



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

MICHELLE LUJAN GRISHAM
GOVERNOR

Turquoise Trail Charter School

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

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.

Analysis of Renewal Application and Site Visit

PART A:	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
PART B:	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.

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>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	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	<i>Demonstrates Substantial Progress</i>
1.b	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. <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	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.	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance Schools that have maintained all Board of Finance	<i>Meets the Standard</i>

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	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 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 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 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. 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>

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	<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>
PART F:	<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.
Interviews	A summary of the stakeholder interviews is on the following page.
Other Appendices	The school did provide an appendix (presentation about the school).
School's Response	The school did not provide a narrative response to the CSD preliminary analysis.

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 December 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.

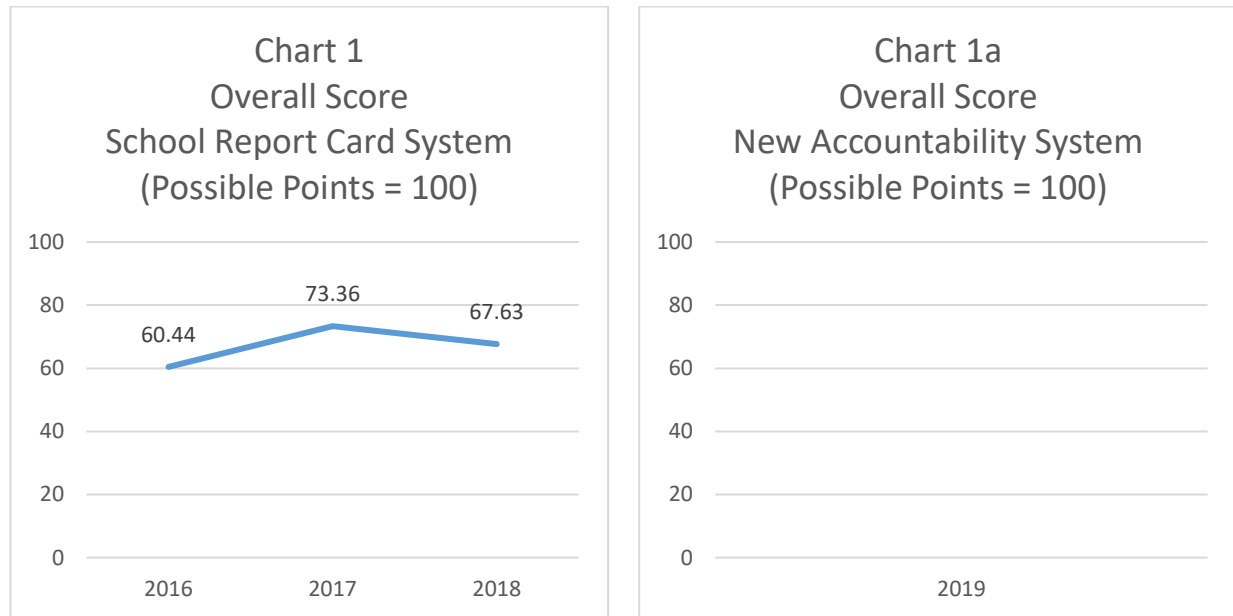
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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). Please note that the data was pulled directly from School Report Cards.

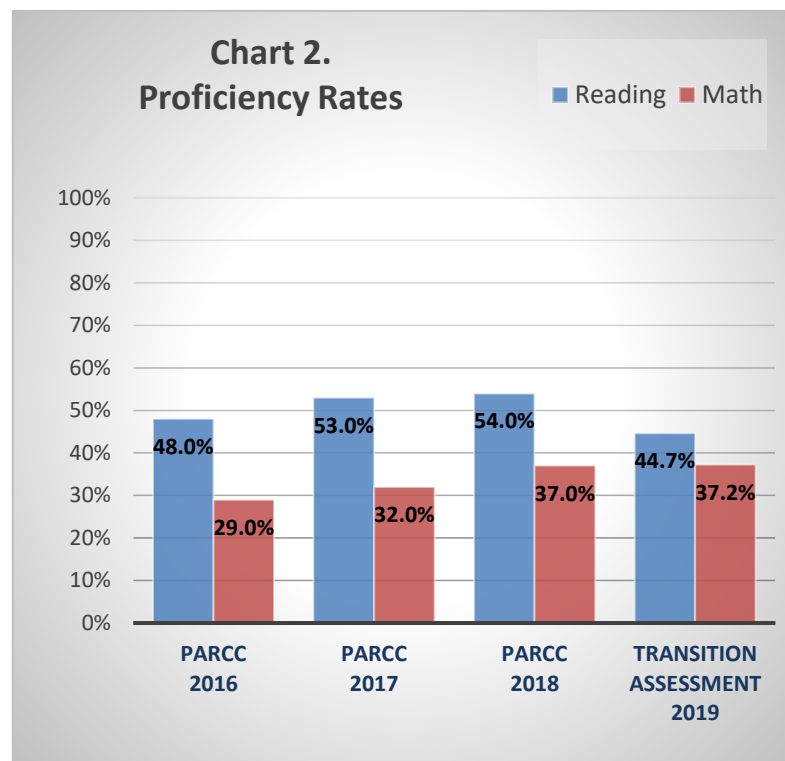
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

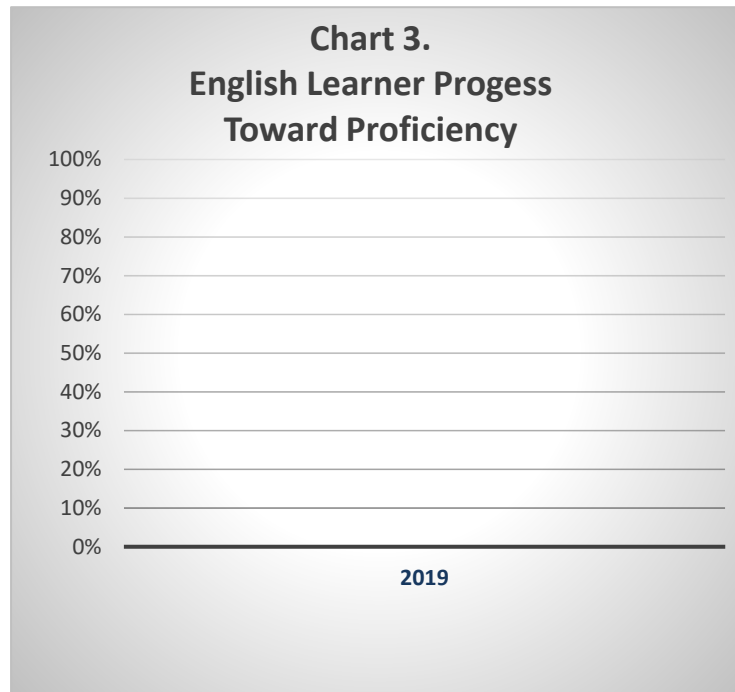
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



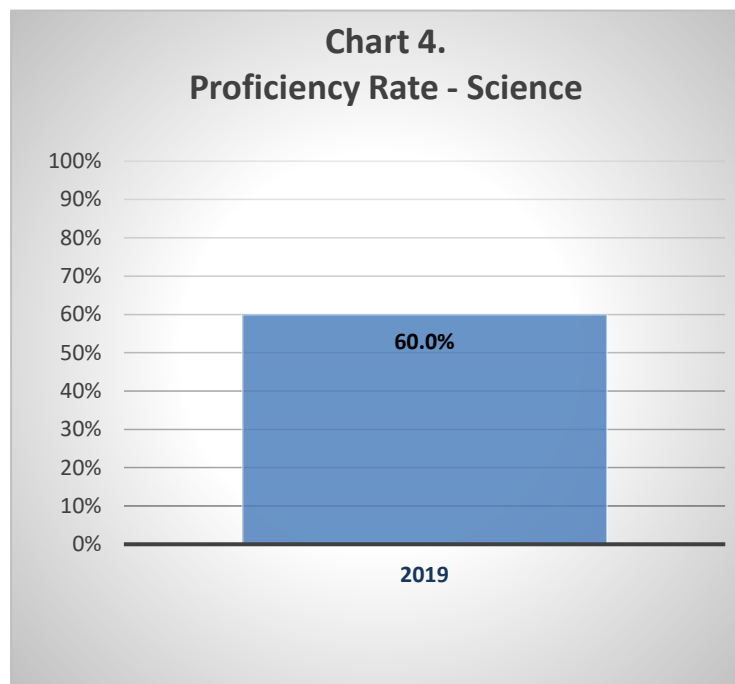
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



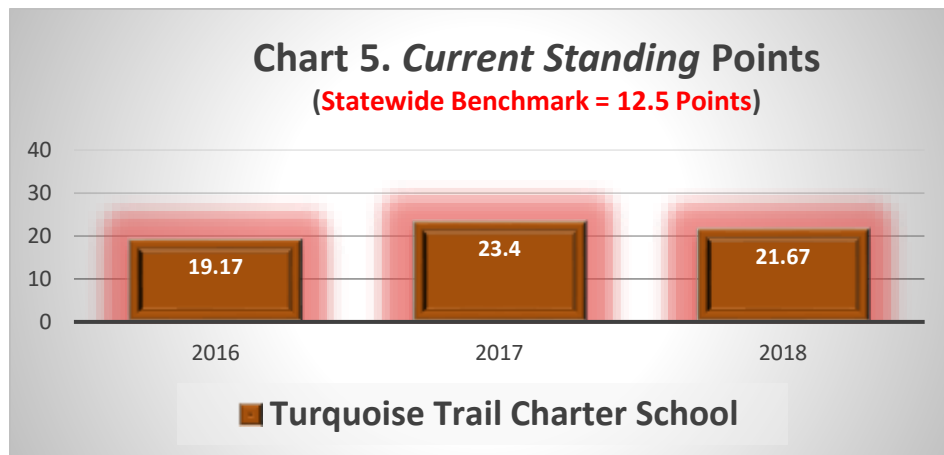
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



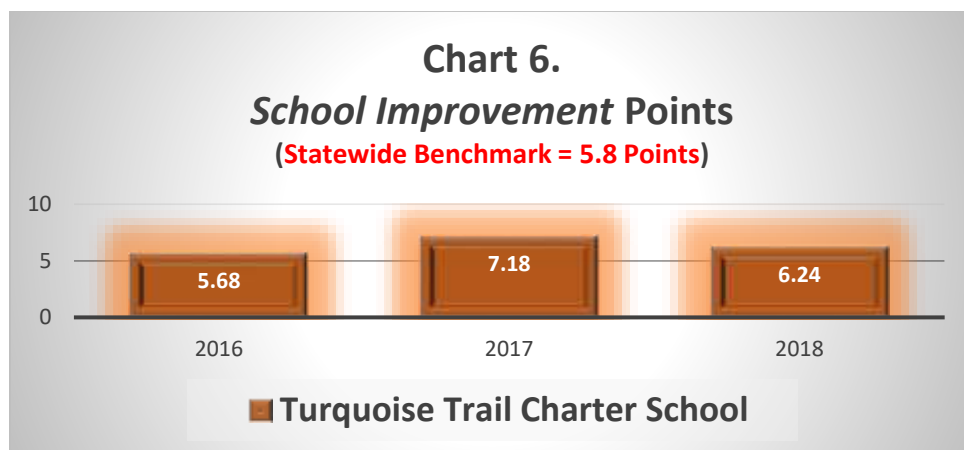
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

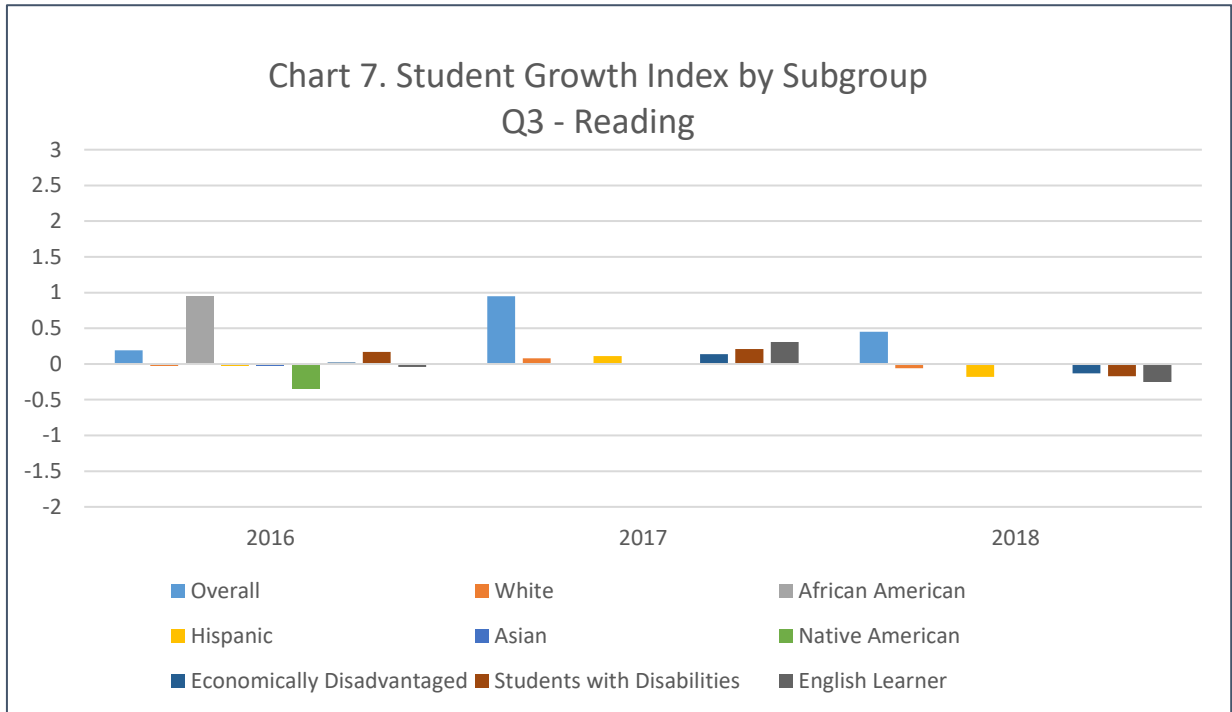


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



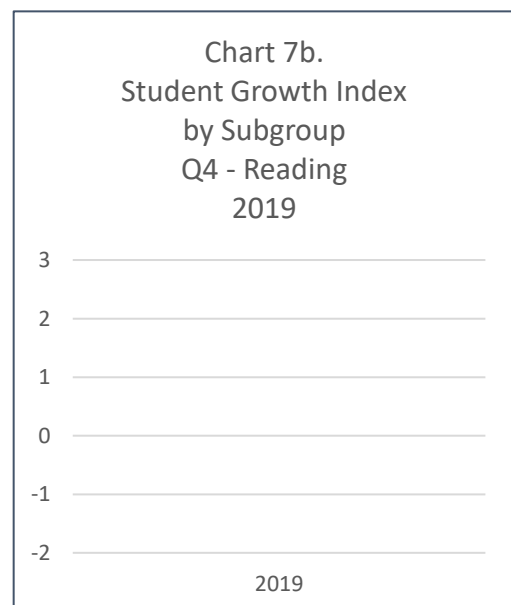
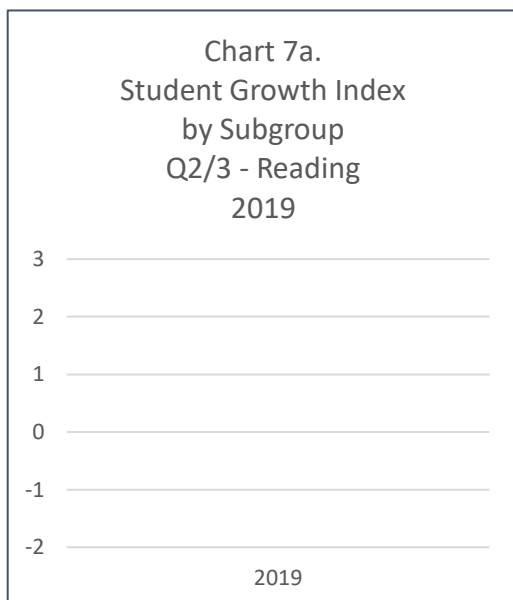
Subgroup – Higher-Performing Students in Reading

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. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



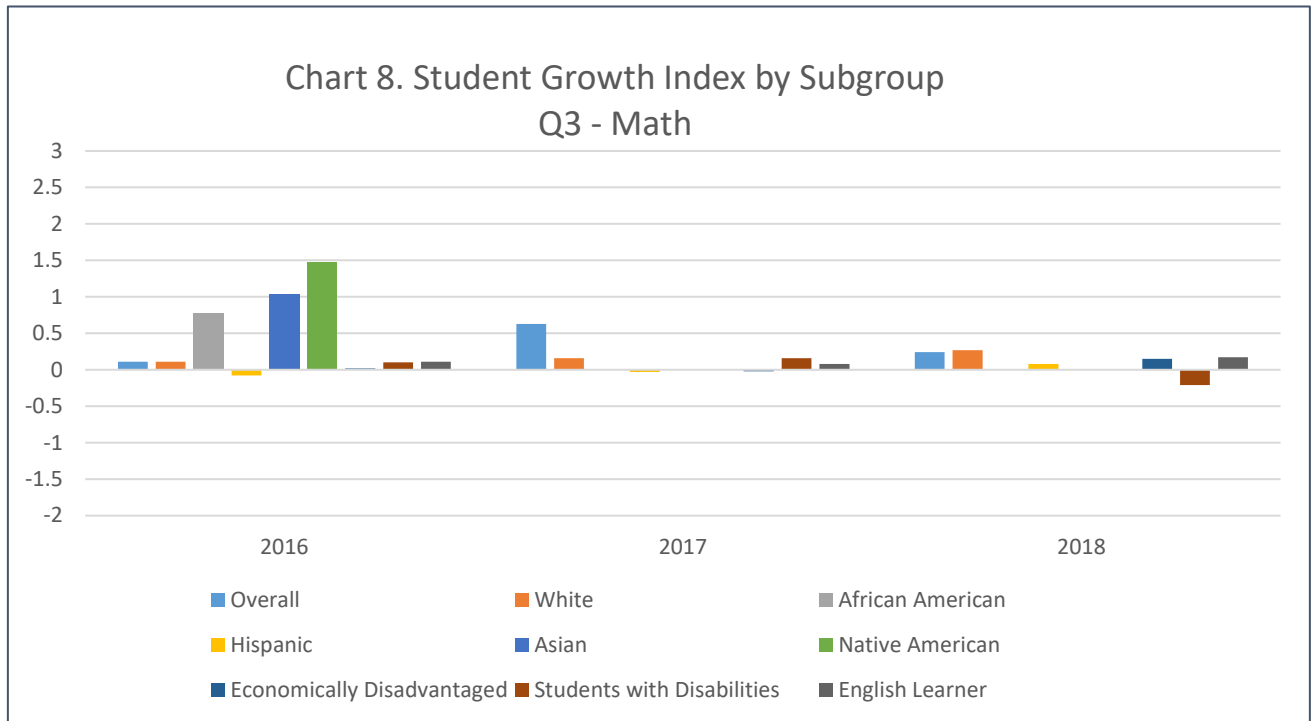
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



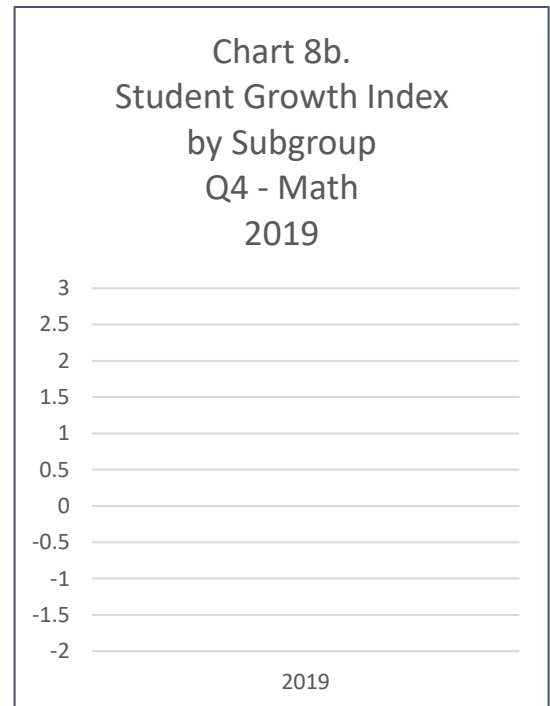
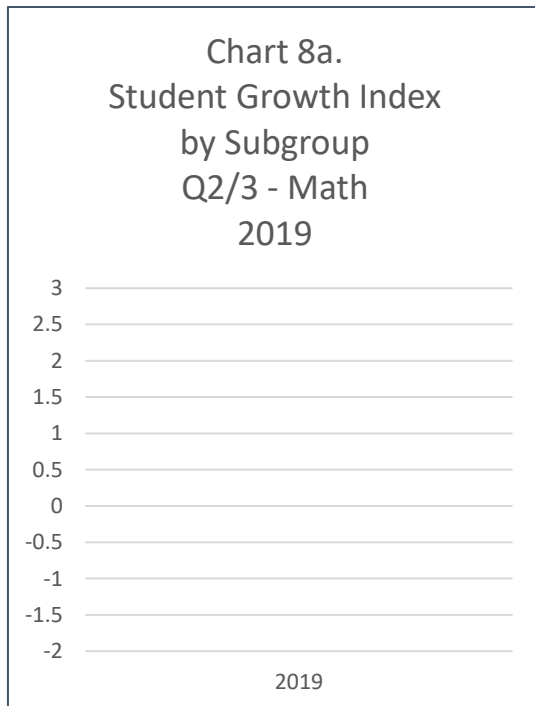
Subgroup – Higher-Performing Students in Math

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



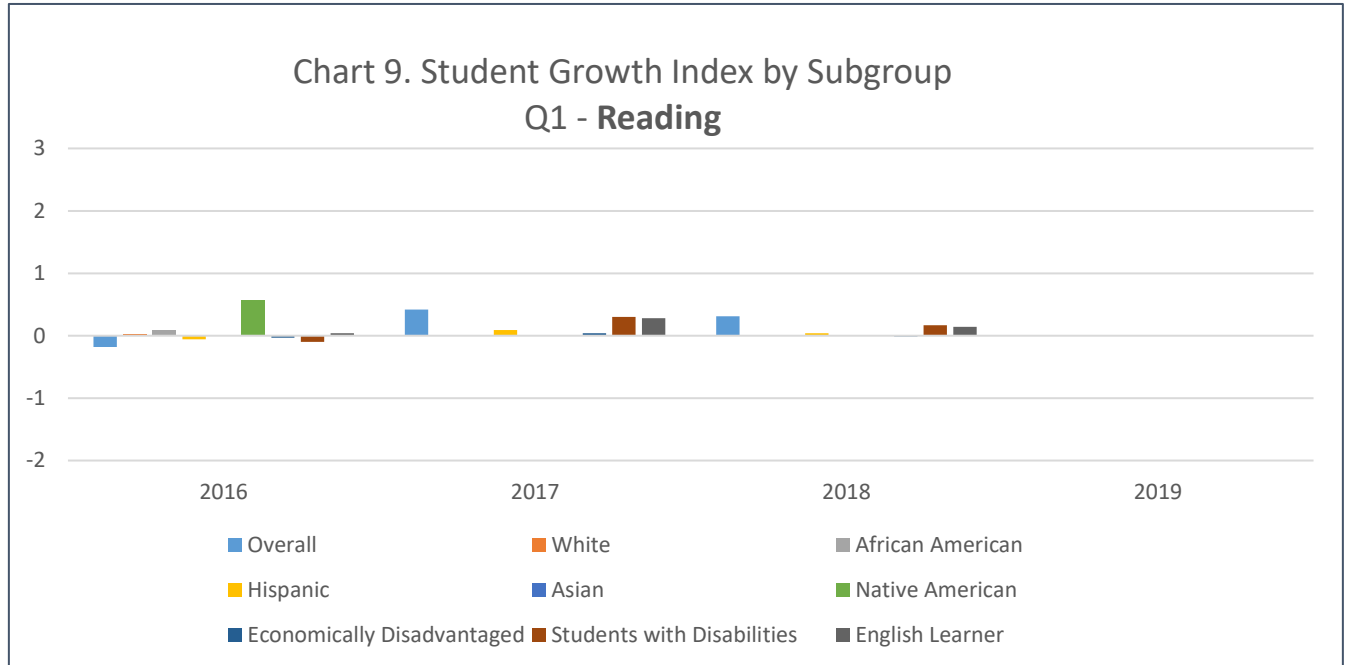
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

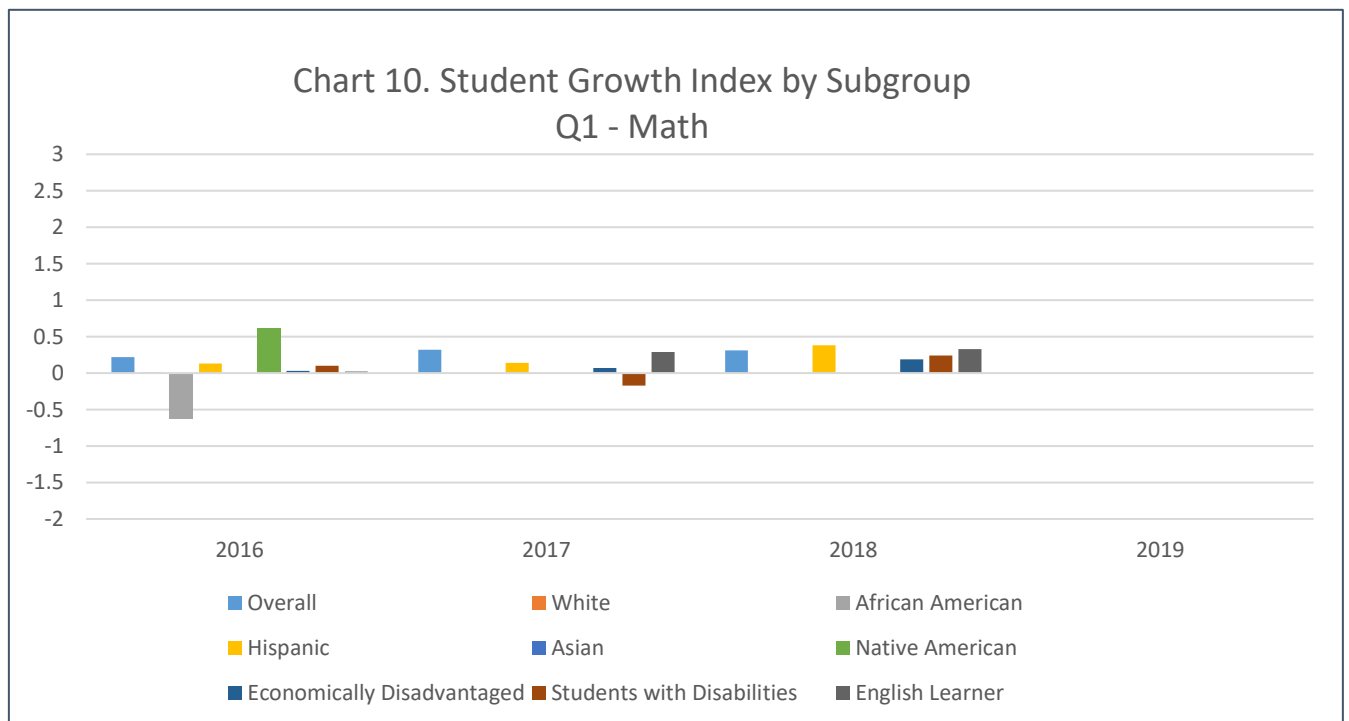


Subgroup – Lowest-Performing Students in Reading

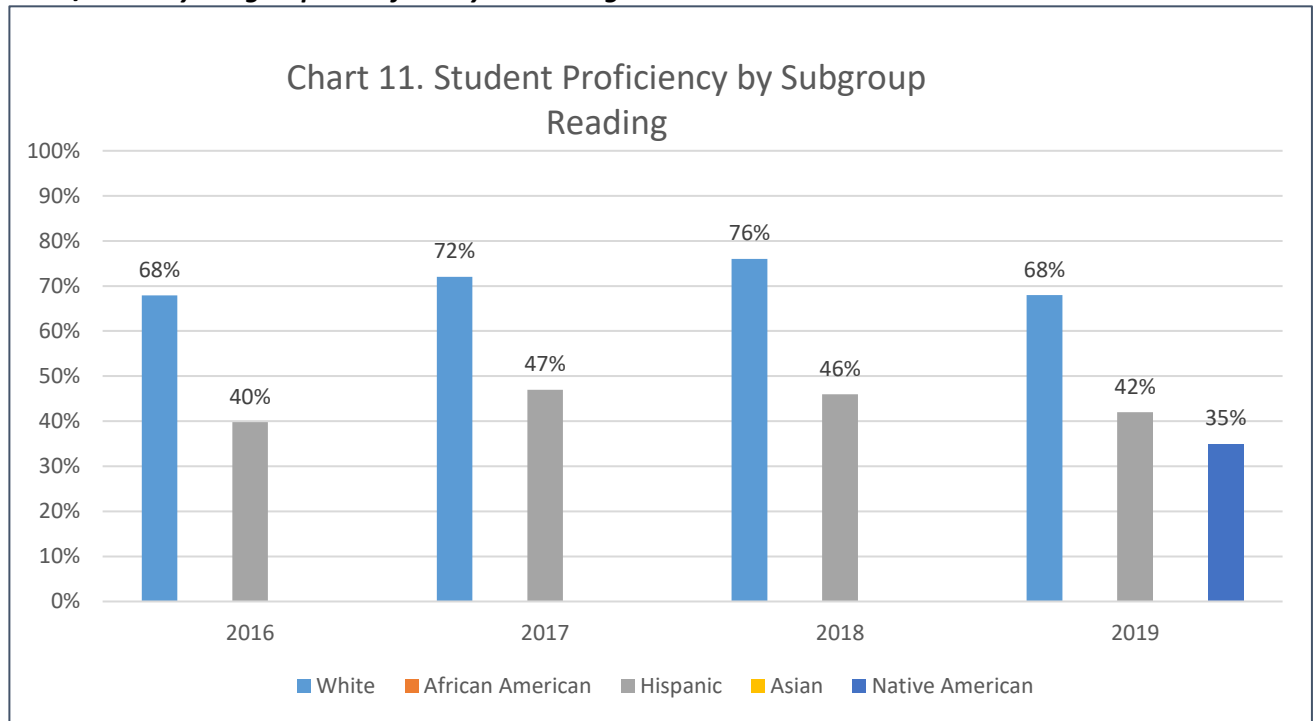
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



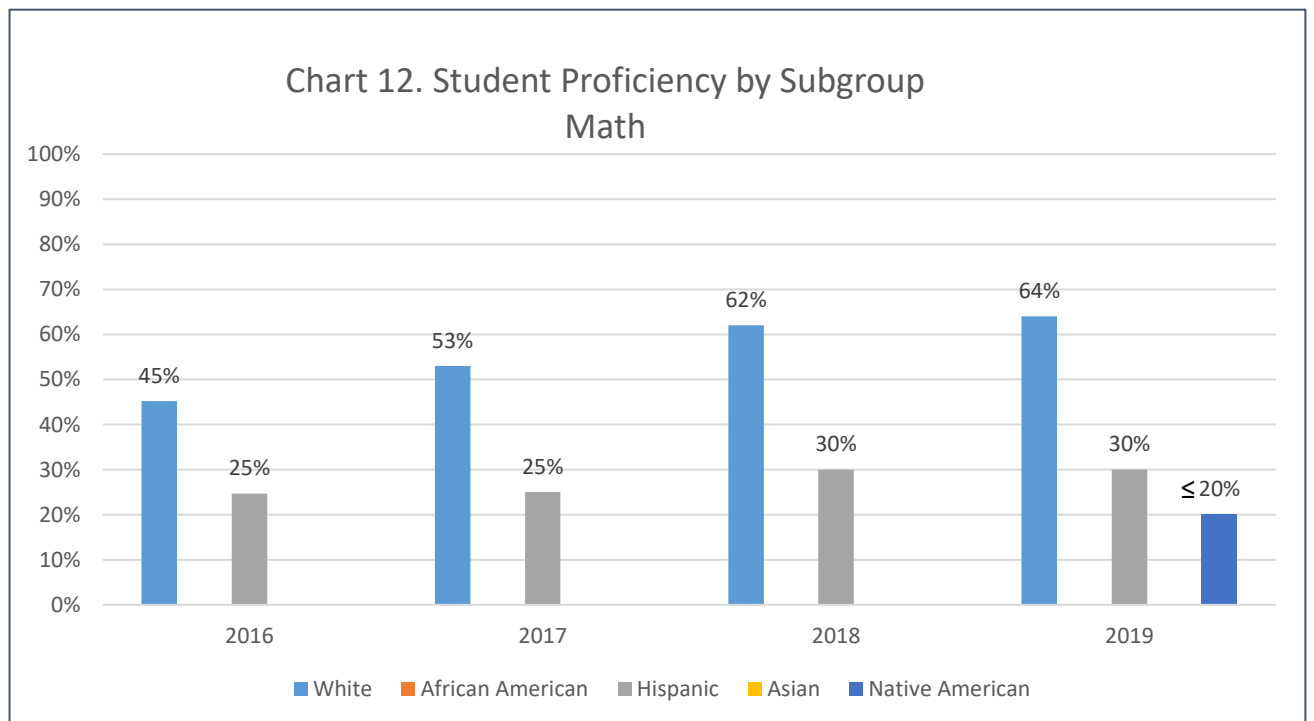
Subgroup – Lowest-Performing Students in Math



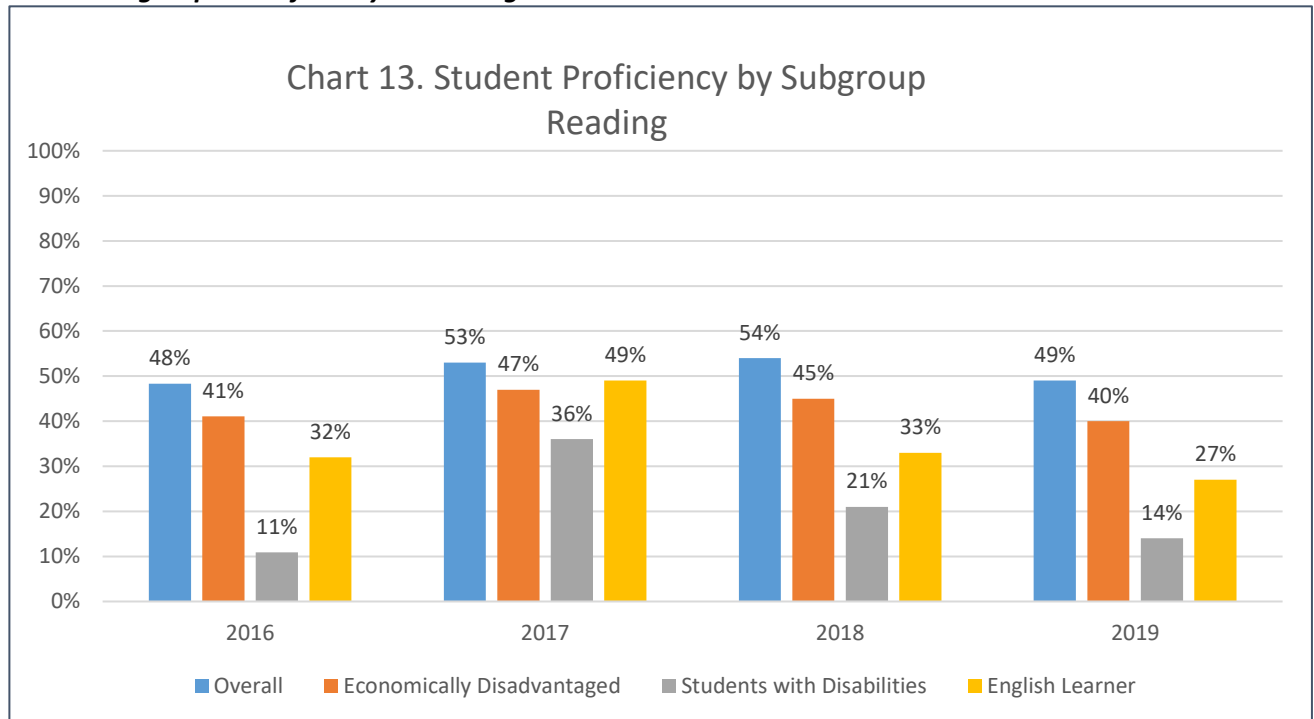
Race/Ethnicity Subgroups - Proficiency in Reading



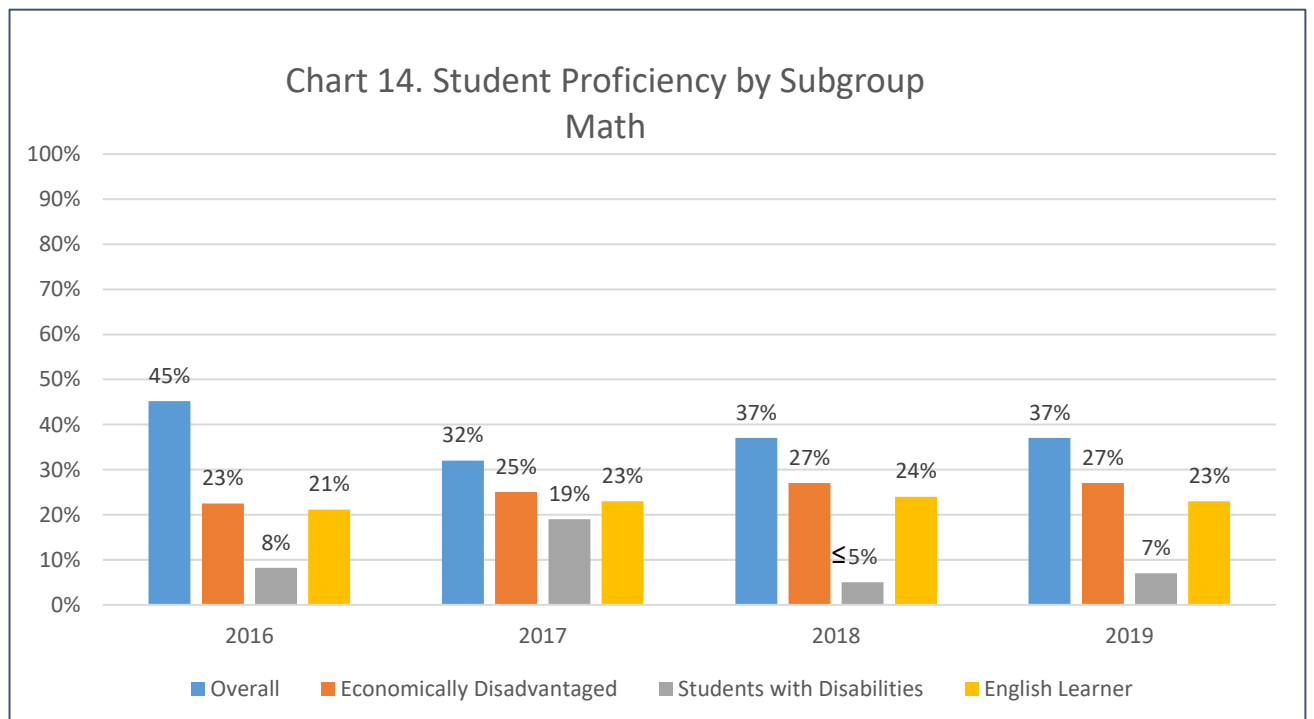
Race/Ethnicity Subgroups - Proficiency in Math



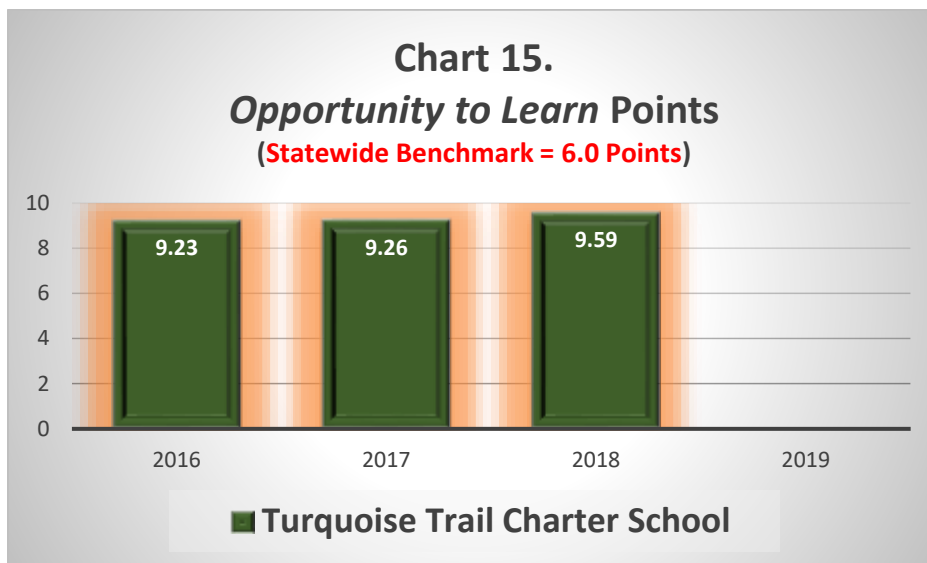
Other Subgroups - Proficiency in Reading



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

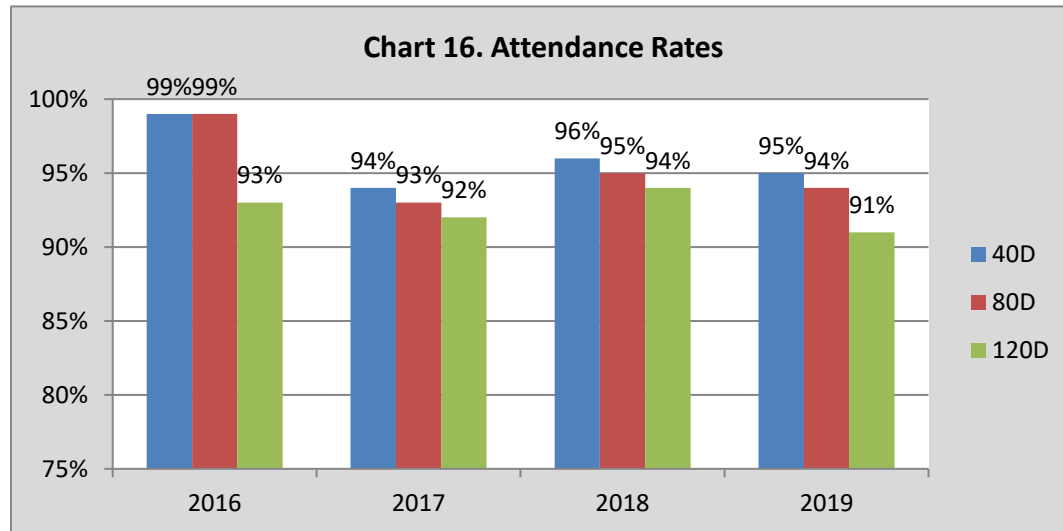
¹ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

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.)

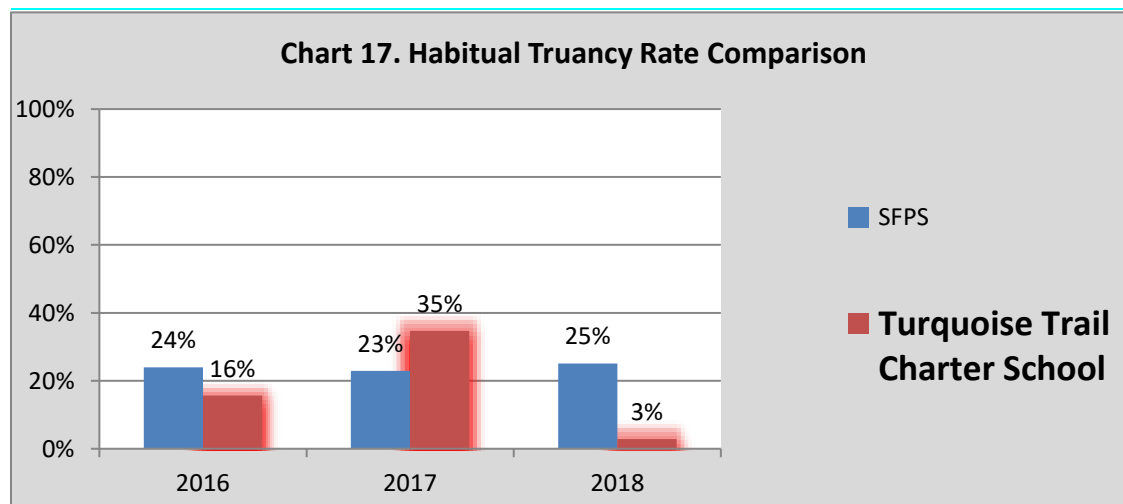
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

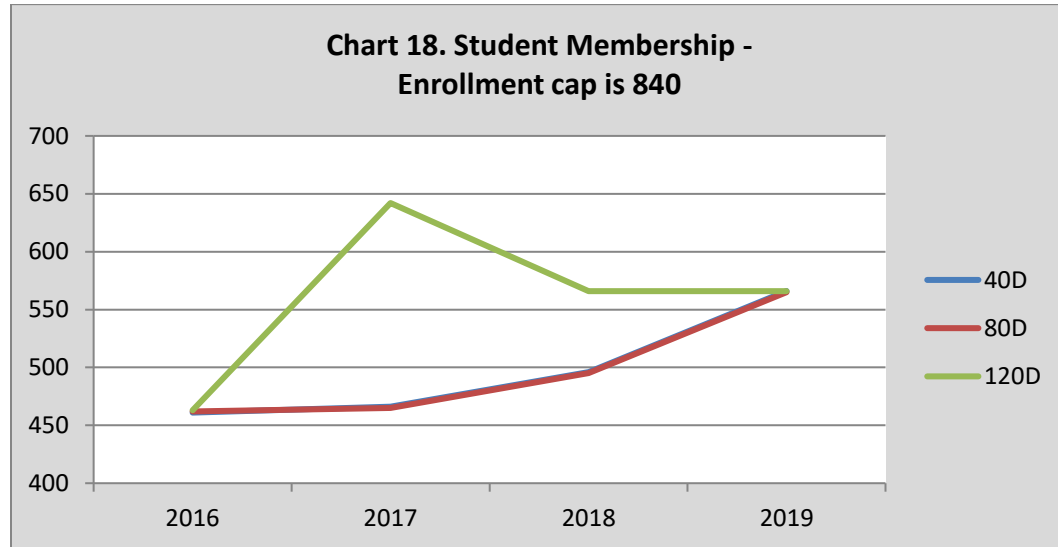
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



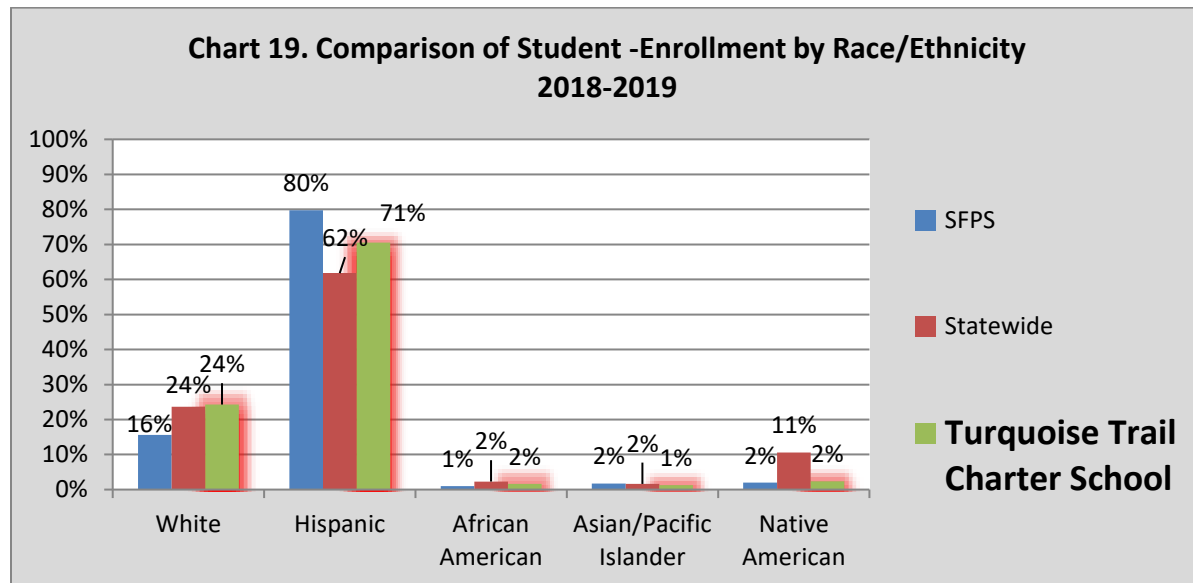
Student Membership (Enrollment)

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

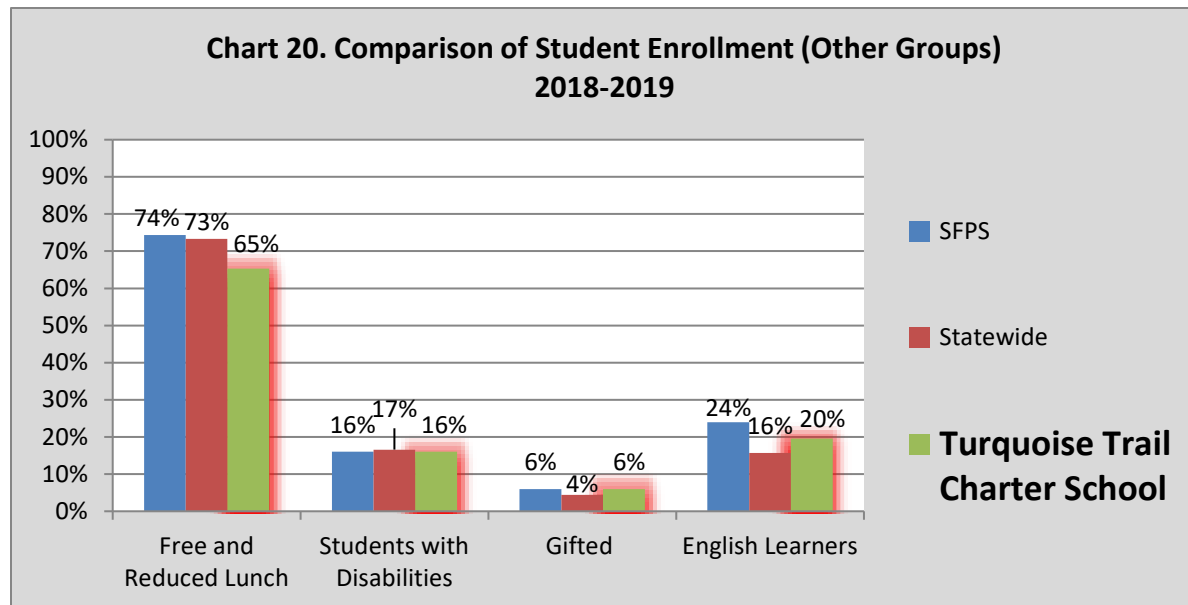


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

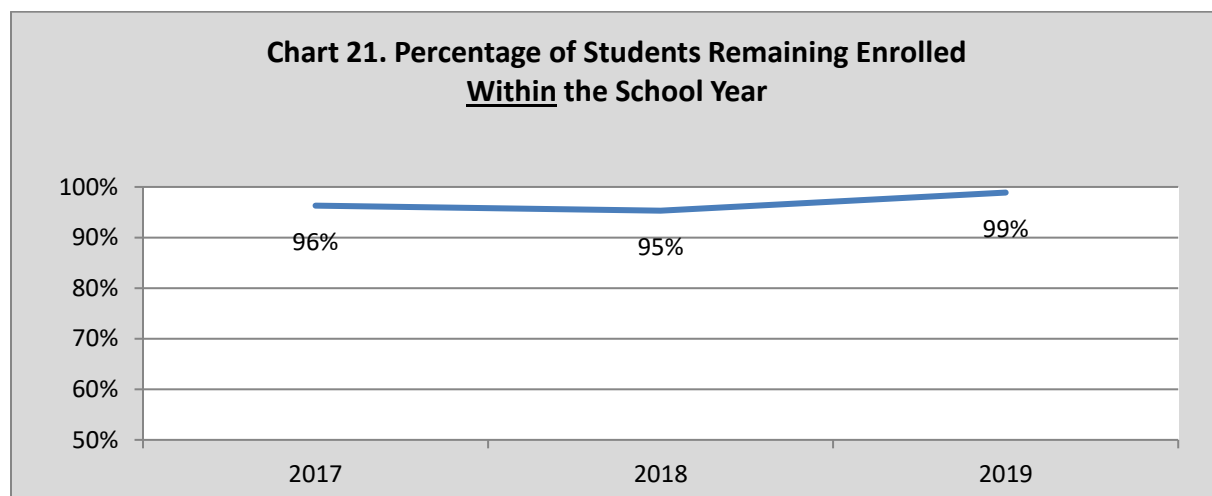


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

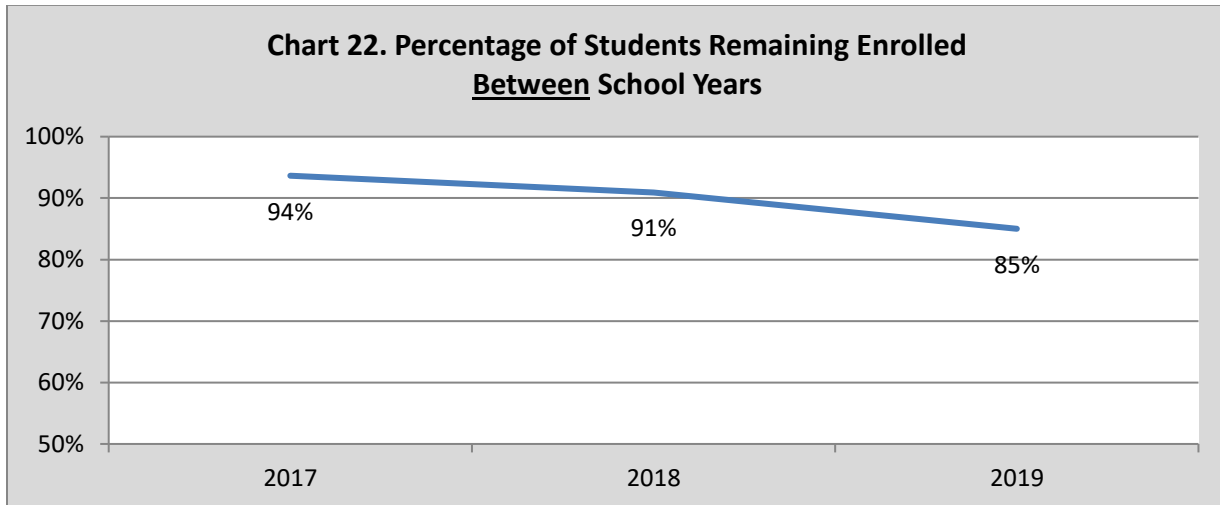
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

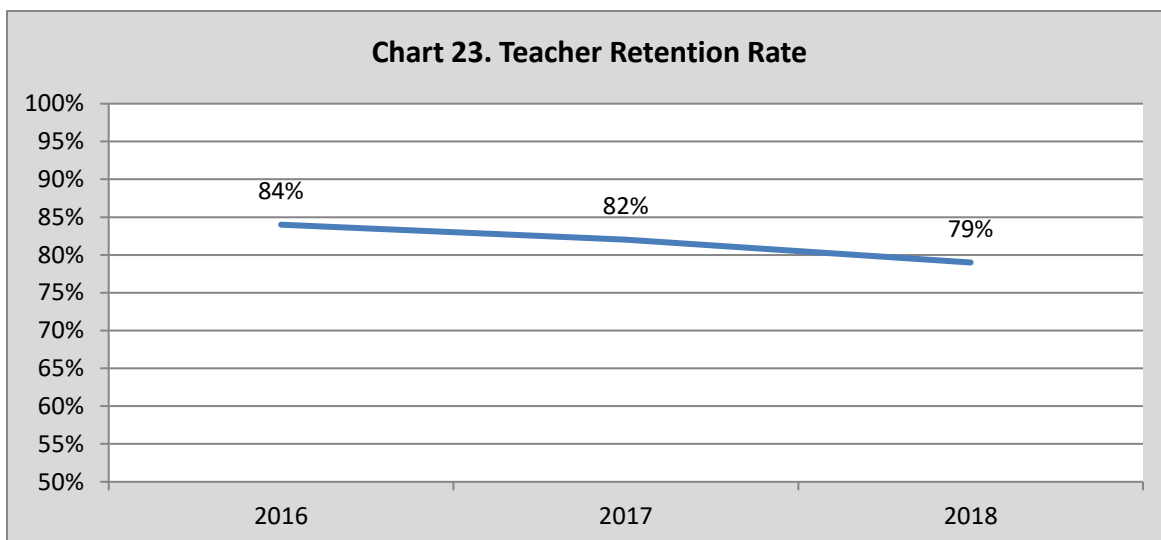


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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

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.



Part B—Progress Report

(A 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)



Part B—Progress Report

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:

TURQUOISE TRAIL CHARTER SCHOOL

Unique, Innovative, and Significant Contributions to Public Education

Historical Innovation

A significant contribution of Turquoise Trail Charter School to public education may be found in the history of charter schools in New Mexico. In 1993, New Mexico enacted its first charter school law, originally allowing conversion schools only.¹ Established in 1994, Turquoise Trail Charter School was one of the first conversion charter schools authorized in the state of New Mexico by the Santa Fe Public School District. With that distinction, Turquoise Trail Charter School was a pioneer on the cutting edge of the charter school movement in both New Mexico and the United States. It was not until the New Mexico Charter School Act was passed in 1999 that start-up (non-conversion) charter schools were permitted. Today, Turquoise Trail Charter School is the last remaining of the original conversion charter schools in New Mexico.

Student Achievement

¹ Conversion charter schools are traditional public schools that have been authorized to take on charter status.

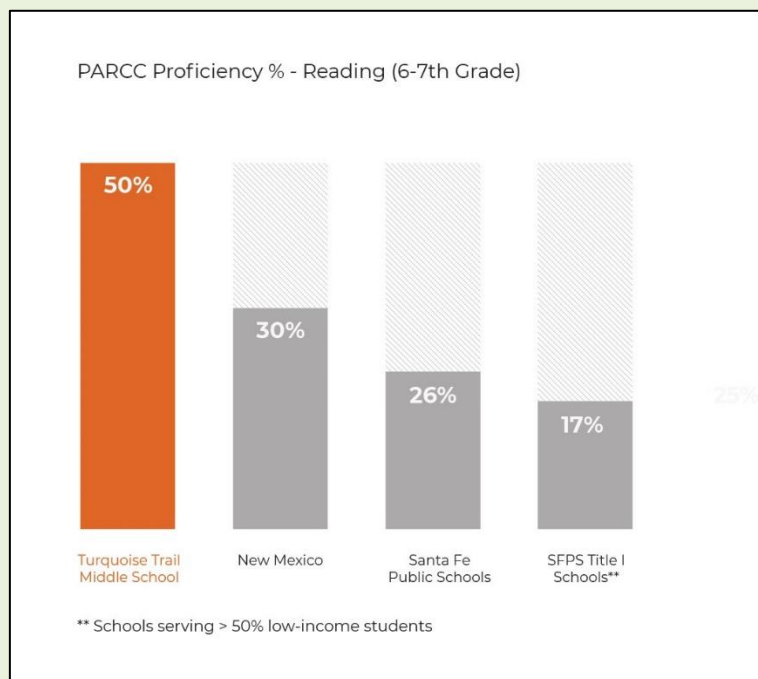
Turquoise Trail Charter School gained state recognition for its performance in math and recognition from Excellent Schools New Mexico (ESNM) for academic achievement by its Middle School.

In a New Mexico Public Education Department July 2018 Publication titled *2017-18 Student Assessment Results*, Turquoise Trail Charter School was recognized in two academic categories based on results from the PARCC assessment as:

- One of the 10 highest-performing state charter schools in terms of proficiency in Mathematics
- One of the 10 highest-performing state charter schools in terms of growth in Mathematics over a two-year period (2016-17 and 2017-18).²

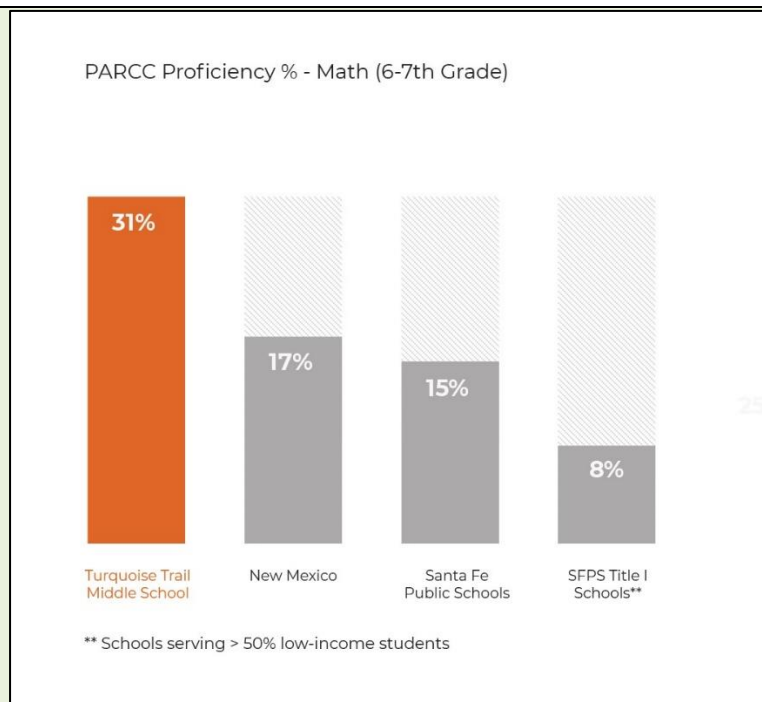
Excellent Schools New Mexico³

Excellent Schools New Mexico is a nonprofit organization that identifies New Mexico's most promising public schools and school leaders, makes data-driven investments to fund their growth, and provides ongoing support to expand their impact. The Turquoise Trail Middle School was one of four Excellent Schools New Mexico grantees. When 2018-19 PARCC student assessment results became public in late July, the organization shared student outcomes from the grantee schools. Turquoise Trail Middle School significantly outperformed similar schools across Santa Fe and the State in both Reading and Math. See charts for Reading and Math below.



² <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf> (pgs. 26 & 30)

³ https://excellentschoolsnm.org/?utm_source=boomtime&utm_medium=email&utm_campaign=Build-newsletter-our-2018-19-results---investing-in-our-fuure&utm_content=CTA&omhide=true&mc_cid=21a61a255b&mc_eid=5f52d91cd5



Excellent Schools New Mexico stated the following:

These outcomes highlight the tremendous strides made by local school leaders to better serve thousands of high-potential students AND demonstrate that all students can achieve at high levels when given the opportunity.

Outstanding Teaching



The White House Office of Science and Technology Policy, with the National Science Foundation, announced on June 25, 2018 that Turquoise Trail Charter School staff member Sharyn Gray was one of two teachers in New Mexico who received the highest recognition that a mathematics or science teacher may receive for outstanding teaching in the United States: The 2016 Presidential Award for Excellence in K-6 Mathematics.⁴ Sharyn currently serves as Middle School Principal and Math Teacher at Turquoise Trail Charter School.

⁴ <https://webnew.ped.state.nm.us/bureaus/math-science/professional-learning/paemst/>

Extended Learning Programs (ELPs) K-5

Turquoise Trail Charter School was awarded a state-funded 2019-20 Extended School Year Grant for grades K-5. Eighteen ELPs are being offered to students after school. The programs are designed to provide enrichment in students' lives whether it is through learning another language, fine arts, acquiring another skill, or further developing a skill they already have. All ELPs are taught by Turquoise Trail Charter School staff.

Beginner French: Students grades 3 - 5 have their first encounter with the French Language. This ELP is taught by our gifted teacher who speaks French fluently.

American Sign Language 1 and 2: This class for Kindergarten through 5th graders was so popular we had to add a second one. These classes are taught by our librarian and our SPED Director, both of whom are introducing students to beginning mechanisms of American sign language.

Chess 1 for 2nd and 3rd graders: A volunteer and a Turquoise Trail substitute teacher are teaching the children the basics of chess that include rules, how to play and the vocabulary of chess.

Chess 2 for 4th and 5th graders: The older children are learning more the art of chess. Different strategies, how to watch and learn from your opponent, and how to secure the check mate are a few of the topics taught in this class by a substitute teacher here at Turquoise Trail Charter School.

History of Jazz: Students in 3rd through 5th grades are learning the history of Jazz with one of our Educational Assistants. Starting with Louis Armstrong and New Orleans, they will be moving through the years and locations where Jazz was born, grew, developed and changed the culture.

Jazz Ensemble: Grades 5th and up with at least one year of instrument experience play piano, clarinet, sax, trumpet, drums, flute and more. Our Band director is teaching the students the different rhythms, harmonies and techniques involved in playing Jazz music. Instruments are provided by the school, but students are welcome to bring their own.

Junior Chorus for 1st and 2nd graders: The Turquoise Trail Chorus Director is teaching 1st and 2nd graders the art of singing in a group. Keeping the key, listening to their peers and coordinated movements that don't cause the voices to be lost are some of the topics he will be covering in this class.

Coyotes Chorus for 3rd through 5th grades: 3rd grade and up are fine tuning the art of singing in a chorus. Students experience and work with harmonies, choreographies and solo parts.

Drama - Student Actor's Workshop: As Turquoise Trail Charter School has a Drama elective in the Middle School that delves into the classical side of drama, this group takes a more modern approach. Our Band director teaches the digital side of drama by creating videos with the students. Ranging from anti-bullying, to music, to theater videos that the students scripted, acted in, and filmed themselves; these pieces of art can be found on the school website at: https://turquoise-trail-charter-elementary-school.echalksites.com/music_band

Culinary Arts: Once a week our Gifted teacher provides a theme-based cooking class for 2nd through 5th grades. Similar to the Cooking with Kids program, students learn where a recipe comes from and its history and then together, they prepare the ingredients and cook the food.

Right Brain Drawing: Children will learn the basic skills of drawing realistically, as well as master techniques using colored pencils and markers. They will draw animals, still life objects, cartoon characters and more. Gifted education teacher, Kathleen Mariel, has been teaching Drawing on the Right Side of the Brain techniques with great success to children, teens and adults for more than 30 years. This program is open to 3rd - 5th graders

Homework's Done Club: students in 4th and 5th grades will bring their homework and any other unfinished schoolwork to this class and have time to go over it carefully with some assistance from a teacher. When they do not have homework, our Kindergarten teacher will find other work they can do that will reinforce what they've been learning in class.

Reading Club: Students in 1st and 2nd grades who are identified through Istation, are invited to have a little extra reading help with two of our second-grade teachers. As reading is the basis of all learning, Turquoise Trail Charter School wants to ensure a strong foundation for all of its students starting at the very beginning. These two teachers are allowing these students to find that reading can be fun and does not have to be intimidating or a chore.

Creative Handwriting: Students, grades 3-5 will learn basic Cursive, Creative Cursive, Calligraphy and Renaissance Handwriting in fun creative ways, combining an artistic approach, such as mixed media, paint, pastels with letters, poems, famous quotes, animal themes, etc. displayed in a creative artistic fashion. All the while, they will be creating their own Creative Handwriting Journal with one of our talented Educational Assistants.

Movement - Let's get moving! Our school librarian will be teaching students all about the importance of an active lifestyle, what that means and how easy it is to do. Being active and getting exercise can seem vague and daunting at times; she will give fun ideas and examples of what children can do to get started on a healthy way of life.

Journalism: Students in 4th and 5th grades will be covering the basic principles and practices of contemporary journalism. students will learn how to gather information, organize ideas, format

stories for different forms of news media, and edit their stories for publication. Taught by one of our fifth-grade teachers.

Flamenco: Taught by the famous Stephanie Ramirez (also known as Estephania) from Entreflamenco. Students in grades 3rd through 5th are learning the unique rhythms and precise movements of Flamenco. She will be guiding them through proper arm positions, hand clapping, and foot techniques over the next several months.

Community Partnerships – Middle School

In its first year, 2018-19, Turquoise Trail Middle School established several community partnerships which support its goals of creating graduates who are:

- **Inspired** to be a participatory citizen who contributes to a strong New Mexico workforce and culture.
- **Engaged** with the community in establishing Santa Fe as a breeding ground for innovative thinking across disciplines.
- **Prepared** to assume roles as both leader and team player in his or her continued academic pursuits, career paths, and personal development.

Santa Fe Studios: Over the course of the Fall semester, students examined the question: “What does it take to make a movie?” and began to consider the many different departments, people, and roles involved in the complicated process of creating a film. Three field trips to Santa Fe studios provided opportunities to meet and have a Q&A session with the producer, visit the sets, and meet with professionals in the wardrobe, art, lighting, and construction crews of the Roswell pilot production team.

The Spring semester shifted focus towards students developing their own ideas for a movie “pitch” following the classic archetype of the Hero’s Journey. Screenwriters visited Turquoise Trail Middle School several times over the course of the semester, and students visited the Bonanza Creek movie sets in our local neighborhood to consider how location affects a plot. The final presentations of collaborative student ideas were presented to a panel of local film professionals at The Screen, a local film and theater arts venue.

The Screen: Students supplemented their film studies with several field trips to The Screen to attend screenings of documentary films to contemplate why film makers decide to document certain events, and how they do so to tell a meaningful story about a real-life situation.

The Santa Fe New Mexican: In class, students learned techniques and methods to create pre-press ready documents for printing using Adobe Creative Suite digital tools. Students then attended a field trip to the New Mexican printing facility where they learned about the variety of jobs involved in creating a daily newspaper. Students then designed several issues of our

school newspaper, which was printed by The New Mexican, three-fold brochures for the Santa Fe Studios Pitching Contest final project, and our annual yearbook.

Boys and Girls Club: The Boys and Girls Club of New Mexico provided programming twice a week over the course of the year in the TOP (Teen Outreach Program) for 7th grade students who could be considered at-risk for future academic and/or social challenges. TOP curriculum is “focused on key topics related to adolescent health and development, including building social, emotional, and life skills; developing a positive sense of self; and connecting with others.”

Community in Unity: This is another social/emotional learning program we implemented at TTMS to support students in developing empathy, communication skills, and leadership. All staff was trained in the protocol, and trainers then worked with students in four monthly hour-long workshops focused on developing a positive sense of self; peaceful conflict resolution; expressing & feeling emotions; and developing leadership capacity.

Popular Recognition

Niche.com

Niche.com rated Turquoise Trail Charter School #1 in Best Public Elementary Schools in Santa Fe County. Turquoise Trail Charter School also received an Overall Niche Grade of **A**.



Popular Santa Fe Award

Turquoise Trail was voted the 2nd-place winner as Best Elementary School and Best Middle School in Santa Fe.



2. Academic Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department’s Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school’s letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the “desk audit” review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract *AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018* do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

Turquoise Trail Charter School maintained an overall letter grade of B in each of the three years for which School Grade Reports have been released. The department’s standards for excellence were met in each of the three years.

Of the five indicators that comprise the overall letter grade, the “Improvement of Lowest Performing Students” Indicator received a grade below a C in each year. The overall growth scores, points earned and grades for the lowest performing students are displayed in the table below:

Improvement of Lowest-Performing Students Indicator				
	Subject	Score	Points earned out of 20	Indicator Grade
2016 School Report Card	Reading Growth	-0.18	10.18	F
	Math Growth	0.22		
2017 School Report Card	Reading Growth	0.42	12.89	D
	Math Growth	0.32		
2018 School Report Card	Reading Growth	0.31	12.42	D
	Math Growth	0.31		
Scores in purple cells were identified as "higher than expected" growth on the Report Cards.				

A score *Above zero* indicates the students performed *higher than expected and are closing the achievement gap*. A score of *near zero* indicates the students performed *as expected* based on their academic history. A score of *below zero* indicates that the students performed *below expectations and are losing ground when compared to their peers*.

Focused on improving the school's overall letter grade, the following actions were implemented in 2016-17, 2017-18 and 2018-19 to improve the growth scores of the lowest performing students.

Root Causes of Lowest-Performing Student Results

The transition from paper-pencil assessments to the computer-based PARCC Assessment highlighted the need for students to increase their level of skills with technology. Academic performance in this transition period was affected and led to lower overall results statewide as the Public Education Department had predicted.

Turquoise Trail Charter School is a Title I school with close to 70% Economically Disadvantaged students, 15% of students with disabilities and 22% of students new to U.S. schools.⁵ Many students enter Turquoise Trail Charter School without a sound academic foundation and are in need of targeted instruction based on in-depth data analysis to close the achievement gaps. Data analysis and targeted instruction has remained a priority throughout the charter contract term.

2016-2017 Improvement Actions

- Implementation of Blended Learning⁶ provided additional support to students following the introduction of the PARCC computer-based assessments aligned to Common Core State Standards. Online programs including Istation, IXL and Kahn Academy provided students with

⁵ 2018 Turquoise Trail District Report Card

⁶ Blended learning combines online digital media with traditional classroom methods that can be accessed 24/7 at home free of charge.

targeted interventions for improvement in reading and math proficiency. An additional benefit to students and parents was that the programs could be accessed at home without cost.

- Summer 2017: A K-3 Plus program for 100 students was implemented with theme of “Science All Around Us”. Students entering grades K–3 were given the opportunity to participate in the 5-week summer program. The theme integrated hands-on science with lessons in literacy and math. Istation was used as the primary formative data collection tool. An on-staff Special Education teacher was hired to provide special education services for all students with IEPs, adding continuity to their learning plan.
- Implementation of The International Society for Technology in Education (ISTE) standards and mastery checklist ensured that students would have computer skills necessary for success in taking the PARCC assessment and using online intervention and enrichment programs.
- Teachers focused heavily on PARCC and short-cycle assessment data (DEA and NWEA MAP) analysis to better inform instruction. Consultant provided professional development in which grade-level teams reviewed data and created targeted lessons focused on topics areas in which performance was low. Administration observed lesson plans in action in the classroom.
- Teachers strengthened their focus on test preparation by using PARCC practice materials. Administration provided teachers with item analysis and previously released items.

Evidence of Improvement Actions

- Observation of Blended Learning in Classrooms
- K-3 Plus Application/Contract; Personnel Records
- ISTE Standards Mastery Checklist and results
- Consultant contract for professional development
- PARCC practice materials and item analysis

Success of Improvement Actions

- Lowest-Performing Student Growth increased in 2017 and was “higher than expected” in both reading and math overall. This indicates that Lowest Performing Students were “on track” and catching up with higher-performing students.
- “Improvement of Lowest Performing Students Indicator” increased from an F in 2016 to a D in 2017. Indicator points increased from 10.18 in 2016 to 12.89 in 2017.
- The overall School Grade Report points increased from 60.44 in 2016 to 73.36 in 2017.
- 2016-17 Discovery Education Assessment (DEA) scores met (Reading) and exceeded (Math) their targets.

Evidence of Success of Improvement Actions

- Comparison of 2016 and 2017 School Grade Reports
- 2017-18 DEA Reading and Math short-cycle assessment data

2017-18 Improvement Actions

- Based on the 2017 “Improvement in the Growth of Lowest-Performing Students” Indicator, the Blended Learning approach to interventions was continued.
- Summer 2018 – K-5 Plus program implemented for 140 students in grades K-5. Theme of “Art Attack” provided arts & literacy integration with a focus on novel studies for grades 4 – 5. Two Special Education Teachers were hired to provide continuity of services for special education students enrolled in the program.
- Special Education case managers focused on test-taking strategies and accommodations that were added to IEPs. The objective was to empower students to better understand the question and what was expected in their responses.
- Alignment between the Common Core curriculum and PARCC test preparation was improved. Administration required all teachers to familiarize themselves with the PARCC and to demonstrate their knowledge at staff meetings. Grade level meeting were tasked with discussing Common Cores alignment.

Evidence of Improvement Actions

- Observation of Bended Learning in Classrooms
- K-3 Plus Application Budget/Personnel Records
- Student IEPs
- Teacher schedules, staff meetings and grades-level meetings

Success of Improvement Actions

- Turquoise Trail Charter School sustained a D grade in 2018 for the “Improvement of Lowest-Performing Students” Indicator; however, points dropped slightly from 12.89 to 12.42.
- The 2018 School Grade Report indicated that Turquoise Trail Charter School sustained the trend of “higher than expected” growth demonstrated by the Lowest-Performing Students in both reading and math overall. This indicates that the lowest-performing students continued to be “on track” toward catching up with higher-performing students.
- 2017-18 NWEA MAP Short cycle assessment proficiency exceeded 70% in both Reading and Math.

Evidence of Success of Improvement Actions

- 2018 School Grade Report
- 2017-18 NWEA MAP Short cycle assessment data

2018-19 Improvement Actions

- Hired a new Assistant Principal to assist teachers in finding the best methods to help students still struggling with Math and Reading.
- Academic Learning Plans - Parents of all students not meeting grade level standards were expected to attend scheduled conferences at end of the first quarter, semester, and third quarter terms. Testing data, classroom performance, grades, and student work samples were shared with parents

and expectations set for improved academic performance. TTCS grading standards, target MAP scores, and PARCC data were explained to students and parents. Students, parents, and teachers made a collaborative plan to support student success with expectations set for parent, student, and teacher responsibilities. These goals and expectations were revisited at each subsequent conference and/or at other times during the school year as deemed necessary.

- Middle School Tutoring – Middle school students in danger of failing classes or who requested additional support to meet grade-level standards were offered weekly tutoring sessions in Science, Math, and Language Arts for one hour a week after school. Sessions focused on small group review of current classwork, including scaffolding to re-teach skills not mastered in prior years. Student diagnostics from the IXL online program were also used to target individual student areas of weakness for practice, both at home (for free) and at school, and small-group instruction.
- ELD Support - Strong focus on vocabulary development with students who were identified as English Learners. The EL Coordinator and TESOL and Bilingual endorsed teachers support EL students with 45 minutes of ELD daily. “Language Central” is the main curriculum utilized by TESOL and Bilingual endorsed teachers. Common-Core Spanish is used as a State-funded Bilingual Multicultural Education Program.
- Summer 2018 - Triple A Program: “Academic Acceleration Academy”. Students entering 7th grade were given the opportunity to attend this 4-week morning camp. Approximately 20 students attended the camp. NWEA MAP data was used to target students whose proficiency fell below the NWEA Normed median scores for Fall BOY entry level scores for 7th grade. This program was funded by Excellent Schools New Mexico.

Evidence of Improvement Actions

- Vice-Principal Hired in March of 2019 – Personnel Records
- Student Academic Learning Plans
- Title I Program/Budget
- Observation and schedule of ELD services
- Excellent Schools New Mexico Grant

Success of Improvement Actions

- 2019 Assessment results have not yet been released.
- 2018-19 NWEA MAP Short cycle assessment proficiency exceeded 80% in both Reading and Math.

Evidence of Success of Improvement Actions

- 2019 State Report not yet available.
- 2018-19 NWEA MAP Short cycle assessment data

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

Three school-specific charter goals are included in the Turquoise Trail Charter School (TTCS) Performance Framework: Reading, Math and 21st Century Skills. The Reading and Math goal targets were met in each year of the contract term. The 21st Century Skills goal target was exceeded in all but one year, 2016-17.

School Year	Goal 2: Reading	Goal3: Math	Goal 4: 21 st Century Skills
2015-16	Meets Standard	Meets Standard	Exceeds Standard
2016-17	Meets Standard	Meets Standard	Falls Far Below
2017-18	Meets Standard	Meets Standard	Exceeds Standard
2018-19	Meets Standard	Meets Standard	Exceeds Standard

Note: Goals (Performance Indicators) are numbered to align with the TTCS Performance Framework.

READING:

PERFORMANCE INDICATOR 2. 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.

Growth. *In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.*

The school may establish the growth target in the fall for students with an identified disability in Special Education in an IEP (not including gifted). These students must then meet the individual growth target established in the fall in order to show growth.

Proficiency. *In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.*

Exceeds Standard:

☐ *The school surpasses the target of this indicator if:*

85% or more 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 AND 15% of the students testing not proficient will show more than one year's growth

Meets Standard:

☐ *The school meets the target of this indicator if:*

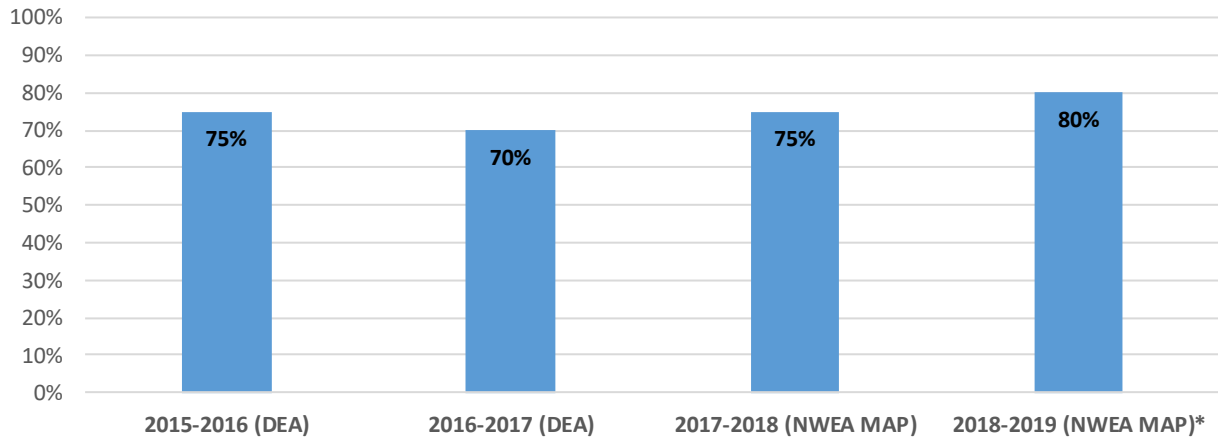
70-84% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

Analysis: TTCS met the Reading Goal's target in each year of the charter contract as displayed in the chart below:

TTCS Reading Goal Progress 2015-2019

TTCS Target: 70% of students meeting goal



*The Discovery Education Assessment (DEA) was discontinued by the publisher; TTCS replaced the DEA with the NorthWest Evaluation Association - Measures of Academic Progress (NWEA MAP) in school year 2017-18.

MATH:

PERFORMANCE INDICATOR 3. 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.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.

The school may establish the growth target in the fall for students with an identified disability in Special Education in an IEP (not including gifted). These students must then meet the individual growth target established in the fall in order to show growth.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

Exceeds Standard:

☐ The school surpasses the target of this indicator if:

85% or more 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 "achievement level IV" on the winter or spring short-cycle assessment AND

15% of the students testing not proficient will show more than one year's growth

Meets Standard:

☐ The school meets the target of this indicator if:

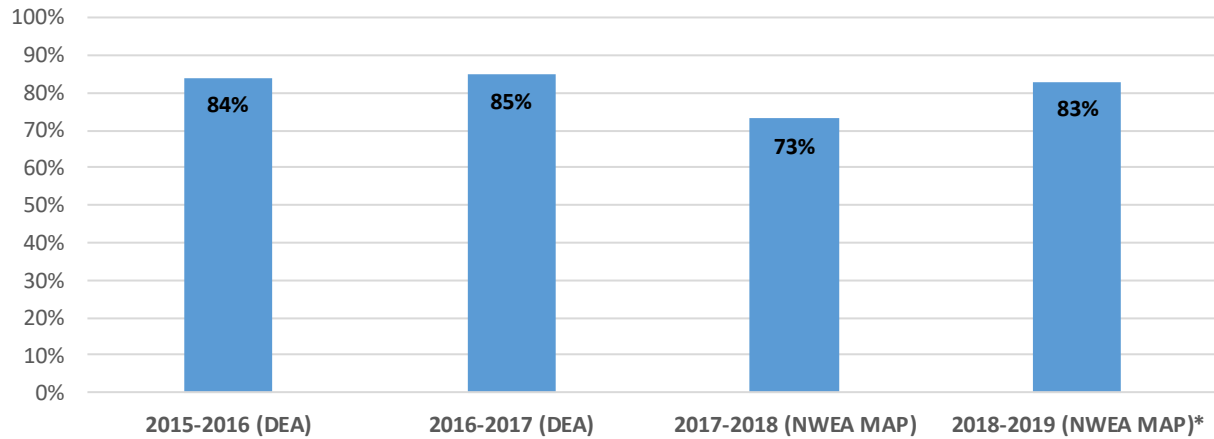
70-84% of identified students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

Analysis: TTCS met the Math Goal's target in each year of the charter contract as displayed in the chart below:

TTCS Math Goal Progress 2015-2019

TTCS Target: 70% of students meeting goal



*The Discovery Education Assessment (DEA) was discontinued by the publisher; TTCS replaced the DEA with the NorthWest Evaluation Association - Measures of Academic Progress (NWEA MAP) in school year 2017-18.

21st CENTURY SKILLS:

PERFORMANCE INDICATOR 4. 21ST CENTURY SKILLS

TTCS students will improve their 21st century skills as measured by ISTE⁷ benchmarks in 2nd and 5th grades. Note: The progress of students in all grades will be assessed as well

Exceeds Standard: 80% of TTCS students in 2nd and 5th grades will:

Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Meets Standard: 70 - 79% of TTCS students in 2nd and 5th grades will:

Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Does Not Meet Standard: 60 – 69% of TTCS students in 2nd and 5th grades will:

Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Falls Far Below Standard: Less than 60% of TTCS students in 2nd and 5th grades will:

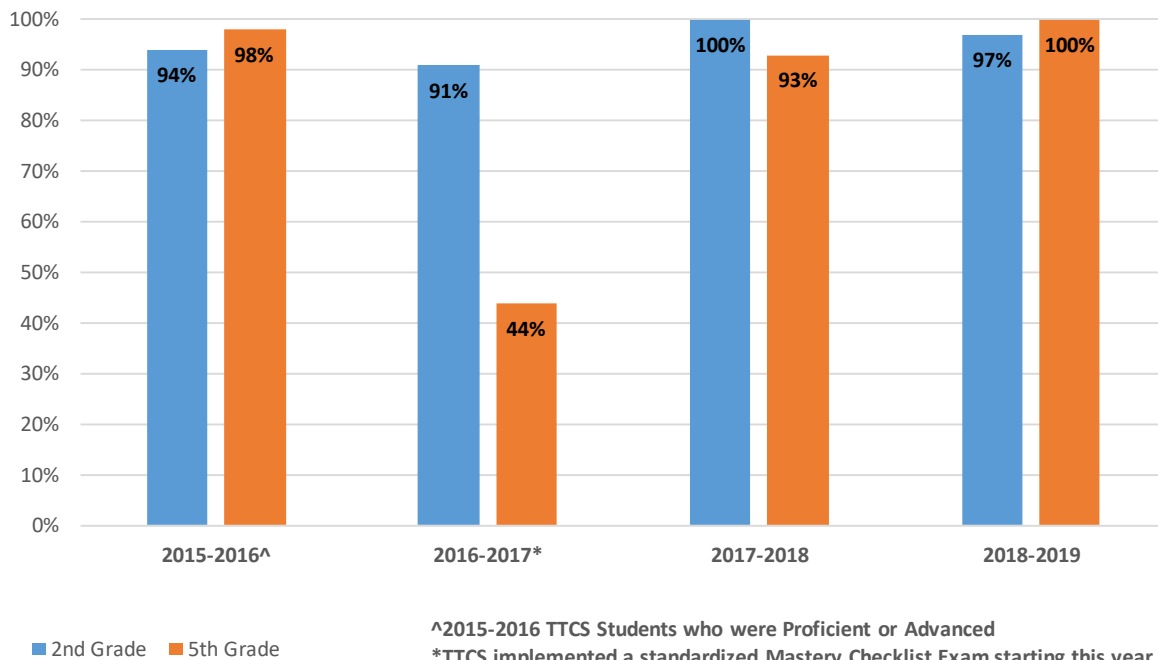
Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Analysis: TTCS met the 21st Century Skills target in three of the four years of the charter contract. The target was not met in 2016-17 at the 5th grade level only. Only 44% of 5th grade students met their goals as measured by the Mastery Checklist Exam. Conversely 91% of TTCS 2nd graders met their grade level goals.

⁷ The International Society for Technology in Education (ISTE)

TTCS ISTE Charter Goal Progress 2015-2019

TTCS Goal of reaching 70-100% mastery of Mastery Level Skills



Root Cause:

This assessment discrepancy was immediately investigated by the TTCS administration and it was determined that the 5th grade team, in that year, did not plan for or create the necessary assignments or performance assessments necessary to authentically determine which students were meeting our self-determined goals.

The three critical *improvement actions* were:

- 1) A new 5th grade team was formed in 2017-18 and were made fully aware of their instructional responsibilities regarding this goal.
- 2) A consulting firm that was familiar with ISTE standards was immediately hired to create a uniform professional performance assessment that would be used by all grades beginning in the year 2017-18. The 2nd and 5th grade teams were involved and trained to fully understand the grade level goals and knew what the assessment would include at the beginning of the year.
- 3) The school's Educational Technology Coach was replaced and the new Educational Technology Coach was given the responsibility in a priority job description, "to ensure that the elementary school staff was fully aware of the TTCS ISTE goals and objectives for each grade level and fully prepared the students for the end of year performance assessment."

Evidence of Improvement Actions:

- 1) Staff Assignment List
- 2) Contract with Consulting Firm
- 3) Educational Technology Coach's Job Description

Success of Improvement Actions:

In the following two years the improvement of students in the 5th grade was significant, and we easily met our school's goals. 5th grade students exceeded the mastery target as measured by the ISTE benchmark rubric in 2017-18.

Evidence of Success of Improvement Actions:

2017-18 5th grade student proficiency increased from 43% in 2016-17 to 93% in 2017-18.

3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY18	3 findings for the school and 1 for the Foundation	<p>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 which was not filed in a timely manner and the School was assessed a late payment fee.</p> <p>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</p>	<p>2018-001 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.</p> <p><i>CAP Summary</i> Cause: One ERB contribution was one day late. Management oversight. Action: Hired an assistant business manager to help with payroll and benefits administration. Evidence: Budget; Personnel files Outcome: TBD – Audit FY19 Evidence: Audit FY19</p> <p>2018-002 Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding and will work toward corrective action during FY2019.</p> <p><i>CAP Summary</i> Cause: One expenditure function code where actual expenditure exceeded budget. Management oversight. Actions: Hired an assistant business manager to help with payroll and benefits administration, thus relieving Business Manager from overload. Process updated to ensure there are no instances where the actual expenditures exceed the budget. Evidence: Budget; Personnel files; Updated process outlined in CAP for FY18 dated 3/9/19 and available in the WebEPSS files.</p>

		<p>2018-003 Capital Assets (Other Noncompliance) During our testing of capital assets, we identified the following 2 exceptions: (1) 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)". (2) 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.</p> <p>For TTCS Foundation: 2018-001 Bank Reconciliations (Other Noncompliance) Condition/Context: During our audit of the Foundation, we noted that the bank reconciliations for</p>	<p><i>Outcome: TBD pending release of FY19 Audit</i> <i>Evidence: Audit FY19</i></p> <p>2018-003 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.</p> <p>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.</p> <p><i>CAP Summary</i> <i>Cause: Used wrong account code and did not notify state auditor. Management oversight.</i> <i>Actions: Business Manager has been properly trained by audit team and will ensure that when Board approves disposal that letter is sent to State Auditor.</i> <i>Established a procedure to ensure proper notification to the State Auditor on all required dispositions.</i> <i>Evidence: Procedure outlined in CAP for FY18 dated 3/9/19 and available in the WebEPSS files.</i> <i>Outcome: TBD pending release of FY19 Audit</i> <i>Evidence: Audit FY19</i></p> <p>TTCS Foundation: 2018-001 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</p>
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		<p>the Foundation were all prepared near year-end and lacked evidence of review and approval by someone independent of the preparer.</p>	<p>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.</p> <p>The Foundation's Treasurer now has access to review the transactions and balances directly in Quickbooks and the Foundation Treasurer will now approve each month's printed bank reconciliation.</p> <p><i>CAP Summary</i> <i>Cause: Bank Reconciliations not completed timely. During FY18, the activity of the Foundation was increased over previous years as a result of additional grant funding. As a result, management worked toward the end of FY18 to reconcile the accounts.</i> <i>Actions: Foundation has implemented Quickbooks and now the treasurer signs each monthly reconciliation.</i> <i>Evidence: Signature of Foundation Treasurer as proof of approval of each month's printed bank reconciliation.</i> <i>Outcome: TBD pending release of FY19 Audit</i> <i>Evidence: Audit FY19</i></p>
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		<p>Kindergarten – Three Plus (27166) Support Services \$294</p>	<p><i>regularly compare budget to actual results. As a result, measures were not taken to avoid or minimize the amount that actual expenditures exceeded the approved budget for the funds listed above.</i></p> <p><i>Actions: Beginning in FY18, the Business Manager will closely monitor the budget variances, by Function, and submit BAR requests to the Governance Council in a timely manner to allow for budgets to be updated throughout the year as conditions change. Currently, the Finance Committee does receive a monthly report comparing actuals to budget, but our process will be updated to include Council agenda action items for the BAR. All required final BAR's will be submitted prior to 6/1 each year.</i></p> <p><i>Evidence: Gov. Council Mtg Agendas</i></p> <p><i>Outcome: Finding repeated in FY18</i></p> <p><i>Evidence: Audit FY18</i></p>
		<p>2017-001 Disposition of Computer Equipment (Other Non-Compliance) During our review of computer disposals, we noted that the School did not maintain support that the Office of the State Auditor ("State Auditor") was notified at least thirty days prior to the processing of the disposal for seven of the fifty-two computers that were disposed of.</p>	<p>2017-001 Management's Response: <i>The former network administrator, a contractor, added more computers to the disposal without informing administration than what was approved. This individual is no longer working with the school. The current Operations Manager and IT contractors have been instructed by the Business Manager to closely match all items for disposal to the list approved by the Governance Council, and that any additional items for disposal must be added to a future listing to gain approval, and cannot be added to the current disposal group. Business Manager is responsible for implementation by 1/1/2018.</i></p> <p><i>CAP Summary</i></p> <p><i>Cause: The School failed to obtain proper approval for seven computers that were not added to the original disposal listing.</i></p> <p><i>Action: IT contractor no longer working</i></p>

			<p>with the school. The current Operations Manager and IT contractors have been instructed by the Business Manager to closely match all items for disposal to the list approved by the Governance Council. Beginning in FY18, all items sent for disposal are checked by both the IT contractor and the Operations Manager against the approved disposal listing.</p> <p>Evidence: New IT contract</p> <p>Outcome: Specific finding not repeated in FY18 Audit</p> <p>Evidence: FY18 Audit</p>
FY16	8	<p>2016-001–xx Payroll (Compliance)</p> <p>During our testwork of twenty-five payroll transactions, we identified the following:</p> <p><i>Approval of timesheets</i></p> <ol style="list-style-type: none"> 1. The School Director’s timesheet was not approved by another member of management or a member of the board of directors. 2. An employee’s timesheet was not signed by the employee but was approved by the employee’s supervisor. 3. An employee’s timesheet was not approved by the employee’s supervisor. <p><i>Employee contracts and agreements</i></p> <ol style="list-style-type: none"> 1. An employee received a stipend and salary differential for the Teaching English to Speakers of Other Languages (TESOL) certification. However, their contract did not contain any 	<p>NOTE: The findings this year were primarily due to the change in business managers in June 2016. It was a very difficult time of year to make that transition since it was so close to the year end and the new business manager had not worked in a public or charter school before.</p> <p>2016-001 Management’s Response:</p> <p>There were no noted errors from the auditors regarding deductions, but the Business Manager will ensure that all timesheets are properly submitted and signed beginning in FY2017. In the previous three years, the absence of a timesheet for the Director was not noted as an audit finding or even noted as a required item but going forward a timesheet will be signed by the Director and approved by either the Data Manager or the Business Manager. As for the contract that failed to note the TESOL endorsement, additional procedures to verify contracts against the first payroll of the new fiscal year were implemented by the Business Manager in August 2016.</p> <p><i>Cause:</i> The School did not maintain adequate internal controls over employee timesheets, contracts and agreements and other payroll items. In addition, during the year the School</p>

		<p>acknowledgment that this employee should receive this compensation.</p> <p>2016-002-xx Disbursements (Compliance) During our testwork of twenty-five cash disbursements, there was an instance when the School paid \$514.65 to a vendor without an authorized purchase order.</p> <p>2016-003-xx Cash Receipts – (Compliance) During our testing over cash receipts, we identified that: For three out of twenty cash receipts transactions tested, there was no support provided for the full amount of the deposit. The School did not issue receipts for cash collect during fundraising events in two instances</p> <p>2016-004-xx Travel and Per Diem (Compliance) During our testing of travel and per diem and disbursements, we noted six instances when mileage was reimbursed at the 2015 rate and not the 2014 rate. (The travel for these occurrences took place during calendar year 2015.)</p> <p>2016-005-xx Internal Controls and Capital Assets (Compliance)</p>	<p>experienced turnover in their finance department which caused applicable review not to be monitored.</p> <p>2016-002 Management’s Response: The transaction in question was missing one of the two required signatures on the properly issued purchase order. The Business Manager will strive to ensure that all future purchase orders have both signatures.</p> <p><i>Cause:</i> Internal controls were not in place to ensure the School was paying the correct amounts and with adequate approvals.</p> <p>2016-003 Management’s Response: The school updated its procedures in October 2016 to require that all deposits have a full listing of payers going forward, and that the Assistant Business Manager submits deposit documentation to the Business Manager for review prior to each deposit being taken to the bank. This procedure has been reviewed with the audit team to ensure it will meet their standards for next year.</p> <p><i>Cause:</i> Procedures were not in place to ensure adequate support for cash receipts was maintained in accordance with NMAC 6.20.2.</p> <p>2016-004 Management’s Response: The school did pay the wrong mileage rate and the Business Manager has updated the travel reimbursement forms in October 2016 to indicate the correct per mile rate.</p> <p><i>Cause:</i> The School did not have internal controls in place to ensure mileage reimbursements were paid in accordance with the New Mexico Per Diem and Mileage Act.</p>
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		<p>During our testwork of repairs and maintenance, the School did not capitalize \$46,021 in construction and equipment purchases.</p> <p>2016-006-xx Annual Inventory (Compliance) The School did not perform an annual inventory of its capital assets during fiscal year 2016.</p> <p>2016-007-xx Excess of Expenditures over Budget (Compliance) Turquoise Trail Charter School had expenditure functions where actual expenditures exceeded budgetary authority: Pre-K Initiative (27149) Instruction \$601 Support Services: General Administration \$35</p> <p>2016-008-xx Budgetary Conditions (Compliance)</p>	<p>2016-005 Management's Response: The new Business Manager had asked the audit team for guidance on what to do regarding year-end adjustments and entries for assets, but it was after the audit team had arrived, so those adjustments were not provided in a timely fashion. Currently, the Business Manager is working to obtain guidance from the auditors regarding what is required in terms of documentation of Capital Assets prior to their arrival.</p> <p><i>Cause:</i> The School did not have internal controls in place to ensure that all capital expenditures were capitalized.</p> <p>2016-006 Management's Response: Due to the change in Business Managers in June, the physical inventory of assets was not performed until September, when it should have been done in June. Going forward, physical inventories will be performed in June of each year by the Operations Manager.</p> <p><i>Cause:</i> Internal controls are not in place to ensure an annual inventory is performed.</p> <p>2016-007 Management's Response: Due to the change of Business Managers in June, there was a delay in reconciling year end balances and recording the necessary entries. We anticipate that this should not reoccur, and the new Business Manager has attended several training sessions to become more familiar with the required year end reporting requirements.</p> <p><i>Cause:</i> Budgetary controls were not in place to adequately monitor and regularly compare budget to actual results. As a result, measures were not taken to avoid or minimize the amount that actual expenditures exceeded the approved budget for the funds listed above.</p>
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		<p>The School did not properly budget prior year cash carry-over in the SB-9 Capital Improvements Fund (31700). There was a cash carryover of \$386,586, however, the School budgeted a deficit of \$492,236 for this fund.</p>	<p>2016-008 Management's Response: Future budgets will not cause a deficit in cash balances, per procedures implemented during FY2017 to include beginning fund balance as a component of each funds' budget development. The Business Manager will be responsible for ensuring this requirement is complied with when the FY18 budgets are submitted to the Governance Council in March 2017.</p> <p><i>Cause:</i> The School budgeted a deficit when there was no prior year cash carry-over amounts for this fund.</p>

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

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 (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

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 provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

Turquoise Trail Charter School maintained all Board of Finance authority during the entire term of the contract.

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received "working to meet" or "fall far below" in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated "working to meet" ratings or any "falls far below" ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

Turquoise Trail Charter School (TTCS) received a "Falls Far Below" rating for III-A.00 1a) Education Plan: Mission & Material Terms Section in the 2017-18 school year.

Root Cause: The Annual Culture/Environmental Fair was not held in the Spring of the 2017-18 school year.

Action Taken: An Annual Culture/Environmental Fair was held for all grade levels on November 15, 2018 and will be held again in the spring of the 2019-20 school year.

Evidence: As stated in the 2018-19 Web EPSS Monitoring Report, "The PED team observed implementation of the school's mission and material terms in various way[sic]. . . Student led 'Cultural Fair', held on 15 NOV 2018, at the school for all grade levels."

Success: TTCS received a "Meets Standard" rating for III-A.00 1a) Education Plan: Mission & Material Terms Section.

Evidence:

As stated in the 2018-19 WebEPSS Monitoring Report, "The school provided artifacts such as 'parent invitation, agenda for Fair and map of each exhibit, pictures of student presentations, etc.' to support the Cultural Fair's success and student participation."

Note: The 2020 Cultural Fair will be held during the week of May 26th.

Turquoise Trail Charter School met all other material terms in all years of the current charter contract term.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **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 site visit.

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 NOT complete this Section.

School response:

Organizational Performance Framework Indicator	2018-19 Concern(s) Identified (Root Cause)	Improvement Actions and the Outcome of those Actions
III-A.04: 1e) Educational Plan: English Language Learners Repeated “Working to Meet Standard” for this Indicator.	Although the TTCS STARS Coordinator was in the process of investigating the STARS ELP Error Report and had been in contact with the Language and Culture Bureau, the investigation of 9 students listed on the Report had not been completed at the time of the site visit on April 2, 2019. The PED team requested that the school provide evidence it has	Improvement Action: As acknowledged by the PED team in the TTCS WebEPSS records, the school provided its ELP Error report from the 2018-19 academic year with investigative notes for the ELL status of each student identified within the Error Report. Evidence: ELP Error report provided by TTCS in WebEPSS.

	investigated the ELL status for each student identified within the ELP Error Report and efforts to correct the errors.	<p>Outcome: ELP Error report was investigated and completed.</p> <p>Evidence: ELP Error report with notes uploaded in WebEPSS under Section III-A.04: 1e).</p>
<p>III-A.05: 1f) Educational Plan: attendance laws</p> <p>Repeated “Working to Meet Standard” for this Indicator.</p>	The 10-day unexcused absence letter did not require a parent/guardian meeting with the school to discuss the student’s habitual truancy and to develop an intervention to keep the students within the education setting as per NM Compulsory Attendance Law NMSA § 22-12-7[B].	<p>Improvement Action: TTCS provided a revised 10-day unexcused attendance letter that aligns with the NM Compulsory Attendance Law NMSA § 22-12-7[B].</p> <p>Evidence: Revised letter uploaded in WebEPSS under Section III-A.05: 1f).</p> <p>Outcome: The 10-day unexcused attendance letter meets the requirements of the NM Compulsory Attendance Law NMSA § 22-12-7[B].</p> <p>Evidence: Revised letter uploaded in WebEPSS under Section III-A.05: 1f).</p>
<p>IV-A.00: 2a) Business Mgmt/Oversight: financial compliance</p> <p>Repeated “Falls Far Below” for this Indicator.</p>	TTCS received a repeated/multi-year finding on the FY18 Audit Report, therefore must provide evidence of implementation of its financial Corrective Action Plan (CAP) submitted in April of 2019.	<p>Improvement Action: The PED team noted in the WebEPSS that TTCS submitted evidence of sufficient implementation of the CAP demonstrating an effort to move the school toward compliance and to avoid repeated audit findings in future years.</p> <p>Evidence: CAP and evidence uploaded in WebEPSS under Section IV-A00: 2a).</p> <p>Outcome: TTCS demonstrated an effort to move the school toward compliance and to avoid repeated audit findings in future years.</p>

		Evidence: Above conclusion by the PED team in WebEPSS under Section IV-A00: 2a).
<p>VII-A.00: 5a) School Environment: facilities & emergency drills</p> <p>Repeated “Working to Meet Standard” for this Indicator.</p>	<p>As stated by the PED Team in the WebEPSS under Indicator VII-A.00: 5a): “The indicator will be rated as, “Working to Meet Standard”, because the school was found to be out of compliance with required emergency drills during the 2017-18 academic year. However, it appears the school has implemented its corrective action plan to move toward compliance upon review of the school’s 2018-19 academic year emergency drill log. This year’s emergency drill compliance (2018-19) will be evaluated and rated during the 2019-20 academic, and so forth.”</p>	<p>Improvement Action: TTCS implemented its corrective action plan for compliance with required emergency drills.</p> <p>Evidence: As stated by the PED team in WebEPSS under Indicator VII-A.00: 5a).</p> <p>Outcome: TTCS is in compliance with implementation of emergency drills.</p> <p>Evidence: 2017-18 and 2018-19 Emergency drill logs uploaded in WebEPSS.</p>
<p>III-A.03: 1d) Education Plan: students w/special needs</p> <p>Rated “Pending”</p>	<p>Charter Schools Division note from WebEPSS:</p> <p>01 JUL 2019 NM PED Note: 22 MAY 2019, the CSD was notified by the Special Education Bureau of a formal complaint (2018-19SY), investigation outcomes and corrective action required by the school. The school's Special Education CAP is attached within the indicator. Per the Special Education Bureau, the school has responded timely to the deadline outlined within the corrective action plan. Specifically, Turquoise Trail Charter School is in full compliance with meeting all CAP #C1819-27 documentation submission deadlines. In fact they submitted all required documentation for both Step 1 and Step 2 ahead of the 7-1-19 and 8-31-19 deadlines (submitted in person to me on 5-30-19). Since this CAP requires ESY (end of school year) services to be provided, we will issue a closure letter after we receive written verification that all ESY services were provided. The CSD will follow-up with the Special Education Bureau early in the FALL 2019 semester. This indicator will remain rated as Pending until that time.</p> <p>Updated information available in appendixes</p>	

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

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 site visit.

School response:

Following is the membership of the Turquoise Trail Charter School Governance Council at all times during the term of the contract. Roles, service terms and membership of required committees are included.

Member 2019-2020	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Floyd Trujillo	President	May 2019	May 2021	Finance, Audit, IT Steering and HA evaluation
Sammi Triolo	Vice President	May 2019	May 2021	HA Evaluation
Kevin Stack	Treasurer	May 2019	May 2021	Finance, Audit, IT Steering
George Wallace	Member	July 2018	July 2020	
Ruth Center	Member	Sept 2018	Sept 2020	

Victoria Schweizer	Secretary	Sept 2018	Sept 2020	Marketing
Hannah Mazur	Member	April 2019	April 2021	Marketing
Member 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Floyd Trujillo	President	May 2017	May 2019	Finance, Audit, IT Steering and HA evaluation
Sammi Triolo	Vice President	May 2017	May 2019	HA Evaluation
Kevin Stack	Treasurer	May 2017	May 2019	Finance, Audit, IT Steering
George Wallace	Member	July 2018	July 2020	
Ruth Center	Member	Sept 2018	Sept 2020	
Victoria Schweizer	Member	Sept 2018	Sept 2020	Marketing
Stephanie Slone	Member	Sept 2016	Sept 2018	Expansion
Mira Burack	Member	Aug 2017	April 2019	
Jennifer Trujillo	Member	July 2018	Sept 2018	
Member 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Floyd Trujillo	President	May 2017	May 2019	Finance, Audit, IT Steering and HA evaluation
Sammi Triolo	Vice President	May 2017	May 2019	HA Evaluation
Kevin Stack	Treasurer	May 2017	May 2019	Finance, Audit, IT Steering
George Wallace	Member	Nov 2017	March 2018	
Isabelle Sandoval	Member	Nov 2017	April 2018	
Stephanie Slone	Member	Sept 2016	Sept 2018	Expansion
Kenney Valdez	Member	Dec 2017	March 2018	
Member 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Floyd Trujillo	President	May 2015	May 2017	Finance, Audit, IT Steering and HA evaluation
Sammi Triolo	Vice President	May 2015	May 2017	HA Evaluation
Kevin Stack	Treasurer	May 2015	May 2017	Finance, Audit, IT Steering
George Wallace	Member	Nov 2015	Nov 2017	
Isabelle Sandoval	Member	Nov 2015	Nov 2017	
Stephanie Slone	Member	Sept 2016	Sept 2018	Expansion
Kenney Valdez	Member	Dec 2015	Dec 2017	
Member 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Floyd Trujillo	President	May 2015	May 2017	Finance, Audit, IT Steering and HA evaluation
Sammi Triolo	Vice President	May 2015	May 2017	HA Evaluation
Kevin Stack	Treasurer	May 2015	May 2017	Finance, Audit, IT Steering
Matt Johnston	Member	Dec 2013	Oct 2015	
George Wallace	Member	Nov 2015	Nov 2017	
Isabelle Sandoval	Member	Nov 2015	Nov 2017	
Stephanie Slone	Member	Nov 2015	Nov 2017	Expansion
Kenney Valdez	Member	Dec 2015	Dec 2017	

Membership on the Governance Council met the requirements of the by-laws and the statutory minimum of five members at all times.

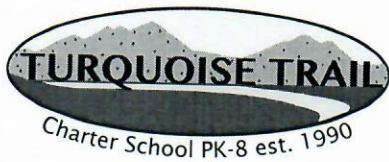
The Governance Council maintained the required committee membership at all times.

There were no open vacancies at any time.

All Governance Council members completed the required training hours in all years of the contract term with one exception, Kevin Stack.

At the request of the Charter Schools Division, TTCS provided a detailed action plan to demonstrate how the school will ensure compliance with all mandatory training requirements during the 2019-2020 school year and beyond. The plan is attached in the Appendix section of this application and has been uploaded in WebEPSS under the following indicator: V-A.00: 3a) Governance & Reporting.

*** All schools must provide a response for this section of the application.**



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On September 15, 2019 an email was sent to the New Mexico Public Education Department on behalf of Turquoise Trail Charter Schools to give a response to CAP #1819-27. I reviewed all compensatory services that have been given at this point. Eight hours of academic hours remained to be compensated as well as all compensatory time for ancillary services. As of Monday, September 9th at 2:30pm the parent whom filed the complaint entered Turquoise Trail and told me she will no longer sign anything regarding the IEP for the student because she is unhappy with services not being offered after school. She stated her family was facing hardships and could no longer allow the student to stay after school to receive compensatory academic services. She also refused to allow him to receive compensatory related services during his school day. On September 26, 2019 the Complaint Settlement Monitor, Dr. Elizabeth Cassell, was called and we reviewed the complaint. I discussed the upcoming IEP meeting would be with a facilitator which she thought was appropriate at this time. An email was also sent the same day to confirm receipt of the CAP Response. At this time we are awaiting a letter to confirm if Turquoise Trail Charter Schools has successfully attempted to resolve the complaint and if our actions are deemed as sufficient to New Mexico Public Education Department.


Toeni Tillman, M.Ed.

Special Education Director

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