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SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2024-25 Renewal Application Part A  
Revised November 1, 2024**

**School Name:** Turquoise Trail Charter School

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

**Head Administrator:** Stephanie Behning

**Governing Board Chair:** Sammi Triolo

**Business Manager:** Rebekah Runyan

**Authorized Grade Levels:** PK(grant funded) PK-8

**Authorized Enrollment Cap:** 840

**Facility/building capacity:** 745

**2023-24 120-Day Enrollment:** 654

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>1</sup>:** 16.45

**Foundation:** Turquoise trail charter school foundation

**Remote or in-person instruction (or ratio if combination):** in-person

**Food services offered:** Yes

**Transportation service offered:** Yes

**Waivers:** Evaluation Standards for School Personnel

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<sup>1</sup> Most current NMCI number available from PSFA is from June 2024.

**History:**

Turquoise Trail Charter School converted from a traditional public school to a charter school in 1994, one year after 1993 Charter School Law. Santa Fe Public Schools was their authorizer from 1994 until 2015 when Turquoise Trail renewed with the Public Education Commission. This is their third renewal application with the PEC.

**Mission:**

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

**Educational Program of School as written in the contract:**

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

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

**Amendments approved in last four years:**

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

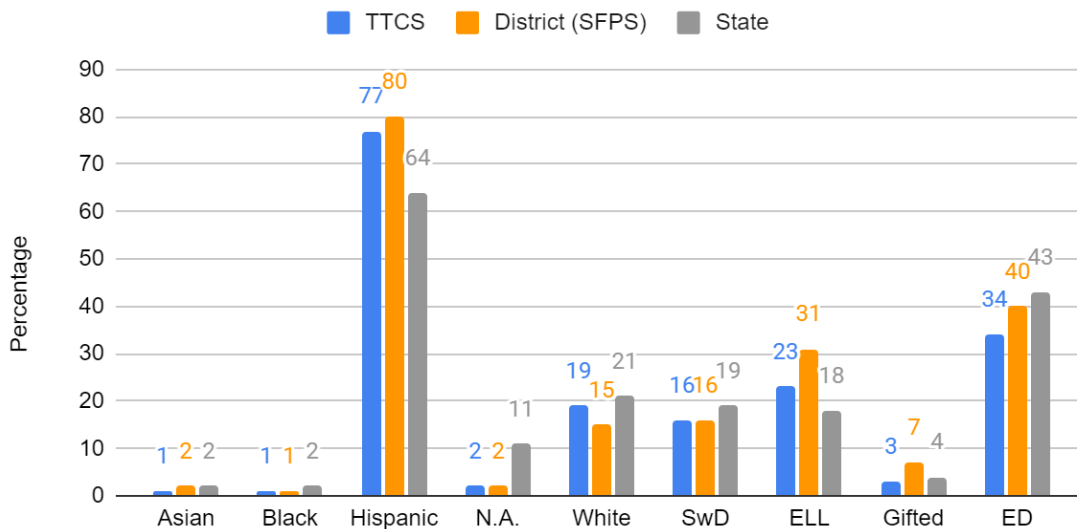
**Head Administrator and Business Manager changes in last four years:**

PEC Meeting Date	Position	Person Appointed
6/16/2024	Head Administrator	Stephanie Behning

Source: Amendments and Notifications

## Demographics as reported in STARS 2023-24 End of Year (EOY):

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

**Note:** 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

## Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	25	41.8	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	<b>Note:</b> #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	100*	75	100
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>62.5</b>	<b>58.4</b>	–

**\*Note:** The Annual Report from 2021-22 indicates a School-specific Goal score of 94; the correct score should be 100. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

**State Accountability System:**

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan (CSP)* that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Overall NMVistas Standing:**

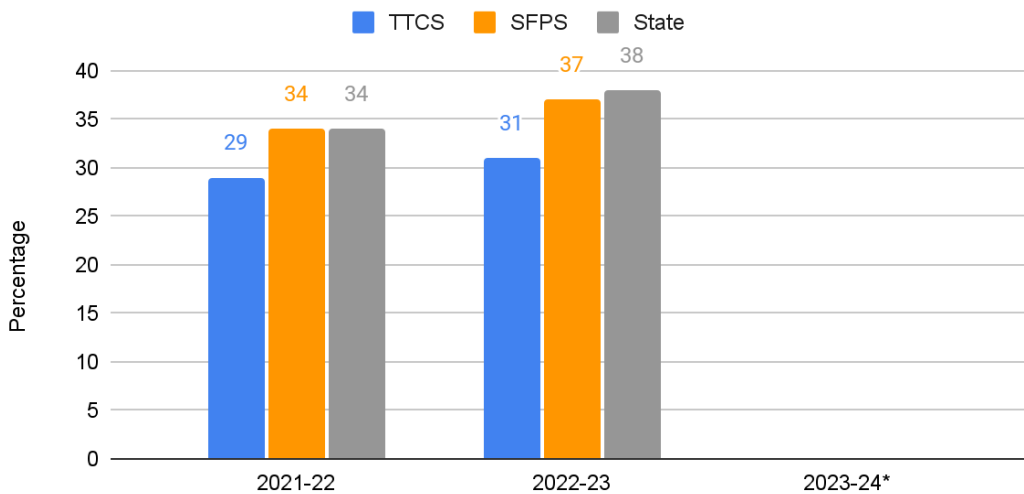
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	<b>25</b>	<b>Traditional</b>
Year 3	2022-23	<b>41.8</b>	<b>Traditional</b>
Year 4	2023-24	Pending	----

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

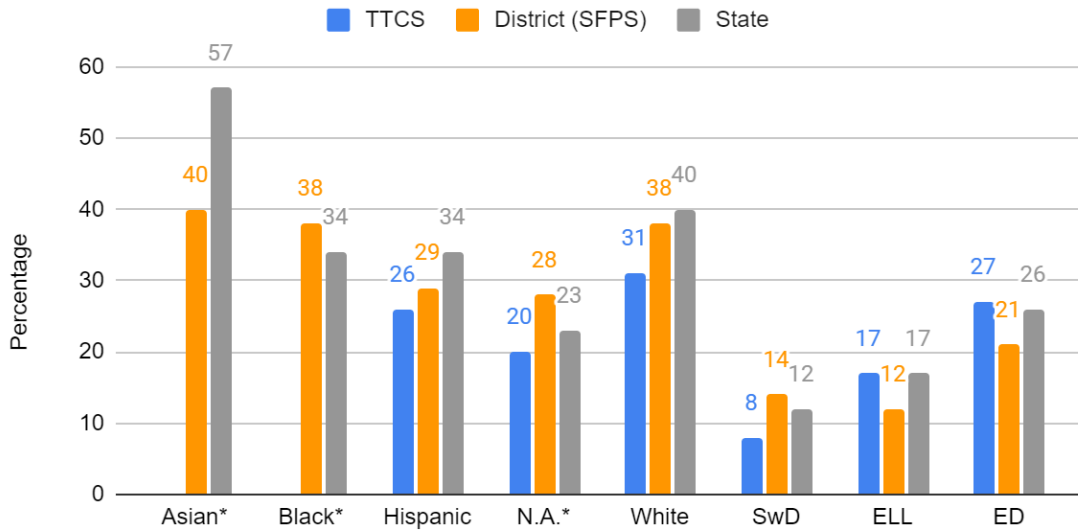
Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

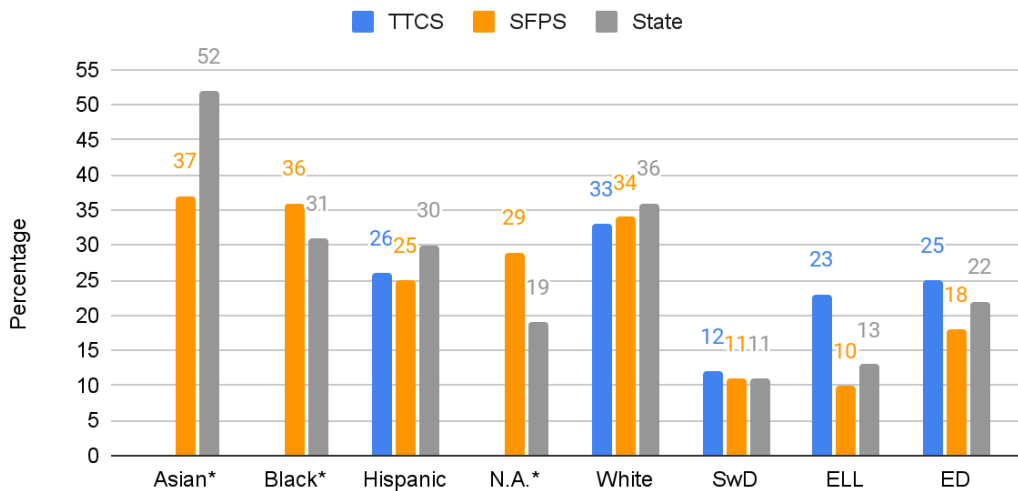
## Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

\*Note: 2022-23 data are masked due to too few students represented in the subgroup(s). 2022-23 N.A. data are blurred at <= 20%.

## Percent Proficient in Reading by Subgroup 2021-22

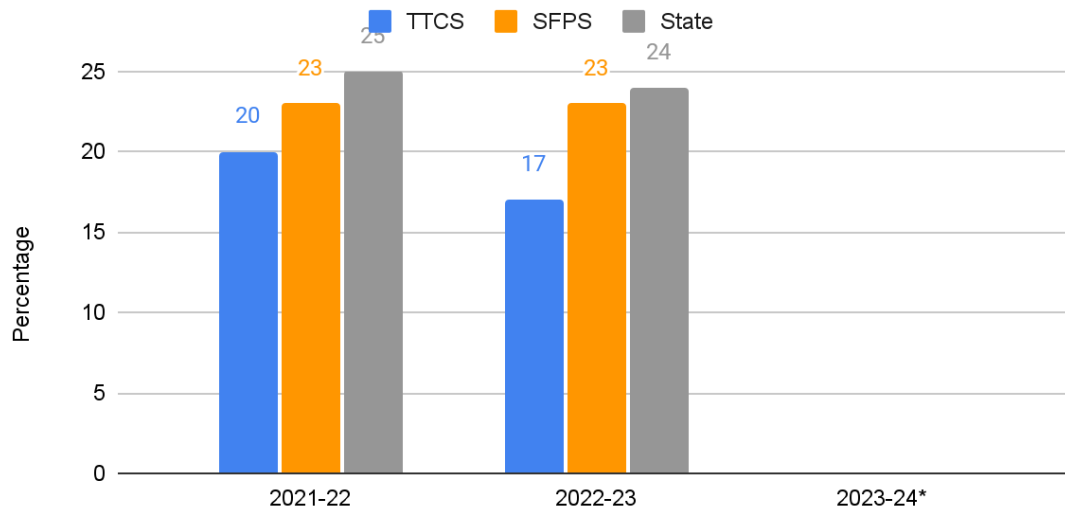


Source: Assessment, Research, Evaluation, and Accountability Division

\*Note: 2021-22 TTCS data are masked due to too few students represented in the subgroup(s).

## Mathematics

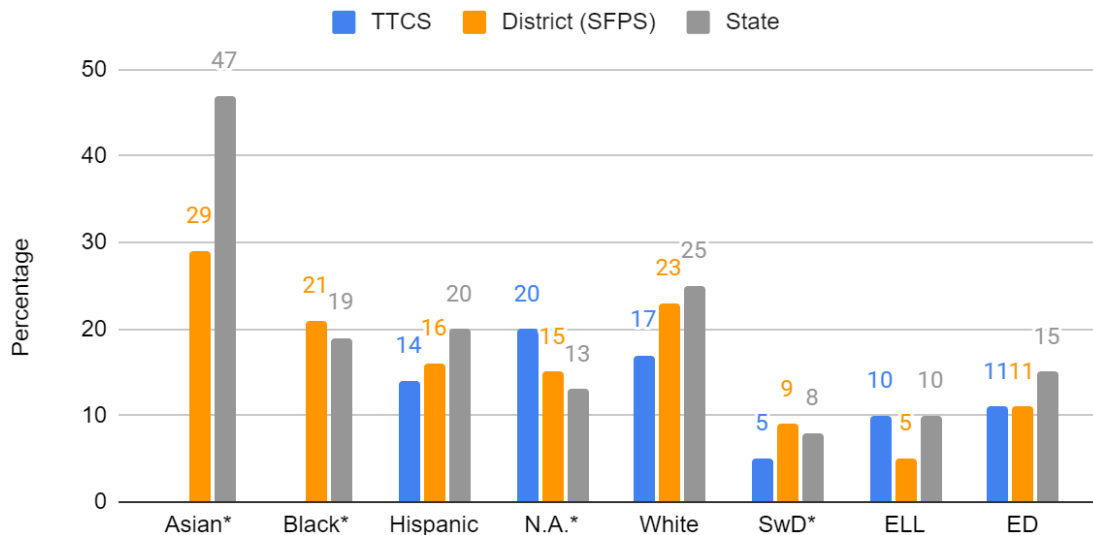
### Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

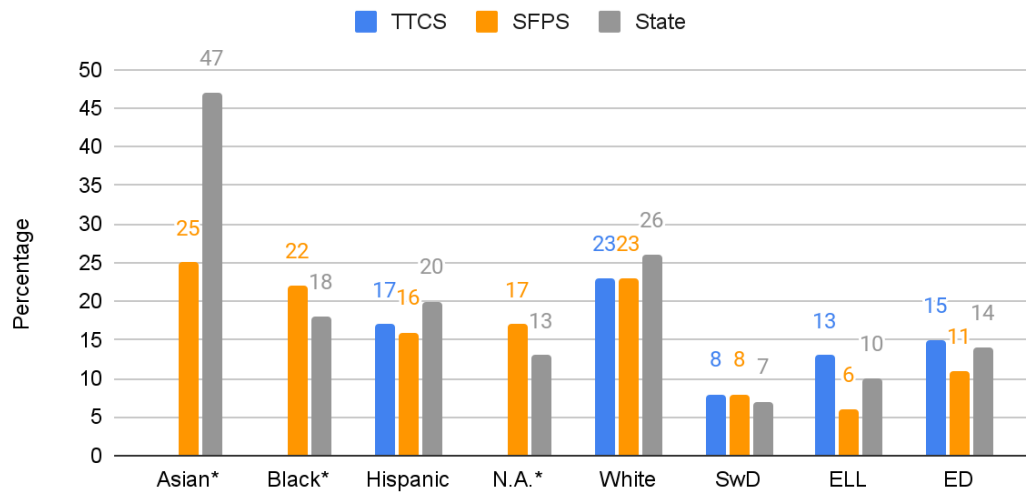
### Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** 2022-23 data are masked due to too few students represented in the subgroup(s). 2022-23 N.A. data are blurred at  $\leq 20\%$ . SwD data are blurred at  $\leq 5\%$ .

## Percent Proficient in Math by Subgroup 2021-22



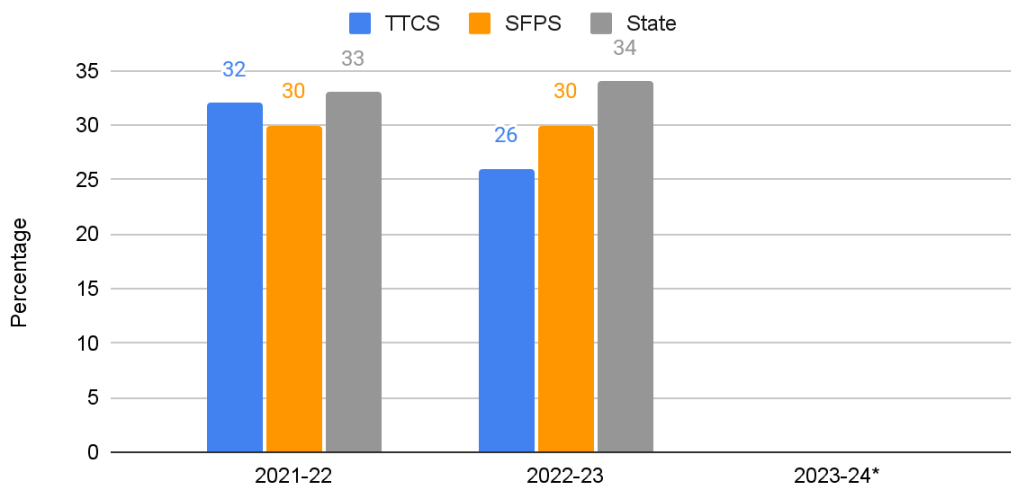
Source: Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2021-22 TTCS data are masked due to too few students represented in the subgroup(s).

## Science

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

## Percent of Students Proficient in Science across Charter Term

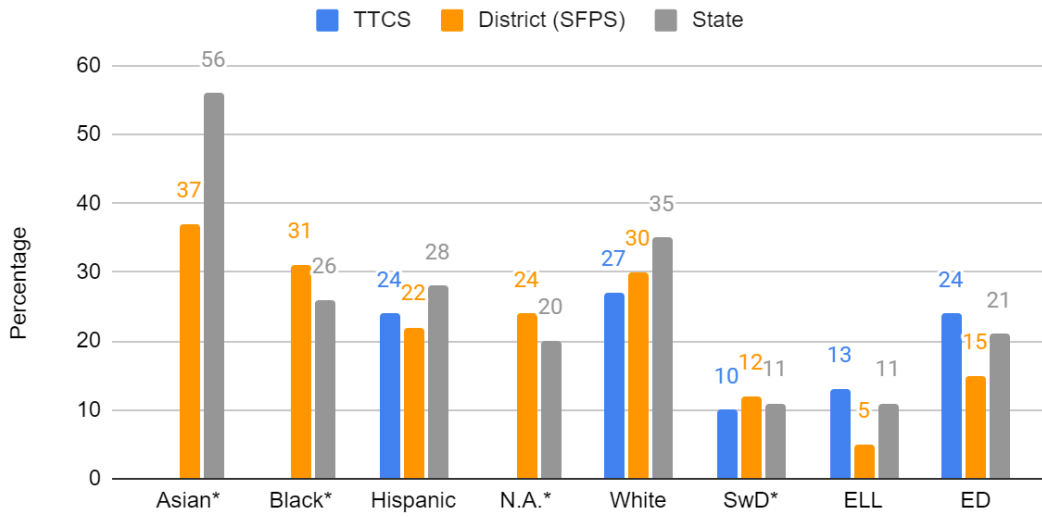


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.



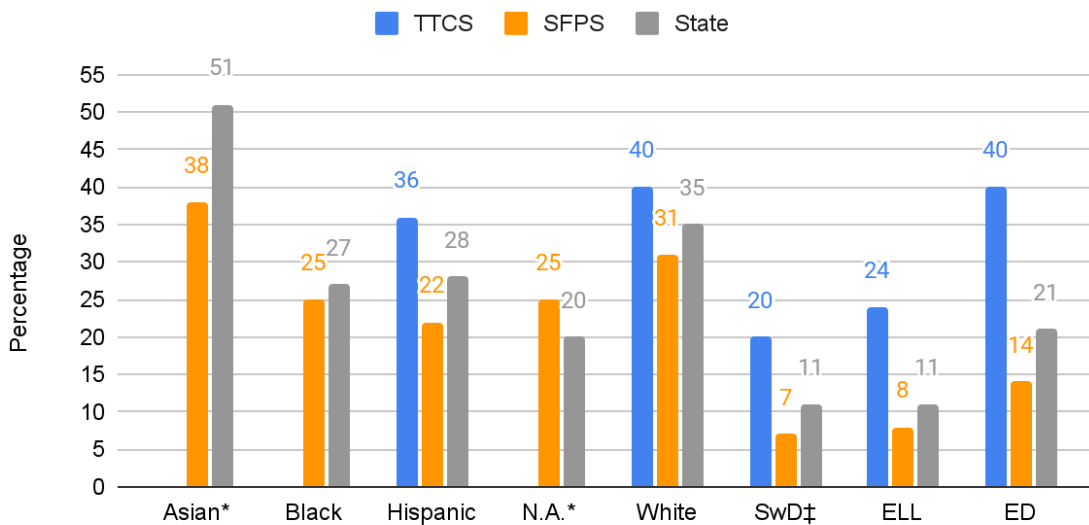
## Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** 2022-23 data are masked due to too few students represented in the subgroup(s). 2022-23 SwD data are blurred at  $\leq 10\%$ .

## Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2021-22 TTCS data are masked due to too few or no students represented in the subgroup(s).

**Note:** 2021-22 TTCS data are missing due to no students represented in the subgroup(s).

**‡Note:** 2021-22 TTCS data for SwD are blurred at  $\leq 20\%$ .

### English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	≤ 20% (masked)
2022-23	8.9%
2023-24	Pending

Source: NMVistas.org (WIDA/ACCESS for ELLs)

### School-Specific or Mission-Specific Goals:

Year	Goal 1	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available	
Year 2 2021-22	<b>Exceeds Standard</b> <b>100 points</b>	<b>100*</b>
Year 3 2022-23	<b>Meets Standard</b> <b>75 points</b>	<b>75</b>
Year 4 2023-24	<b>Exceeds Standard</b> <b>100 points</b>	<b>100</b>

Note: The Annual Report from 2021-22 indicates a School-specific Goal score of 94; the correct score should be 100.

Source: School reported data

### Mission-Specific Goal

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

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

**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	93%	96%	89%
2021-22	90%	95%	86%
2022-23	88%	94%	80%
2023-24	pending	–	–

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

**Teacher Retention Rate:**

Year	Retention Rate
2020-21 to 2021-22	71%
2021-22 to 2022-23	34%
2022-23 to 2023-24	pending

**Source:** STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

**Enrollment Trends as reported in STARS EOY:**

Grades Served	FY21	FY22	FY23	FY24
Grade K	71	89	76	pending
Grade 1	83	66	79	–
Grade 2	73	80	59	–
Grade 3	73	80	80	–
Grade 4	67	72	78	–
Grade 5	87	69	68	–
Grade 6	76	90	72	–
Grade 7	56	80	60	–
Grade 8	56	50	63	–
<b>Total</b>	<b>682</b>	<b>715</b>	<b>675</b>	<b>–</b>

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

## Financial Compliance

### Staffing measured in Full-Time Equivalents (FTE):

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	3.50	11.75	5.81	12.60	.65	40.40	4.70	79.41
FY22	3.00	11.00	5.60	12.70	2.72	53.81	6.85	95.68
FY23	4.00	11.01	6.51	8.50	2.42	45.75	6.74	84.93
FY24	Pending							

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

### FTE paid for with operational funds:

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	27.87	8.40	8.0	1.8	3.27	1.00	69.75
FY22	32.28	5.6	7.0	1.6	3.60	4.90	74.88
FY23	29.21	5.00	5.50	0	4.00	2.5	66.94
FY24	29.17	6.00	3.70	0	3.75	1.0	66.15

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

**Actual Operational Expenses, in whole dollars, by Function Code:**

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	3,101,755	60%	3,574,132	60%	3,921,500	61%	pending	
2100	Student Support	472,652	9%	429,075	7%	478,621	7%	-	
2200	Instructional Support	58,284	1%	71,486	1%	21,272	<1%	-	
2300	Central Administration	329,165	6%	467,848	8%	490,499	8%	-	
2400	School Administration	366,439	7%	432,901	7%	616,958	10%	-	
2500	Central Services	247,525	5%	349,125	6%	291,517	5%	-	
2600	Maintenance and Operations	453,371	9%	575,017	10%	581,010	9%	-	
2700-5999	All Other Function Codes	123,347	2%	85,984	1%	50,425	<1%	-	
Total Operational Expense Fund 11000		5,152,538	100%	5,985,567	100%	6,451,803	100%	-	
Total Operational Revenue Fund 11000		\$5,523,887		\$6,095,400		\$6,555,813		pending	

**Sources:** School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period= Fourth Quarter (Apr-Jun))

**Operational Cash Balance:**

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	\$703,879.00	89%	10.91%	39.83
FY22	\$999,388.00	42%	13.61%	49.68
FY23	\$1,193,937.00	19%	15.05%	54.94
FY24	\$957,715.00	(-20%)	10.81%	39.47

**Source:** OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	2	1	0	0	No
FY21	0	0	0	0	No
FY22	0	0	0	0	No
FY23	3	0	1	1	No

Source: NMPED Audit Report, Clifton Larson and Associates

## Governing Body Performance

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Sammi Triolo	Victoria Schweizer	Not identified	8	Yes
FY22	Sammi Triolo	Victoria Schweizer	Hannah Mazur	9	Yes
FY23	Sammi Triolo	Victoria Schweizer	Hannah Mazur	8	Yes
FY24	Sammi Triolo	Victoria Schweizer	Amber Romero Maes	7	Yes

Source: CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21	FY22	FY23	FY24
Sammi Triolo	11	11	8	8
Victoria Schweizer	8	10	16	16
Hannah Mazur	8	8	8	
Ruth Center	9	10	8	8
Alejandra Rodriguez Campia Porras	8	8	8	14
Wendy Flood	12			
Amber Romero Maes	9	9	8	8
Matt Pahl	10	9	8	8
Lorenzo Dominguez		10	0	
Miranda Mascarenas		10	11	8

Source: CSD Internal Monitoring

\*Note: When applicable, red font indicates that the member did not complete all required training hours.

## Performance Framework Ratings

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

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

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

## Screenshot of Multi-year Performance Framework Ratings

Turquoise Trail Charter School	2020-21	2021-22	2022-23	2023-24
<b>Organizational and Financial Performance Ratings</b>				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Assurances	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Working to Meet Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Working to Meet Standard	Working to Meet Standard	Does Not Meet Standard	Does Not Meet Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	Meets Standard	Meets Standard	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard	Meets Standard

**Explanation of 2023-24 Indicator Ratings:**

- 1.b. Participation data will be provided in Fall 2024.
- 1.d. Language and Culture Division (LCD) reviewed files during site visit and the school did not follow correct EL identification process, per LCD’s Technical Assistance and Focused Monitoring Review (TAFM) letter.
- 2.b. [FY23 Audit](#) reflects three (3) New Findings. (1) Material Weakness (1) Significant Deficiency.
- 3.c. CSD did not receive Business Manager Change notification.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.
- 4.c. Licensure Bureau indicated licensure discrepancies not resolved by 120D.

**Explanation of 2022-23 Indicator Ratings:**

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

**Explanation of 2021-22 Indicator Ratings:**

- 1.b. ELA participation 82%, math 81%, science 71%; ACCESS 86%. Target is 95% for all assessments.
- 1.d. School is working on processes to identify and serve EL students, has hired a new director who will be working on EL services; 9/7 working on it, CE doing some of the DTC work, building



capacity internally; have dedicated teacher in MS teaching Spanish and ELD.

4.b. 92% attendance EOY.

4.c. See EOY report; School is following up on licensure discrepancies identified in STARS.

**Explanation of 2020-21 Indicator Ratings:**

Explanations for indicator ratings are not included for 2020-2021.

**Source:** CSD Internal Monitoring

**Conditions or Corrective Action Plans (CAPs):** none

**[2022-23 Annual Report](#) rating/notice from PEC:** Satisfactory performance overall; unsatisfactory performance related to academic growth for all students and subgroups listed on pages 6- 7 of the annual report and organizational concerns listed on page 9, indicator 4.c. of the annual report.

**Source:** CSD Internal Monitoring