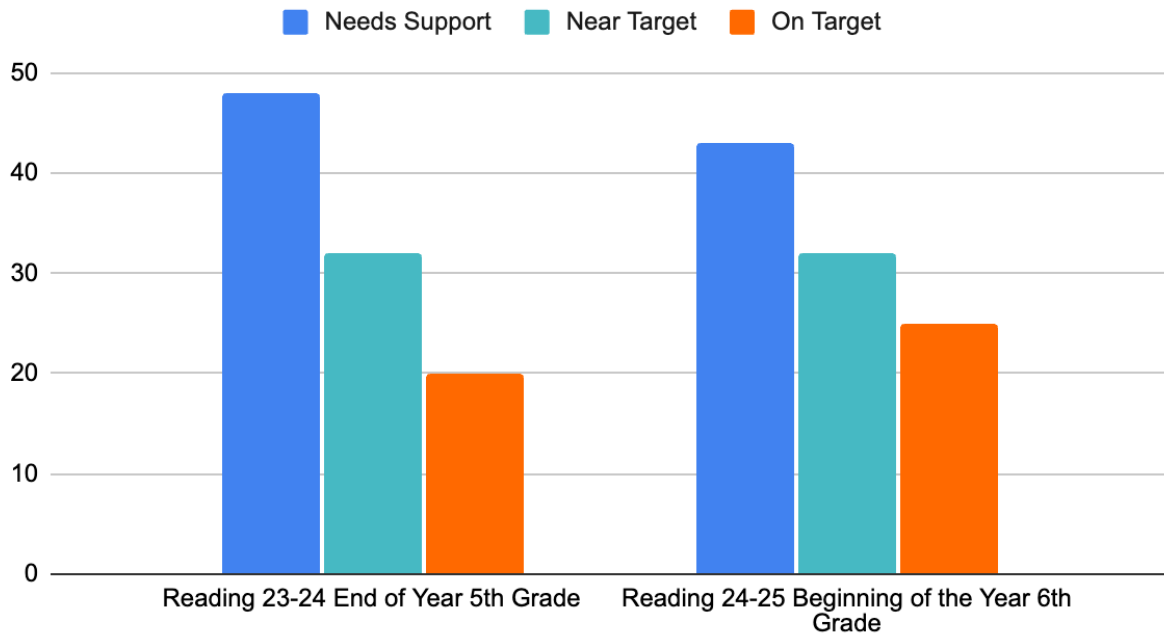
4th to 5th Grade iMSSA Math Data

Needs Support Near Target On Target

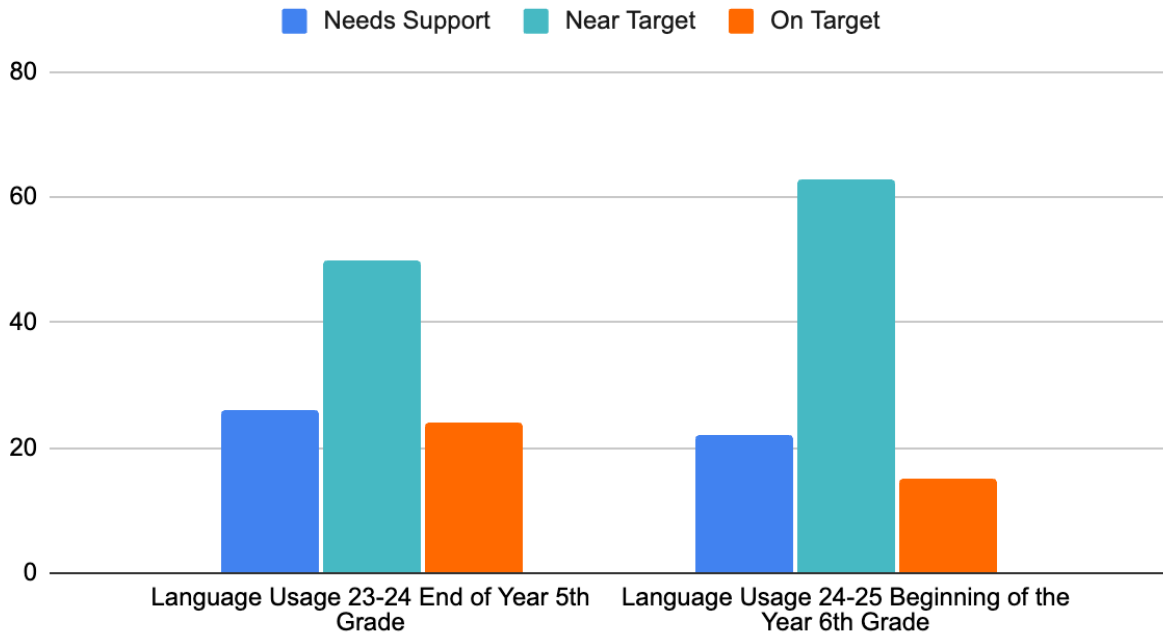


iMSSA DATA 5th through 8th EOY 23-24 and BOY 24-25

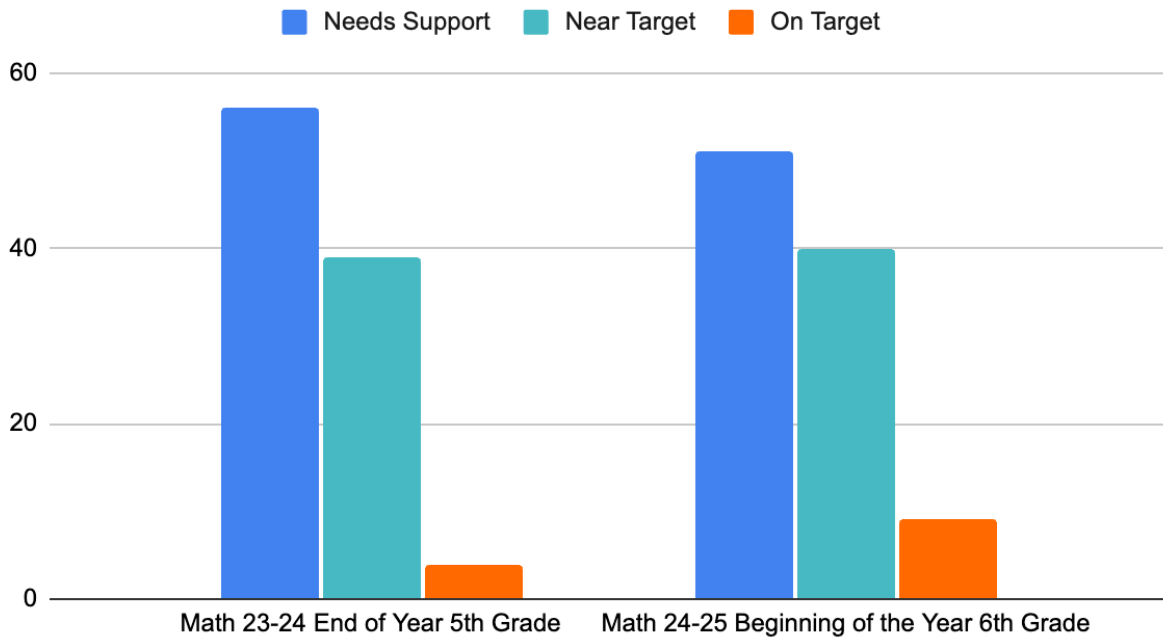
5th to 6th Grade iMSSA Reading Data



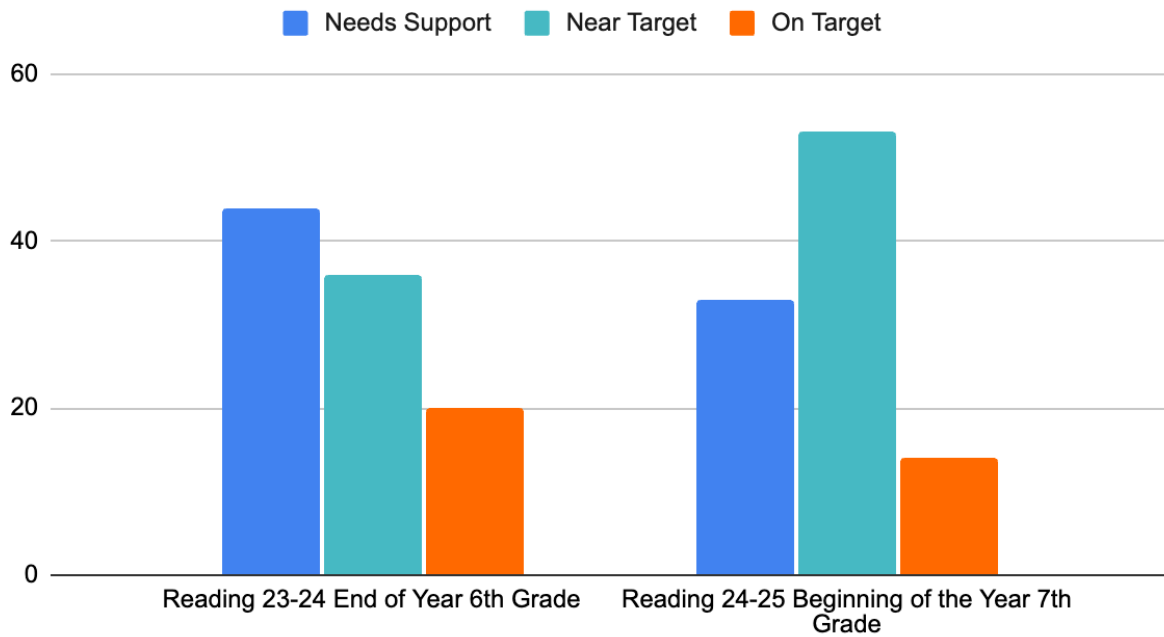
5th to 6th Grade iMSSA Language Usage Data



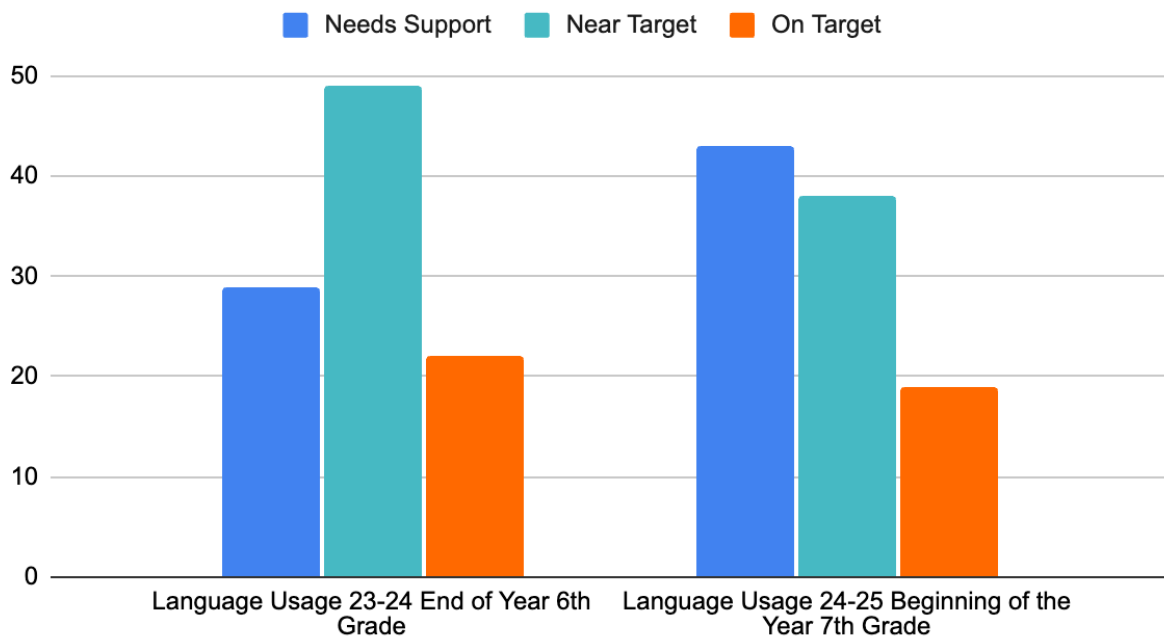
5th to 6th Grade iMSSA Math Data



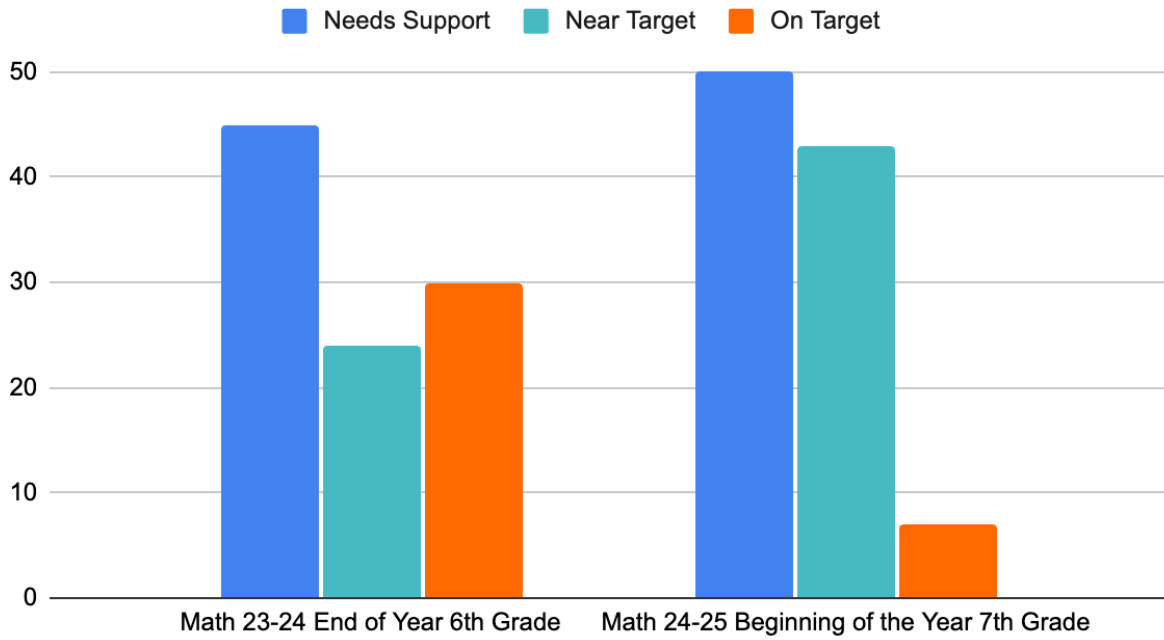
6th to 7th Grade iMSSA Reading Data



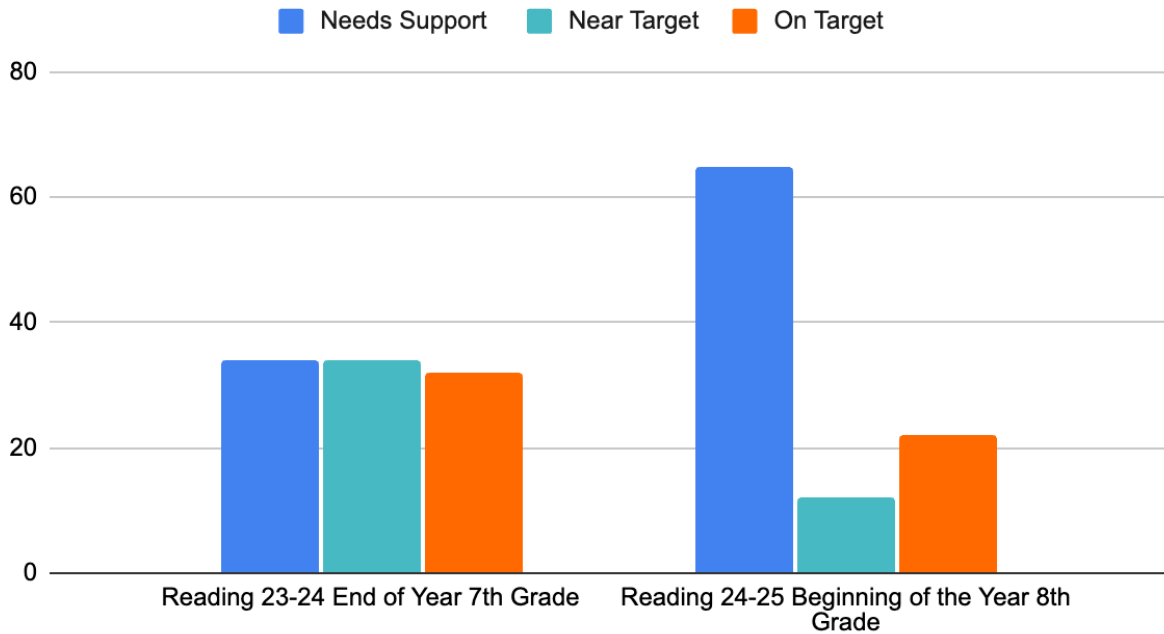
6th to 7th Grade iMSSA Language Usage Data



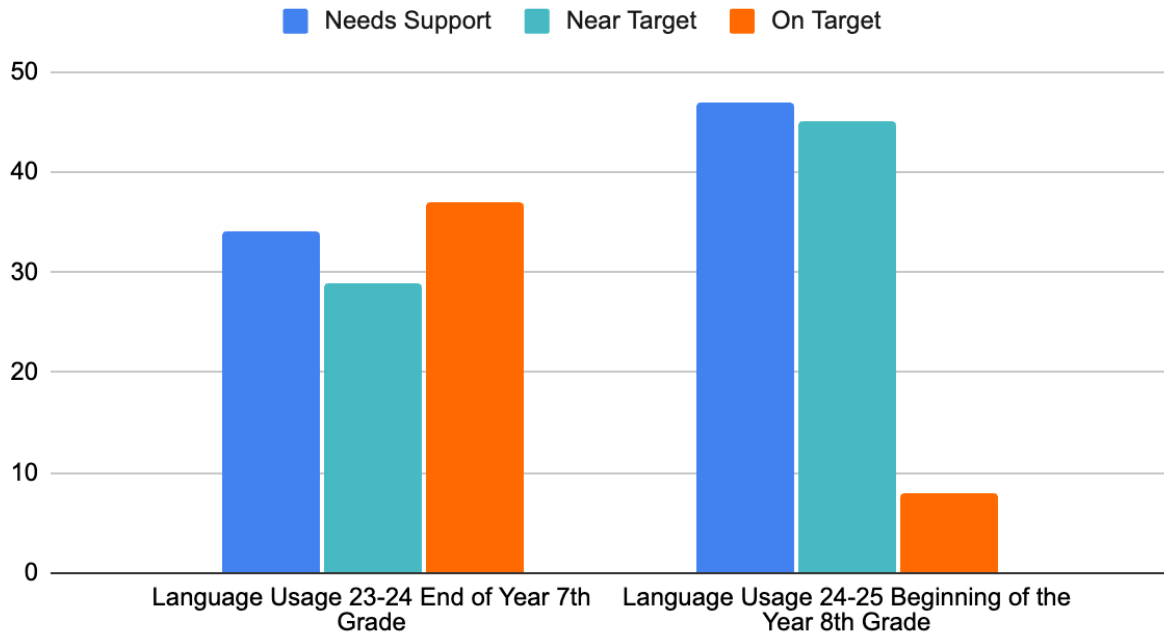
6th to 7th Grade iMSSA Math Data



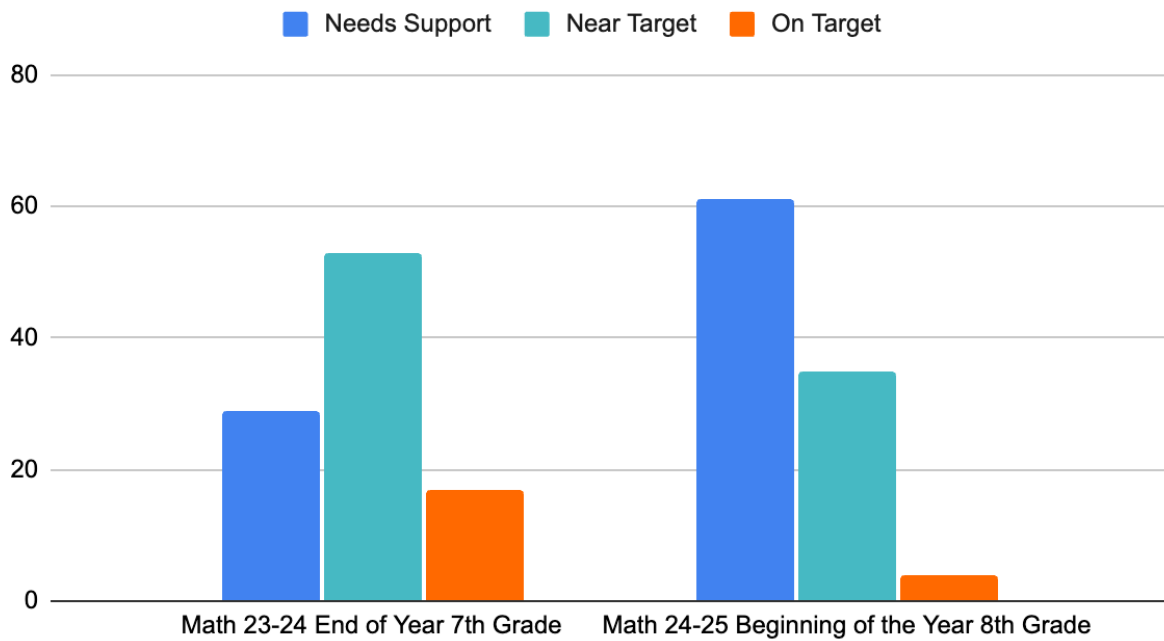
7th to 8th Grade iMSSA Reading Data



7th to 8th Grade Language Usage Data

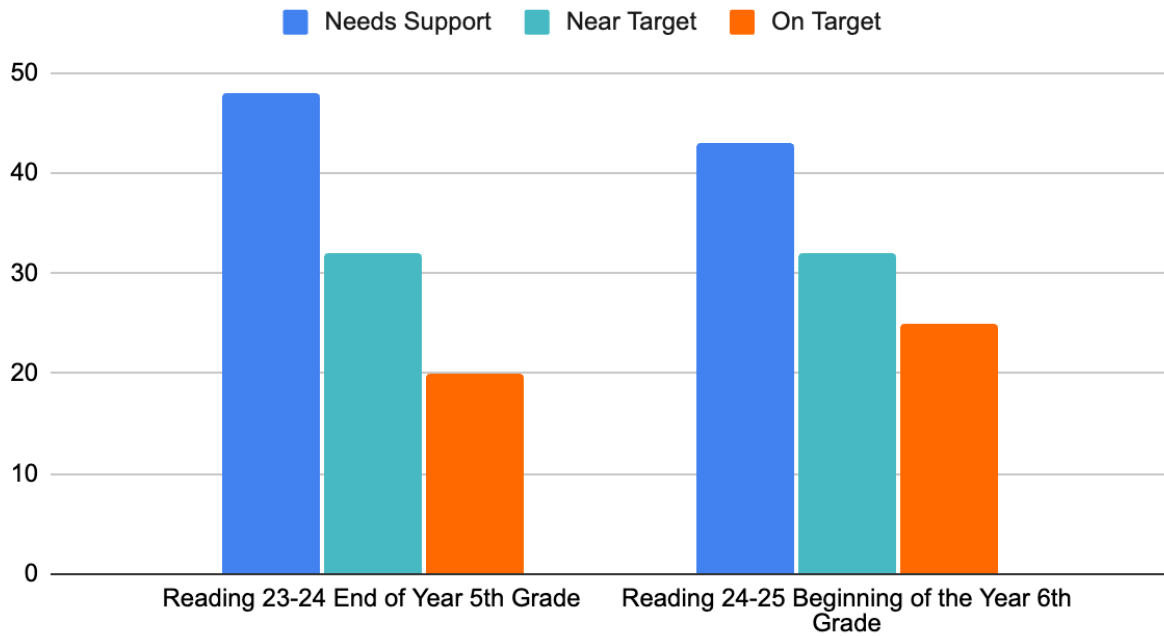


7th to 8th Grade iMSSA Math Data

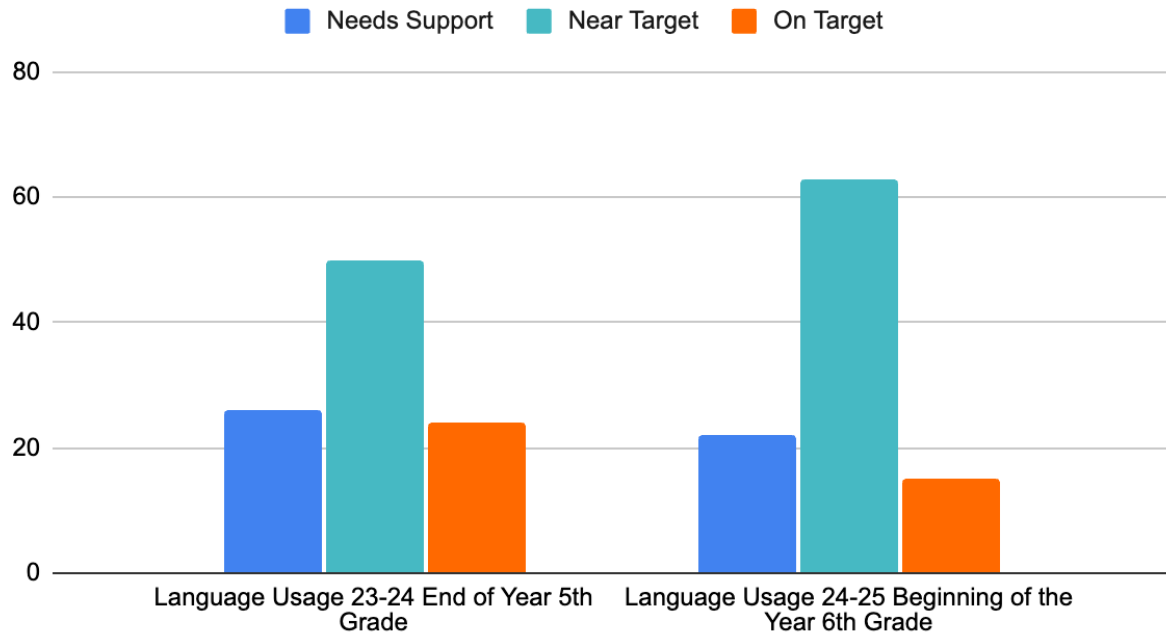


iMSSA DATA 5th through 8th EOY 23-24 and BOY 24-25

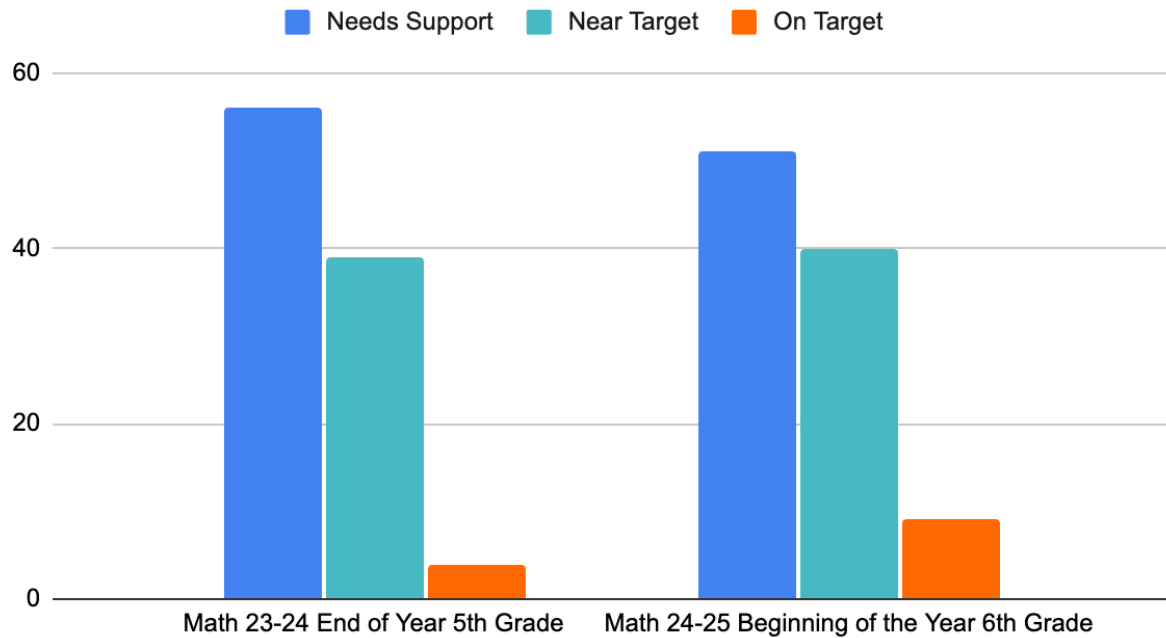
5th to 6th Grade iMSSA Reading Data



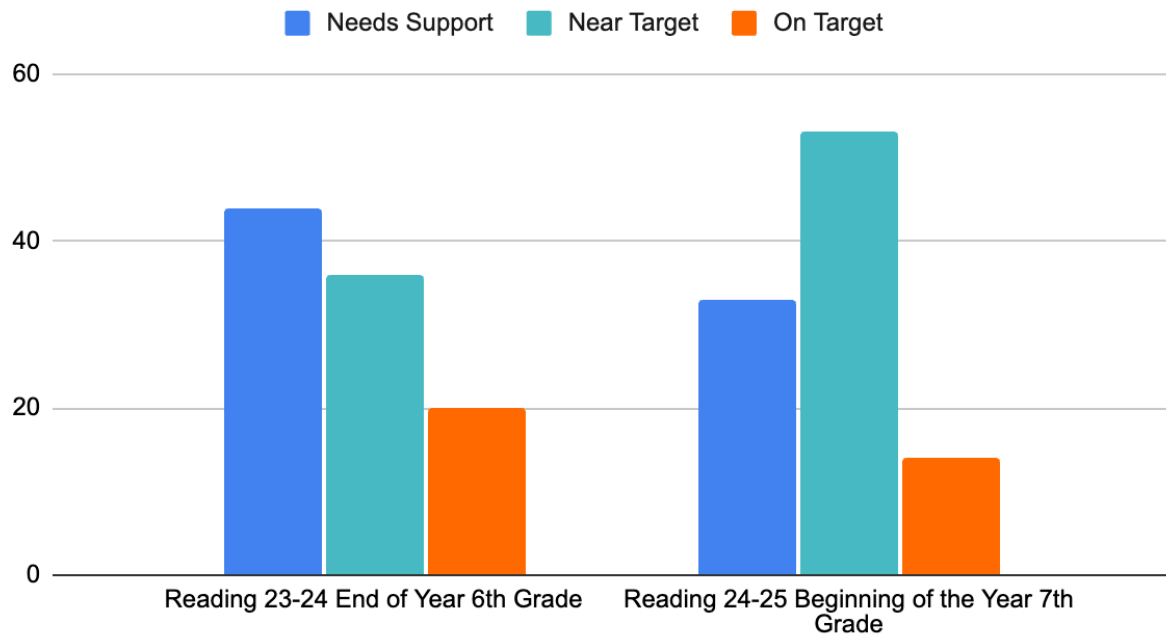
5th to 6th Grade iMSSA Language Usage Data



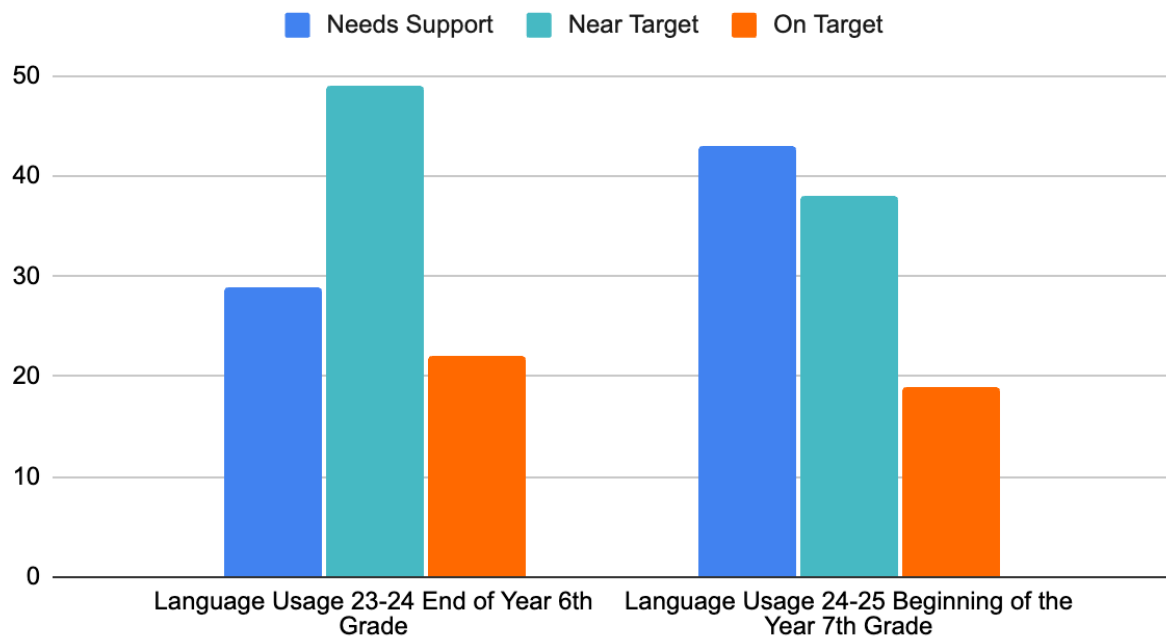
5th to 6th Grade iMSSA Math Data



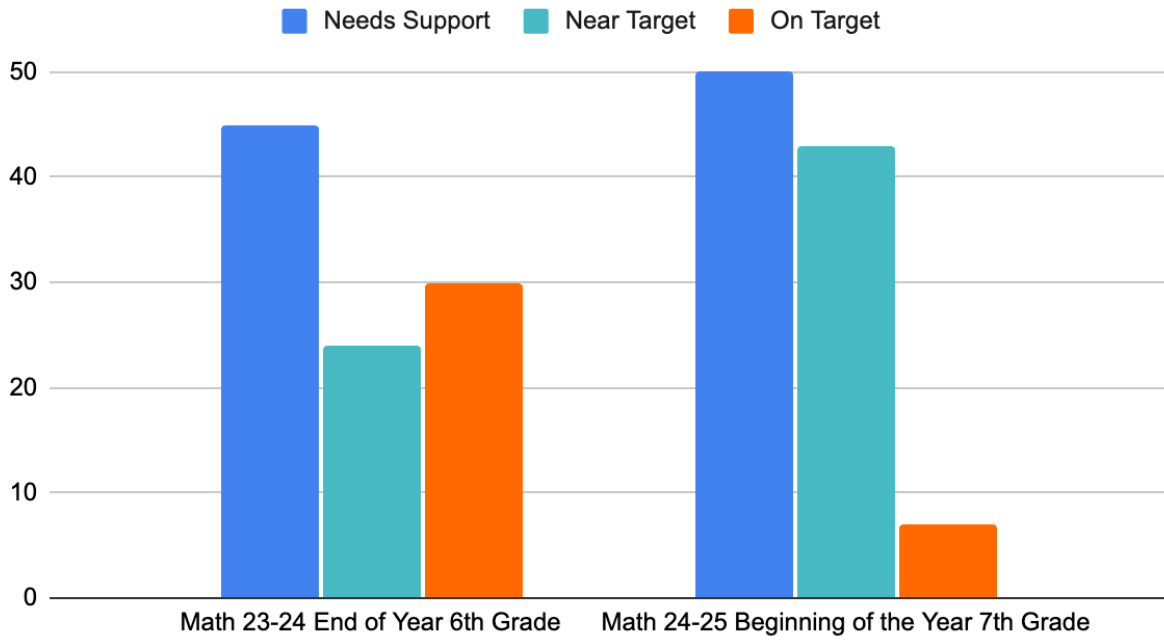
6th to 7th Grade iMSSA Reading Data



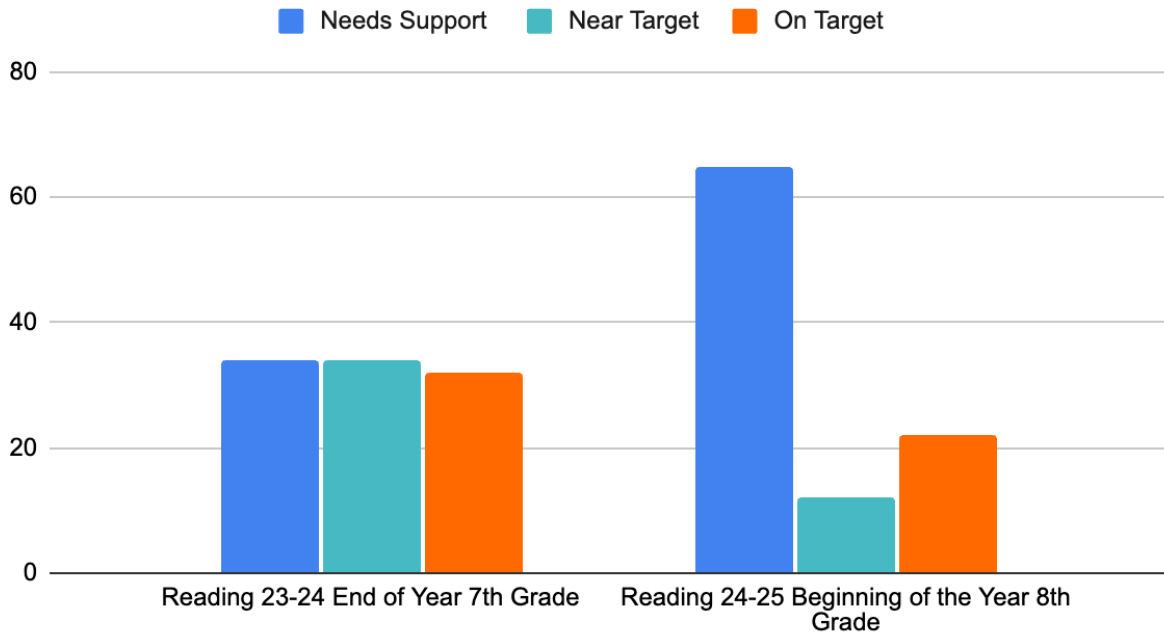
6th to 7th Grade iMSSA Language Usage Data



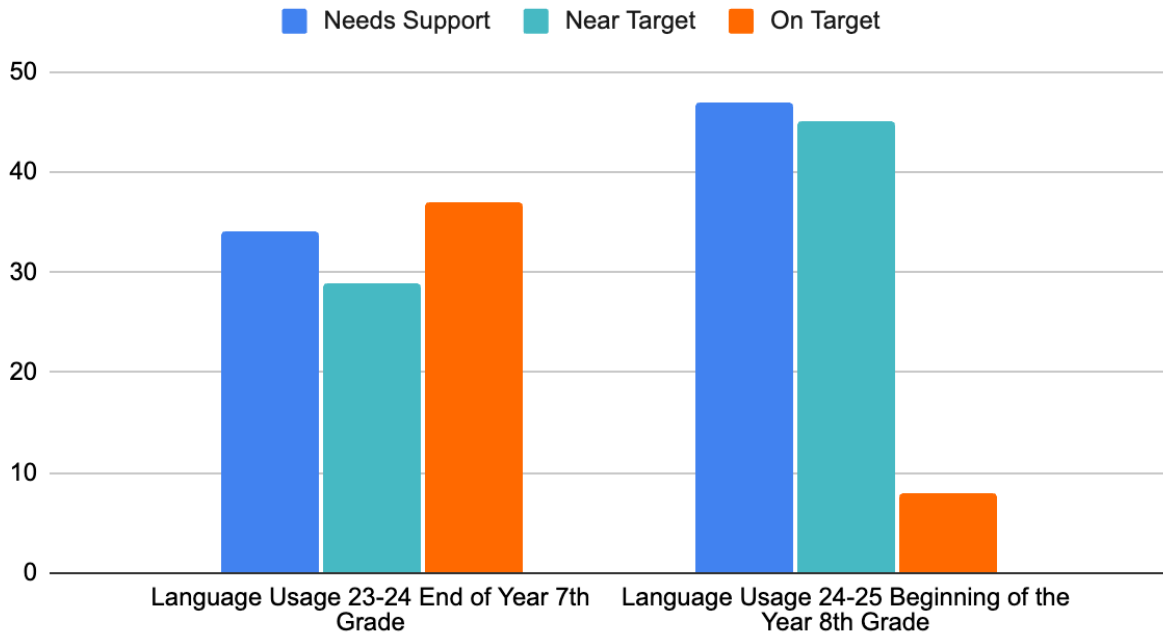
6th to 7th Grade iMSSA Math Data



7th to 8th Grade iMSSA Reading Data



7th to 8th Grade Language Usage Data



7th to 8th Grade iMSSA Math Data

